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**February 10, 2014**

**CEP 842 – Assignment 1**

**Curriculum Analysis – Our Local Community of Grafton, VT**

**1.  Describe the curriculum you have chosen:**

I analyzed a curriculum my district developed for third grade social studies that addressed the history of our local community. This curriculum provided the learning goals for the unit and the major topics to be covered, but it left the methods for both instruction and assessment totally up to the teacher involved. It was also very general in the sense that the learning goals were linked to questions about our community (e.g. how was your community formed and why?), but the teacher was responsible for finding the answers and using them to set specific and measurable learning goals (e.g. the town of Grafton was formed as a business hub due to the meeting of three rivers providing transportation and resources to several major cities). This unit was taught at the start of this school year to a class of 16 third graders who had never conducted historical research before.

The curriculum asks us to examine the formation of our community (when, why and how it started), the natural resources available and their impact on the community, the physical geography, and how the these factors as well as the lifestyle for people who live in our community has changed over time. My class spent approximately six weeks studying this material and used a variety of skills including research from text (class, partner, and small group) and the internet, local literature (read alouds, etc.), creating a time line, learning from a guest speaker (re-enacting a famous local character), field trips to local businesses, museums, and historical sites, extracting important information from research materials to present to the class, and videos. The social studies standards covered by this unit include (these are Vermont Grade Expectations):

H&SS3-4.7 **Students communicate their findings by…**

* + Giving an oral, written, or visual presentation that summarizes their findings.

H&SS3-4:8 **Students connect the past with the present by…**

* Explaining differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time (e.g., evaluating how the change from taps and buckets to pipelines has changed the maple sugaring industry).
* Describing ways that life in the community and Vermont has both changed and stayed the same over time (e.g., general stores and shopping centers).
* Examining how events, people, problems and ideas have shaped the community and Vermont (e.g., Ann Story’s role in the American Revolution).

H&SS3-4:9 **Students show understanding of how humans interpret history by…**

* Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.
* Differentiating among fact, opinion, and interpretation in various events.

H&SS3-4:10 **Students show understanding of past, present, and future time by…**

* Grouping historical events by broadly defined eras in the history of the local community and state.
* Constructing time lines of significant historical developments in the community and state, identifying the dates at which each occurred.
* Interpreting data presented in time lines.
* Measuring calendar time by days, weeks, months, years, decades, and centuries (e.g., How old is your town?).
* Identifying an important event in their communities and/or Vermont, and describing a cause and an effect of that event (e.g., Excessive rain caused the flood of 1927, and as a result communication systems have changed to warn people.).

H&SS3-4:11 **Students interpret geography and solve geographic problems by…**

* Identifying characteristics of surrounding towns and the state of Vermont using resources such as road signs, landmarks, models, maps, photographs and mental mapping.
* Observing, comparing, and analyzing patterns of local and state land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities.
* Creating effective geographic representations using appropriate elements to demonstrate an understanding of relative location, direction, size, and shape of the local community, Vermont, the U.S., and locations worldwide (e.g., create a representation of a globe, including continents, oceans, and major parallels).
* Identifying and using basic elements of the map (e.g., cardinal directions and key).
* Using grid systems to locate places on maps and globes (e.g., longitude and latitude).
* Asking appropriate geographic questions and using geographic resources to answer them (e.g., what product is produced in a region and why; atlas, globe, wall maps, reference books).

H&SS3-4:12 **Students show understanding of human interaction with the environment over time by…**

* Describing how people have changed the environment in Vermont for specific purposes (e.g., clear-cutting, sheep-raising, interstate highways, farming, ski resorts).
* Identifying and participating in ways they can contribute to preserving natural resources (e.g., creating a class or school recycling center).
* Describing a community or state environmental issue (e.g., creating a slide show describing the environmental issues surrounding Lake Champlain).
* Describing how patterns of human activities (for example, housing, transportation, food consumption, or [employment](http://0-2u.com/?go=employment)) relate to natural resource distribution (e.g., how population concentrations in Vermont developed around fertile lowlands, French/English/Indian conflict for furs in northern Vermont).
* Recognizing patterns of voluntary and involuntary migration in Vermont (e.g., use maps and place names to hypothesize about movements of people).

H&SS3-4:13 **Students analyze how and why cultures continue and change over time by…**

* Identifying expressions of culture in Vermont and the U.S., such as language, social institutions, beliefs and customs, economic activities, behaviors, material goods, food, clothing, buildings, tools, and machines (e.g., discovering how Abenaki oral tradition reflects and influences their society).
* Describing the contributions of various cultural groups to Vermont and the U.S. (e.g., describing French cultural diffusion in Vermont).
* Identifying ways in which culture in Vermont has changed (e.g., Colonists learning maple sugaring from the Indians, Indians acquiring metal tools in exchange for furs).

