



Lesson Planning Rubric

To effectively use the **UDL Lesson Planning Rubric**, begin by selecting a lesson plan—either one you’ve created or one from a premade curriculum—that you wish to evaluate for UDL implementation. Use the rubric to assess how the lesson aligns with the **Foundational, Enhanced, or Transformative** levels in each category. Reflect on your ratings to **identify strengths and opportunities** to better support **learner variability**, and outline actionable strategies or supplemental elements that could increase access and help more students meaningfully engage with the lesson. **Collaborate** with colleagues to share insights and adaptations, and revisit the rubric regularly to support your growth and refine your approach to **universally designed instruction**. **Remember, every step toward intentional design matters, and even small shifts can help create more accessible and engaging learning experiences for all students!**

Lesson Section	Foundational	Enhanced	Transformative
Goals and Expectations	Lesson has a clear learning goal shared with students.	Learning goal is presented in student-friendly language.	Criteria for success are clearly defined, and students are involved in setting their own learning goals. Learning goals connect to students' lives and interests.
Activating Prior Knowledge	Lesson includes an opportunity for students to activate prior knowledge.	Lesson explicitly connects new content to students' existing knowledge and experiences.	Lesson provides opportunities for students to share their prior knowledge with each other and connects to their cultural backgrounds.
Presenting Information	Multiple ways for students to access information are provided.	Key terms and concepts are defined and accessible to all learners.	Lesson content reflects a diversity of perspectives and challenges biases in language and symbols. Supports are in place to address barriers in the learning environment.
Student Engagement and Practice	Students have time to practice the skill being taught.	Students are given choices in how they engage with the material.	Lesson provides opportunities for collaboration, incorporates fun, curiosity, and creativity, and scaffolds support for independence in expression.
Assessment and Expression	Students have a choice in how they demonstrate learning.	Feedback is specific, timely, and actionable.	Lesson design avoids penalizing different modes of expression; assistive technologies are accessible to those in need.
Reflection and Closure	Time is provided for students to reflect on their learning.	Specific prompts guide student reflection.	Opportunities for cultivating empathy and building community are integrated into the lesson.