**UDL LESSON PLAN**

**Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard Statement/Content Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standard Statement/Content Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Pre-Assessment of Standards****Pre/Post-Assessment**Generally prior knowledge data is taken from an assessment or assignment on a day, **before** the completion of your plan and start of your instruction. Data should measure the student’s knowledge of each indicator. ***(Focus on the verb and content in the standard)***Name type of assessment(s) you will use to collect individual student baseline data \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Can every student independently complete the assessment you have designed? If so**, describe your universally designed assessment **If not** complete tiered assessmentsWhat are there differences in how you will collect data from each student?  |
| **Pre-Assessment Data Results***(add student names below)* |
| **Some** | **Most** | **Few** |
|  |  |  |
| **Universal Design for Learning** |
| **Universal Design for Learning (Multiple Means: representation, engagement, expression)**(Instruction that the whole group receives)Offer step-by-step directions:1.  |
|  |
| Verbal -Linguistic | Intrapersonal | Musical | Bodily-Kinesthetic |
| Math-Logical | Interpersonal | Visual-Spatial | Naturalist |
| **Multiple means of Engagement**Anticipatory Set / Modeling |  |
| **Multiple means of Representation**Modeling / Guided Practice |  |
| **Multiple means of Expression**Independent Practice / Assessment |  |
| **Differentiated Instruction** |
| **Some****(students who have skill/knowledge gaps)** | **Most****(See UDL Plan)** | **Few****(students who already know the indicators)** |
| **Assistive Technology**(Student Specific)Should come from the IEP |
| **Intensive** **Modifications/Tools** | **Moderate** **Accommodations/Tools** | **Mild** **Scaffolds/Tools** |
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