H&SS3-4:16 **Students examine how different societies address issues of human interdependence by…**

* Explaining how a community promotes human rights.
* Identifying and describing ways regional, ethnic, and national cultures influence individuals’ daily lives (e.g., reading myths and legends to learn about the origins of culture).
* Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and community (e.g., establishing a clothing drive/swap for the needy; creating a park for roller blades).
* Giving examples of ways that she or he is similar to and different from others (e.g. gender, race, religion, ethnicity).
* Citing examples, both past and present, of how diversity has led to change.
* Identifying examples of interdependence among individuals and groups. (e.g., buyers and sellers; performers and audience).
* Identifying behaviors that foster cooperation among individuals.
* Identifying different types of conflict among individuals and groups (e.g., girls and boys, religion, material goods).
* Explaining different ways in which conflict has been resolved, and different ways in which conflicts and their resolution have affected people (e.g., reservations and Indian schools; Green Mountain Boys; treaties).

H&SS3-4:18 **Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by…**

* Describing how producers in Vermont have used natural, human, and capital resources to produce goods and services (e.g., describing the natural, human, and capital resources needed to produce maple syrup).
* Describing the causes and effects of economic activities on the environment in Vermont (e.g., granite industry).

**2.  Describe the students who you had in mind when you analyzed the curriculum:**

The students involved in learning this curriculum are an even boy/girl split of 16 third graders ranging from 8 to 9 years old. There is a wide difference in the socio-economic status of the students in this class although over half of the students come from disadvantaged homes on or under the poverty line. Three of my students have inconsistent access to working telephones, vehicles, and sometimes running water or food outside of school. There is one child living in a foster home and several living in homes with one parent. Two students have at least one incarcerated parent as well. On the other side, 7 of these students come from very stable homes, both financially and emotionally with a high level of parental support. All of my students are from Caucasian, English only, Christian or non-religious families, and the primary areas of diversity comes from socio-economic status and academic abilities. There is one student with Tourette Syndrome (expressed primarily through a lack of impulse control and two tics), and three with ADHD.

As with their home lives, these children also represent a wide range of academic needs. One student is academically a candidate for skipping a grade, although he is socially not ready for such a step. On the other end of the spectrum is a girl who has severe attention issues that have caused her to function, on average, two grades below grade level in all subject areas and is on an IEP (however, she has also switched schools at least 5 known times in the last two years, which may account for some of her learning gaps). This girl works with a one-on-one paraprofessional nearly all day to provide support, accommodations, and modifications to classroom assignments as previously determined by myself and the head special education teacher. There are 4 children on EST plans, two of which are for behavior purposes. Their behaviors have interfered with their ability to learn significantly enough that they are working slightly to moderately below grade level. The other two students on EST plans are both receiving reading support and one receives math supports as well. There is also a core group of about 5 students whose behavior is consistently appropriate and who are solidly average academically.

One challenge that the entire class has faced, and been severely affected by, is that their second grade teacher left after Thanksgiving vacation and did not return to the classroom for the entire duration of the school year. From that time until after February vacation they had day-to-day substitute teachers who did not have lesson plans to teach from. Behavior problems in almost every child escalated severely, academic growth was significantly lower than expected, and many children developed emotional challenges and trust issues with adults that I have spent much of the year helping them through. This has also led the group to be extremely connected in many ways, and although they are regular third graders dealing with everyday problems like other classes, they also are very dependent on each other in ways that have been detrimental. Social skills have been a regular focus in my classroom this year with an emphasis on problem solving methods and how to work together in cooperative learning groups.

**3.  After you have completed the curriculum analysis, describe what you learned from his experience.  In your response, address the following issues:**

**3a**.  Describe at least one finding that surprised you or that you found most informative about each feature you analyzed (that is, goals, methods, materials, and assessment).  You will be describing at least four findings.  Explain why each was informative or surprising.

Goals: One of the aspects of this part of the assessment that I found particularly helpful was that it made me realize that I have not been giving daily goals the emphasis that they deserve and that the methods I have been using to present the goals have been fairly uniform. Daily goals deserve a greater level of importance because then the students know what to expect, what they should be paying the most attention to, and if they have not learned what they were supposed to by the end of the lesson. The goals give them the opportunity to focus their questions and help provide even more direction to the lesson. They would help my students to take more control of their own learning experience.

By stating, writing, and sometimes discussing goals I am almost certainly not connecting with at least some of my students, particularly since I do not always record the goals on the chalkboard. This gives some of my students the chance to be more active participants in the learning process and excluding those that cannot access the learning goals in the uniform way they have been presented. My non-auditory learners and struggling readers will find very little meaning in goals that are presented in only this way. Therefore, I need to make a bigger effort to vary the presentation styles for goals to ensure that all learners have equal access to the information.

Methods: I found the questions asked in this part of the assessment to be an interesting and new way to examine the methods I use in teaching. It separated aspects that I had previously analyzed together(such as how frequently I am providing feedback and the methods through which I am providing it), forcing me to think about each aspect independently. I think that this has helped me to realize the importance of each individual part of my lesson presentation and activity differentiation. By combining different parts of the planning process I may be skipping over vital information or skimming across aspects in my implementation of lesson plans and not emphasizing all of the information that my students should be accessing. This may be affecting my effectiveness as a teacher negatively, although I think my new awareness of this information will help to counteract that now.

