**UDL Lesson Plan Template –** *Reference the template description for detailed explanation of this template*

**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 assessments  What are their 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)** | | |
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| **Assistive Technology**  (Student Specific)  Should come from the IEP | | | | | | | | | |
| **Intensive**  **Modifications/Tools** | | | **Moderate**  **Accommodations/Tools** | | | | **Mild**  **Scaffolds/Tools** | | |
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