



UDL Lesson Look Fors

Use this tool to reflect on the variability in the learning environment.

Standard:
Goal:

Materials

Materials include the media used to deliver learning content, as well as the tools and media students use to engage with the material and demonstrate their understanding.

- Textbooks
- Workbooks
- Posters
- Worksheets
- Newspapers
- Magazines
- Photos
- Photos
- Line Drawings
- Timelines
- Graphics
- Charts
- Tables
- Maps
- Videos
- Audio
- Screencasts
- Art
- Music
- Manipulatives
- Other: _____

Questions to consider when designing?

- What informs my choice of these materials or media?
- How do the materials or media support and align with the learning goal?

Questions to consider when reflecting and redesigning?

- Why did I intentionally choose these materials/media?
- How did students respond to the materials/media?
- Were all students able to access the materials or media effectively?
- Were there barriers that were observed that prevented learning from happening?



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Methods

Instructional methods include the decisions, approaches, procedures, and routines that teachers use to accelerate or enhance learning.

- White Board
- Explicit Instruction
- Lecture
- Printed notes
- Handouts
- Collaboration
- Small Group discussion
- Large Group discussion
- Lecture
- Independent
- 1:1 instruction
- Hands-on Activities
- In-class assignments
- Homework
- Group projects
- Oral Presentations
- 3D Projects
- Oral Readings
- Library Research
- Online Research
- Data Collection
- Labs
- Interviewing
- Other: _____

Questions to consider when designing?

- What informs my choice of the method(s)?
- How do the methods align to the learning goal?

Questions to consider when reflecting and redesigning?

- Why did I intentionally choose the method(s)?
- How did students respond to the method(s)?
- How do you know (evidence/student output) that students are able to take in the information and access it?
- Were there barriers that were observed that prevented learning from happening?
- What evidence is shown that students are understanding the learning goal?



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Assessment

The UDL framework emphasizes formative assessments that are intentionally embedded within instruction—assessment by design. These assessments provide educators with clear, actionable data to guide instructional decisions. To honor learner variability, assessments should offer multiple means of response.

- Informal questions during learning
- Questions at end of assignment
- Survey
- Reflection
- Check-ins
- Check for understanding
- Rubrics
- Written Feedback
- Verbal Feedback
- Scaffolds
- Personal goal writing
- Success criteria
- Mastery-oriented feedback
- Conferences
- Other: _____

Questions to consider when designing?

- Why did I intentionally choose the assessment?
- What informed my choice of this assessment?
- How does the assessment align to the learning goal?
- How often is progress monitoring going to take place in the lesson?

Questions to consider when reflecting and redesigning?

- How did students respond to the assessment?
- What evidence is shown that students are understanding the learning goal?
- How did students communicate their understanding to indicate mastery? Is it sufficient?
- How often was formative assessment used?
- How effective is the progress monitoring?