On the other hand, however, it felt like this assessment tool assumed regular access to technology as a way to increase differentiation and offer alternative methods for students to learn. Including technology as a factor in analyzing the curriculum teaching methods can be challenging for schools that do not have consistent access to computers or the internet. It also is less feasible for young elementary students who need to be carefully supervised when accessing the internet and who may need a great deal of adult assistance with trouble shooting technological difficulties. I think that this part of the assessment would have been more helpful had it offered suggestions that were less technologically oriented to meet the UDL requirements.

Materials: In completing this section of the analysis I realized that I could be taking more steps to scaffold the use of templates and organizers with my students, as well as other learning materials that I have incorporated into my plans. By taking more time to plan my lessons my students will have more opportunities to work independently with more supports initially. This will help them to be less reliant on me to provide supports throughout the process and learn more about how they learn best. This will allow them to be more successful learners on a regular basis, in or out of the classroom.

Our access to technology is also a hurdle that I could spend more time trying to problem solve. We are living in a very technological world that my students need to understand and be able to function within, particularly with the Common Core computer based assessments coming into practice. There are skills that my students will be required to have to take those upcoming assessments that they do not currently have, and it is a part of my job to make sure that they are as prepared as possible for how to take those tests so that they are actually assessing my students’ knowledge and not their computer skills. Outdated technology cannot be the reason that my students are not prepared for the technological future they will be expected to be full participants in.

Assessment: One of the aspects of the assessments I gave during this unit that this analysis brought to light is the fact that my students are not always aware of the types of assessment that work best for them with regards to academic ability, organizational skills, or recognition of supports that are helpful including the willingness to request them if needed and not offered. I have spent some time working with them on identifying these, but it was not a focus for me because of their age. When I taught this unit the development of these skills was a fairly low priority for me in comparison with other learning goals.

However, this is one area that this assessment has changed my mind about. I now feel that age should not be a determining factor for the types of assessment students are given or choose from because the earlier that these children recognize the methods that best allow them to show what they know and that make the most sense to them the more practice they will get using those methods and the more success they are likely to experience. Students that experience success are far more likely to be motivated learners and active participants in their education as they grow older. Negative experiences with school at an early age can be detrimental throughout their lives.

**3b**.  Given the curriculum you analyzed, and the students who you had in mind when you analyzed the curriculum, describe the three primary challenges or problems that would be encountered by these students as they participate in this curriculum.

In analyzing this curriculum I observed few challenges that some of my students may have encountered that I had not previously considered. One of these difficulties is that a great deal of the information presented during this unit was presented orally through guest speakers, museum curators, field trip speakers, or through me guiding the students through lessons. On these occasions written outlines or agendas were not often provided as a guide to help students through the presentation. For students who are not auditory learners this would present a large issue. Even writing notes as presentations progress does not provide the same level of support for those children who benefit from written scaffolds. Ideally, I would have provided written scaffolds for all of the auditory based lessons and have several levels of written supports based on the needs of my students and their reading abilities.

Another major challenge that we encountered was our access to reliable technology, or lack thereof. There are a number of web based resources that we were not able to access or use to differentiate lessons because of inadequate internet speed, connect-ability, or outdated software on the computers we had access to. We also had a dearth of functioning headphones, no microphones at all, and such slow access speed that websites with text to speech capabilities or video options did not work well enough to be very useful for students. This made websites reading passages to students difficult and student recording findings through speech to text software impossible. Therefore when I did use technological resources they did not have the capacity I was hoping for to differentiate for various learning styles. This is an area where I could brainstorm some problem solving methods, perhaps small groups on computers while others have other assignments to increase available bandwidth, to help increase this aspect of the curriculums accessibility to all students at all academic levels.

Finally, with the presentation of learning goals not taking a front seat of importance all of my students were less prepared for the information about to be presented, were not able to focus on the most important aspects (because they had no way of identifying them), and were not given the opportunity to add their learning styles to the specific topics connected to learning goals (e.g. through questioning or methodology ideas) because they had no way of knowing what the learning goals would be. When learning goals were included as a part of the lessons they were generally discussed verbally, sometimes recorded in writing, and rarely were reiterated by students before progressing into the lesson’s activities. Students who are weak auditory processers or who struggle with reading would have difficulties understand what was about to be instructed and would likely be a step behind the students who do not have those challenges.

**3c.**  Given the curriculum you analyzed and the challenges you described in 3b, describe three changes in goals, methods, materials, or assessment you would implement to make this curriculum most consistent with UDL principles.  (Three changes total—choose what you think is most important).

