
Applying Universal Design for Learning (UDL) Analysis to the Design of a Learning Experience

* For reference throughout, see [The UDL Guidelines](#). *

Activity name/description:

State the goal for the learning experience you selected:

DEVELOP & DESIGN

Q1. *Do my learners know what the goal of this activity is and what the goal means?
What are the targeted skills or understandings this activity is intended to measure?*

Describe how the goal will be communicated so it is [perceivable and understandable](#) for the learners.

Q2. *Have I offered flexibility in **HOW** my learners can work toward the goal?*

Describe how the **goal will be separate from the means**, where possible.
If the means was embedded in the goal, share a plan for how the means is also supported.

Q3. RELEVANCE questions:

How am I making connections so learners know what it is they are working to achieve, and are invested in the goal?

What are the real-world or community-related applications that connect to this goal? Why does this goal matter to me (and to my learners)?

Describe how the **relevance of the goal** will be highlighted for learners.

Q4. DESIGN BARRIER questions:

Are there accessibility barriers my learners may encounter in this activity?

What may be preventing learners from showing what they know in this activity?

Identify one **barrier in the design of the activity**.

Describe an **option to reduce the barrier** in the activity.

[Tip: where possible, reduce the requirements and expectations that do not tie to the learning goals you want to measure]

Align a [UDL Guideline or checkpoint](#) to the design option.

FACILITATE/TEACH

Q5. Did your design support learners to achieve the goal?

Gather feedback, including yours.

REVISE

Q6. What worked well in the design to support the learning?

Align your response to the feedback you gathered.

Q7. Can you identify an additional barrier learners faced in the learning, based on the feedback that was gathered?

Q8. Can you revise the design of the learning experience to address the new barrier that was identified?

Align [a UDL Guideline or checkpoint](#) to the design option.

HELPFUL RESOURCES

DEVELOPING GOALS

- [CAST UDL Tips for Developing Goals](#) (PDF)
- [UDL: Start with the Goal](#) (article)
- [UDL Principle: Design Multiple Means of Representation](#) (CAST website)
- [UDL Principle: Design Multiple Means of Engagement](#) (CAST website)

DEVELOPING ASSESSMENTS

- [A UDL Perspective on Assessment](#) (videos)
- [UDL and Assessments](#) (website)
- [UDL Tips for Assessments](#) (PDF)
- [UDL Principle: Design Multiple Means of Action & Expression](#) (CAST website)

DEVELOPING MATERIALS, METHODS, PHYSICAL ENVIRONMENTS

- [Lesson Planning with UDL](#) (website)
- [5 Examples of UDL in the Classroom](#) (website)
- List of [Inclusive Strategies](#) (website)

LEARNER AGENCY

- [The Goal of UDL: Learner Agency](#) (CAST website)
- [Expert Learning is for All](#) (article)

GATHERING FEEDBACK, PROMOTING REFLECTION

- [Self-Reflection template](#) (CAST's Google doc template)
- [Observer feedback template](#) (CAST's Google doc template)
- UDL Consideration 9.3: [Promote Individual & Collective Reflection](#)