Two of the most important changes I would make in this unit are very connected, and they would be increasing the importance of introducing learning goals on a daily basis (and the variety of methods in their presentation) and tying them to the assessments more securely through the use of rubrics. I think the variety of assessment methods could also be increased slightly, particularly through adding more student choice to the process. By placing a greater importance on learning goals and consistently accessing both auditory and visual learning modalities I hope to also increase my students’ access to background knowledge and support them in making a higher amount of connections between material within the unit and between the unit and their personal lives. I also hope that this will increase engagement because of the higher level of communication and the preparedness for what will be happening in the lesson.

With this change, the importance of learning goals should also be reflected in the assessments (primarily summative for this purpose) used to measure and track student progress. The UDL framework highlights the importance of having multiple formats and options for responding available to students. This ensures that the assessment is measuring the students’ knowledge about the content of the unit and not their reading levels or ability to express their thoughts through written expression. By giving students the ability to choose from a variety of methods for their assessment, particularly through peer groups, this will also increase motivation and collaboration. I would also like to use rubrics to help my students to track their own progress as they complete assessments and understand the expectations held. Rubrics would tie in the learning goals from throughout the unit and would reinforce their importance in the learning process for this content area.

Finally, I would like to increase the level of tangible scaffolds provided throughout the teaching of this unit. This includes graphic organizers, note taking sheets, written agendas for guest speakers, written organizers for field trips all with multiple levels of completion available for students based on their academic needs. Students that require more supports would have them available from the introduction of a lesson so that they could spend more time focusing on the content, not the abilities required to take notes or synthesize the most important information from a lecture during a field trip into a graphic organizer.

**4.     What are your opinions of this process of curriculum analysis?  What are its benefits to you, as a teacher, and to your students?  What are its limitations (Don’t say there are no limitations)?**

Overall, the best parts of analyzing a curriculum like this is that it really forces you to break down the curriculum into all of its smallest parts to see what is working, what could be improved, and what is possibly detrimental to your students access to the information. We teachers recognize the importance of students having a strong foundational knowledge base in any content area before asking them to complete higher level thinking and applications of that information, and this process helps us to recognize whether we are teaching in a way that provides them with that knowledge and all possible supports. It did not let me ‘cut corners’ analyzing my own work and I found very specific areas where I could improve my teaching methods. By forcing me to be critical of my own teaching, I am more likely to be able to provide my students with a better learning environment, access to more learning opportunities, and an overall better education and educational experience.

The limitations I found in using this analysis include its high emphasis on technology for differentiation and teaching methods and I found it a very general analysis of my teaching style as opposed to a unit specific assessment. Technology is a fabulous mode for providing differentiation from the very beginning of a lesson or unit, and while it is vital for student to not only gain knowledge from technological resources but to have a thorough understanding of basic technical devices, it is simply not possible for it to be a regular aspect of each lesson or unit in some situations. Some schools cannot afford upgrades, leading to an inability to remain current and eventually to completely outdated devices and software. Until schools and their budgets are able to keep up with the cost of technology consistently, it is not a safe assumption that these resources will be available to students or teachers.

Additionally, the phrasing of the prompts made it difficult for me to separate my overall teaching style from the specific teaching methods used for this unit. I believe that the weaknesses and strengths I found for this unit will absolutely correlate to other units, but I think that I learned more about my overall approach to teaching and education than about this particular curriculum’s strengths and weaknesses. This may be in part because it was designed to allow a great deal of teacher freedom and because I designed my unit to match my teaching style, but it was hard to tell.

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Top of Form

## Check Your Curriculum: UDL Goals Summary

### Our Local Community

[Introduction](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=intro)

* [Goals](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=1)
* [Methods](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=1)
* [Materials](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=1)
* [Assessment](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=1)

Use the graphic summaries to compare your practices with your students' responses. Where might you want to expand options or consider changes? Where are you succeeding at reaching all learners? Click on Terry and Monty for help.

[1](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=1) [2](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=2) [3](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=3) [4](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=4) Summary

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**1.**

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3

3

Lesson goals and objectives are presented in varied and flexible ways.

My students can summarize their lesson/unit goals in a way that is comfortable for them.

**Self-Reflect:**

At the start of this unit I sat down with my class of 16 third graders and we discussed what we thought we knew about our town's history, including its development, natural resources, geography, and how lifestyles have changed over time. We organized all of our ideas into the first two sections of a KWL [chart](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=results) (what we already Know, Want to know, and have Learned). The kids did this first with a partner on individual papers before sharing out their ideas for me to record on a class poster chart that was posted on a wall until the unit's [completion](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=results). I did not require full sentences, but I was looking for written words from the student work. However, if a child had information that was not written down they were still encouraged to share it with the class. After making the class chart, we synthesized our ideas into 3 class goals which were made into yet another poster and hung on the wall. My class decided they were most interested in the [jobs](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=results) and how money was made, what life was like, and how methods of governing have changed over time.  
I believe that this method did meet some UDL requirements, but was not entirely UDL. For student who struggle with reading and writing this would have been a challenging activity up to the part where I began recording and leading the class discussion. I could have included other methods, such as doing a quick sketch, to allow for better access to the activity for all students.  
Also, we did not spend as much time for each lesson setting goals as we did initially. Often we would have a short discussion about what I hoped to accomplish and why, giving the students the opportunity to ask questions and me the chance to introduce unfamiliar vocabulary. If I remembered I would write it our on our chalkboard as well. I use this same method regularly, which I now realize is probably excluding the same group of students from accessing the material I am presenting and putting them at a disadvantage to the students who are able to fully participate. This is an area that I feel I have some level of success with, but that I can focus on a bit more.

**2.**

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4

4

Lesson goals and objectives clearly specify the intent of the goal.

My students know the main focus of the goals I give them.

**Self-Reflect:**

I try to be very clear when setting goals for my students and I do my very best to ensure that they understand the goals before I ask them to work independently. I will tell them if I am more focused on the process or the outcome, or the enjoyment of the activity. I also try to keep the goals focused on one specific aspect of the day's work, generally helping the class to hone in on the most important parts of the activity. This also makes it easier for me to track progress for each student in achieving the goals.  
My goals are generally stated orally and then I will ask one or more students to repeat the objective in their own language. Each child has the opportunity to 'phone a friend' and ask for help from a peer if they cannot remember or did not understand the goal. We use this strategy quite regularly and there is no stigma attached to it at this point. Additionally, I try to record the goal on the chalkboard (in accessible wording for the whole class) until the lesson is finished, giving the students a reference to use if needed.

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4

The means for achieving the goals and objectives are separated from the stated goals and objectives..

My students do not confuse a goal with the means for achieving it.

**Self-Reflect:**

I feel that my students are well able to separate the process from the outcome. For example, one series of lessons focused on learning about historical trades. The class was split into partnerships, was provided with some general information about their assigned trade (which I would read out loud to them as needed), given the opportunity to conduct additional research (through the internet or library), and asked to present the job description, tools used, its importance, and whether the trade still exists in our town. Groups could choose the method of presentation they wanted (e.g. report, skit, poster, etc.). They knew that the goal was to learn about the stated aspects of their trade and present what they learned to the class, but the methods used for each group varied considerably. This is the case very consistently, but as nether I nor my class are perfect I hesitate to use the word 'always'.

**4.**

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4

4

The way that the goals and objectives are defined supports varied pathways to success.

My students understand that there is not one specific way to achieve a goal.

**Self-Reflect:**

When deciding on my goals, or helping my students phrase their own goals, I try to support the idea that each child should use the methods that work best for him/her. Sometimes this is not possible, for example if the goal is how to use a certain strategy. However, if this is the case I usually try to include a series of lessons about different strategies that provide students with a repertoire to choose from when completing other assignments. This is particularly true for our current technological era because students should know, understand, and recognize the limits of technological resources for goals such as researching historical events. My students have gotten very good about asking if other methods or processes will work for certain tasks or if they are an option for a given lesson. I emphasize that they need to know what works best for themselves and to use those methods whenever possible.

#### My Next Steps

Take a few minutes to reflect on the goals section and jot down your next steps. Refer to the [goals resources](http://udlselfcheck.cast.org/resources.php#goals) for ideas. Be sure to save your reflections.

One of the areas that I feel I could continue to improve on in particular is the presentation of goals for individual lessons. I use a very similar method regularly, stating the goal and writing it on the board, sometimes with a small discussion. However, this method has a fairly narrow scope and the same learners are being left out of this part of the lesson if they cannot access the information in this way. I recognize that this is an area of weakness particularly because students sometimes have difficulty stating the day's goals without help. I could try using a variety of methods including short videos, drawing pictures, perhaps even acting a bit when appropriate. Students will better know what to expect and how to be prepared if they fully understand what will be expected of them.







[1](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=1) [2](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=2) [3](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=3) [4](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=goals&q=4) Summary

Bottom of Form

#### Monty's Thoughts

What can I do tomorrow to make my goals more conducive to success for all my students? What can I change over the long range?

#### Terry's Tips

Look at your overall results, especially where you see a '1.' How can you modify your curriculum goals to make them more flexible and give all students an opportunity to succeed? Consider some of the suggestions of Pedro and Hali. Think about how you can generalize their ideas on goals and the potential impact of those ideas on students' learning.

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Top of Form

## Check Your Curriculum: UDL Methods Summary

### Our Local Community

Use the graphic summaries to compare your practices with your students' responses. Where might you want to expand options or consider changes? Where are you succeeding at reaching all learners? Click on Terry and Monty for help.

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Last Updated: 02/15/2014 - 5:46 pm

**1.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=1))

4

4

Background knowledge is activated and critical information is provided to address the diversity of students' prior knowledge.

Students with different experiences and knowledge demonstrate what they know, learn from others, and are provided with multiple resources to help them develop needed background knowledge so that all are ready to learn.

**Self-Reflect:**

This aspect of UDL represents one of my own personal beliefs, which is that students need to 'warm up' their brain, remember what they already know and express it in a way that helps them be prepared for the lesson and gives everyone an opportunity to learn from everyone else. This happens every day to review what we have learned and use that as a starting point for introducing the day's goal for where we will hopefully end up at the end of the lesson. We use discussion, guided reading lessons, websites, Achieve 3000 non-fiction articles with multiple choice activity questions, shares, and more to [complete](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=results) this regularly.

**2.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=2))

4

4

Critical features, big ideas, and important relationships are highlighted to guide attention and [learning](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=results).

Highlighting critical features in literature, math, or science helps students understand what is important.

**Self-Reflect:**

One of the cornerstones to my personal philosophy of teaching is that lessons should have a specific 'point' or objective. Too broad of a topic leads to a lot of surface understanding without much of the deeper meaning or reasoning happening. Regardless of the exact methods being used in a particular lesson, I try to help guide my students along a single trajectory with a very clear end goal. These results are compiled over time and across the unit to track our learning progress toward unit goals.

**3.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=3))

4

4

Learning is guided by prompts and scaffolds that assist students in building knowledge.

When students are presented with new information, they are also provided with guides or prompts that help them to examine and incorporate that information in a systematic way so that it becomes useable knowledge.

**Self-Reflect:**

I am a very firm believer in the usefulness and functionality of well designed scaffolding. In planning my units, such as this one, I take the time to sequence the topics and decide within topics what I feel to be the best methods for introducing big ideas in a step by step manner. I recognize the importance for building the foundation of knowledge before taking intellectual leaps. I often use cues and separate large concepts into smaller, more manageable sections, although I could probably make more use of interactive models in this process. I could also use a wider variety of guides and prompts with my students because I often utilize lists, writing prompts, or other written organizers to keep track of information that does not allow as much flexibility for students to integrate their knowledge.

**4.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=4))

4

4

Transfer and retention is supported by mnemonic aids and graduated practice.

My students can [apply](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=results) previously learned knowledge in new situations because there are multiple supports for remembering and retaining information in ways that make it useful.

**Self-Reflect:**

I rely heavily on graduated practice, review over time, and graphic organizers to help my students retain the information they learn and be able to apply it in new situations. This unit introduced a lot of new concepts and information that my students had not encountered before, and it was imperative that I help them to connect what they were learning about the past with what they know and are familiar with. To do this we used a wide variety of graphic organizers, including the Venn Diagram, to make comparisons of 'Then and Now'. These comparisons provided a tremendous support for remembering the information and provided the children with a tool that we have been using successfully as a class and independently throughout the year.

**5.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=5))

3

3

Flexible models of skilled performance and response are readily available to my students.

My students select from an array of models according to what seems most useful to them.

**Self-Reflect:**

I would say that my students had a variety of models available to them during the teaching of this unit and certain topics had a high level of choice for what students felt to be useful. However, for most of the lessons I asked them to use a specific model or choose from two so that I could provide a greater level of support. I like to model what I expect from my students, particularly since they are still quite young (8-9 years old), and if they have too many choices or see to many ideas they struggle with connecting the information to the process and are worried about doing it 'right'. They recognize that there are many ways to get to an answer and that there is not always one correct answer (particularly in history), but I generally provide the direction for them to prove this.

**6.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=6))

4

4

Opportunities to practice new skills in context are provided.

Because the curriculum provides many different kinds of supported practice opportunities, each student can practice in the way that works for him or her.

**Self-Reflect:**

One of the aspects of this curriculum that I liked best is that it is one of the first forays into studying history that my students have encountered. This means that I have the opportunity to introduce a variety of research and learning methods that they have never before used. We learned how to interact with guest speakers and with experts from museums (e.g. kinds of questions to ask, how to listen, etc.), pull out the important information from text, use researched knowledge to synthesize a presentation for the class, and how to use the internet (in a supervised manner) to find creditable resources for more information. Included in the last example is how to identify a reliable resource from the myriad of unreliable ones. All of these skills have provided my students with the opportunity to learn the research methods that work most effectively for them and utilize them in other aspects of school and their lives.

**7.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=7))

3

3

On-going, relevant feedback is available to my students.

My students exhibit self-monitoring skills and take advantage of ongoing, relevant feedback provided to revise their work and discuss it with peers.

**Self-Reflect:**

This is one area where I feel like I could improve. Throughout this unit I was able to provide feedback to my students on a regular basis, but it was through a fairly small selection of methods. I provided a great deal of 'in the moment' feedback during conversations I had with students as they completed independent or small group work, and I provided written feedback on assignments turned in to me. However, our school is not equipped with the technology to have digital methods of student/teacher communication. This being said, my students recognize the importance of working with their peers when possible and using both peer and teacher feedback in their work, but they seem to be comfortable with one round of feedback sharing for ongoing projects.

**8.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=8))

3

4

Varied and adjustable levels of challenge are available in my curriculum.

My students' level of engagement is high when the level of challenge is optimal for them.

**Self-Reflect:**

This is an area that I am currently spending a great deal of time focusing on because of the extremely wide range of academic abilities present in my class. I like to do activities that are naturally differentiated (such as assignments that include writing), but they do not work as well as I would hope particularly for students that are not willing to challenge themselves. I will also make accommodations for students as appropriate (such as the amount of writing expected), but the assignment generally remains the same. However, when the challenge level is appropriate, almost all of my students are consistently and highly involved in the activities.

**9.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=9))

2

1

External rewards and visible progress markers are a part of my curriculum.

My students really enjoy seeing concrete evidence of progress and also selecting from some options for rewards.

**Self-Reflect:**

The teaching philosophy of myself and my school is against using extrinsic rewards or motivational factors. I use smiley faces and check marks when providing feedback (in addition to written commentary), and students will graph individual progress in certain subjects (not usually in social studies), but I do not believe students should be completing their work only to be able to pick out a reward object. Instead I offer praise, occasional extra activity time, and other intangible rewards. My students would like to get to choose rewards, but they get so competitive with each other that the rewards actually detract from student progress and their level of community.

**10.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=10))

3

4

In my classroom, whenever goals permit, students can choose their learning context.

My students build insights about their own working styles by choosing their learning context.

**Self-Reflect:**

My students are very insightful about what methods work best for them and will ask me for permission to use those methods when they are not a part of the original lesson format (e.g. using cardboard dividers, headphones on the computer, working alone versus in a group, etc.). Whenever possible, I try to accommodate them, however there are some times when working with a partner is part of the lesson goal (such as when developing the historical trade posters) and working independently would remove that goal entirely. Also, our technology is such that access to computers is a big challenge when not part of the lesson plan and they are not available to students at those times.

#### My Next Steps

Take a few minutes to reflect on the methods section and jot down your next steps. Refer to the [methods resources](http://udlselfcheck.cast.org/resources.php#methods) for ideas. Be sure to save your reflections.

Overall, I was fairly happy with the results of my teaching style for this unit, and others, within this framework. However, this did bring to light the fact that I could be doing more to help students track their own progress as a peer group (using feedback appropriately as part of an ongoing work process), and perhaps find new ways to provide feedback myself. One area I struggled with within this framework is the use of extrinsic rewards and demonstrating student progress through such tools as stickers. I am not sure I see much progress with this particular facet happening at this point because it is against the behavior management strategies implemented at my school and it is against my personal teaching philosophy based on the training I have received and what I have observed as the most successful management strategies for my classes over time.







[1](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=1) [2](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=2) [3](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=3) [4](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=4) [5](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=5) [6](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=6) [7](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=7) [8](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=8) [9](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=9) [10](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=methods&q=10) Summary

Bottom of Form

#### Monty's Thoughts

What can I do tomorrow to make my methods more conducive to success for all students? What can I change over the long range?

#### Terry's Tips

Look at your overall results, especially where you see a '1.' Will it help to reach all of your students, especially those on the margins, to modify your methods? Consider some of the suggestions of Pedro and Hali. Think about how you can generalize their ideas to enhance your own methods and how these ideas engage students.

UDL Curriculum Self-Check has been made possible in part by generous support from theMassachusetts Department of Education

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Top of Form

## Check Your Curriculum: UDL Materials Summary

### Our Local Community

Use the graphic summaries to compare your practices with your students' responses. Where might you want to expand options or consider changes? Where are you succeeding at reaching all learners? Click on Terry and Monty for help.

[1](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=1) [2](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=2) [3](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=3) [4](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=4) [5](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=5) [6](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=6) [7](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=7) [8](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=8) [9](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=9) Summary

Last Updated: 02/16/2014 - 12:28 am

**1.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=1))

4

4

Multiple and varied media are used to present concepts and content.

My students use different media and materials that support their understanding of concepts and content.

**Self-Reflect:**

The presentation of information in this unit included research from text, video, guest speakers, maps, field trips to the local history museum and historical sites, computer research, and literature. I believe that this unit encompassed as many varied media as were available. Correspondingly, the students were able to present their understanding of the material using a variety of methods including skits, posters, written responses, discussions, and graphic organizers.

**2.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=2))

2

3

Materials and media provide visual equivalents for auditory information and vice versa as needed.

My students understand the type of media that best helps them learn and as needed; they use [alternative](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=results) forms of text or audio for learning.

**Self-Reflect:**

Even though a wide variety of material was used to present the information in this unit, there were not necessarily auditory equivalents such as captions or text to speech software available. I admit that I did not necessarily think to show videos with captions or provide a text outline for guest speaker lectures or for field trip itineraries. I did this in part because my students are still quite young and the level of reading involved would have been intimidating to some (and we do not have access to technology that allows for text to speech capabilities although I will read out loud whenever possible), but I now realize that it might have been quite helpful for others. However, I feel that my students have a fairly solid understanding of how they learn best in most cases although that is still an ongoing process due to their age.

**3.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=3))

3

3

Options for diverse linguistic/language abilities are provided in materials and media.

My students encounter few language-based barriers in my curriculum because enhancements and translations are available to them.

**Self-Reflect:**

Content specific vocabulary was almost always defined (as a class with the opportunity to ask questions) when it would appear in text that the students would read and when possible text was offered at multiple reading levels to cover the same information for students with differing reading abilities. The primary barriers encountered in reading text for research was still the reading abilities of the students, particularly when only one reading level was available. Translations would not have been appropriate because all of the students are English only speakers. A lack of technological resources would have made links to dictionaries or other multimedia challenging, although student level dictionaries were always available to students.

**4.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=4))

4

3

Visual organizers, rubrics, and checklists are available to help students to learn, plan, and [complete](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=results) lessons.

My students use organizing tools including rubrics, checklists, and graphic organizers to help them understand content and concepts and to keep track of their progress.

**Self-Reflect:**

As a class we often used checklists and visual organizers such as Venn Diagrams or charts to track the information we were learning or student progress on information. For this unit we did many of this kind of work together because they had not encountered these type of tools before and were not able to use them independently with success yet. Checklists were useful tools for the students, particularly for partner based projects. One tool that I feel I could have implemented more with my students is the rubric. That resource would help students to gauge their own progress and be less reliant on teacher feedback.

**5.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=5))

2

3

[Templates](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=results) with varying amounts of content provided to support students at different levels are offered.

My students find the right amount of scaffolding, with supports being reduced and more freedom offered as they become more skillful.

**Self-Reflect:**

When using graphic organizers of for times when the students were expected to take notes, I always provided some form of a template, but the same amount of information was provided to each student. Accommodations were made as to how the templates were completed for students who required them. The scaffolding process occurred for each student however with the students who required more support receiving it while those who were prepared for more independence were given that opportunity as well. However each child had the same starting point for their written organizers.

**6.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=6))

2

2

Students can access web pages with links to key sites for a research project, with supports for how to critically evaluate the web sites and how to effectively search pages to find the information they seek.

My students use web links and can critically evaluate web sites.

**Self-Reflect:**

Access to reliable technology is one of the areas my school struggles with the most. While we have access to laptops, their functionality is questionable, their speed is slow, and access to the internet is unreliable. This makes it very challenging to teach students how to use internet resources. An additional challenge is that with students as young as 8-9 years old they do not always have the reading ability to determine whether a website is reliable. In addition, they do not generally have enough foundational knowledge about internet sources to make accurate determinations for a website's trustworthiness and need constant supervision when doing general internet searches. This is not possible in a class of 16 students with all students searching simultaneously, and working in small groups to develop these skills is not feasible on a regular basis.

**7.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=7))

3

4

Materials and media are designed to help students monitor their own progress and promote self-reflection.

My students take time to stop and reflect about their own learning and are successful in seeking help appropriately when they do not understand something.

**Self-Reflect:**

At approximately the same time that I was teaching this unit our school implemented the use of data binders to help students to track their own progress through the curriculum. We used the goals we set as a class as the starting point for this unit in the data binder and the students maintain a record of what they feel they have learned. We did not set weekly goals, but we did track our progress toward the three class goals (the students recorded how they felt they were progressing). Because this was a new process, the children were very willing to ask questions as they reflected whether or not they had achieved the standard for each goal.

**8.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=8))

3

4

Materials and media provide students with varied levels of challenge and support to address diverse abilities and challenges.

My students use materials and media that provide them with the right level of scaffolding and support to be a successful learner.

**Self-Reflect:**

When designing the assignments for this unit I chose activities that allowed for a wide spectrum of challenge based on the abilities of my students. This includes providing text at a variety of levels and using performance based assessments such as performances and poster presentation (with no text requirement). My objective was for students to work at their independent ability levels within those parameters. Students that needed more supports were provided with them as well, although not always from the start of the assignment (I designed a few organizational templates with groups after their work had started).

**9.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=9))

4

4

Lesson materials and media are relevant to my students' lives, helping them make personal connections.

My students are engaged in learning because they view the materials and media I give them as relevant to them.

**Self-Reflect:**

This area of the unit came very naturally for both me and my students. We live in a very small community (our K-6 school has 78 students), so almost every aspect of history connects directly to a part of the town that they already know and are familiar with. Many of the buildings date to the origin of the town and can be found in images throughout history. Many of the families of my students also have roots in the founders of the town. One of my students even had his photo in the town's historical museum because his ancestors founded the town and have been prominent members ever since. The ability to take many walking field trips to local sites made the information in this unit very real and engaging for all of the students.

#### My Next Steps

Take a few minutes to reflect on the materials section and jot down your next steps. Refer to the [materials resources](http://udlselfcheck.cast.org/resources.php#materials) for ideas. Be sure to save your reflections.

This part of the curriculum analysis really brought to light for me that I could be scaffolding my use of graphic organizers and templates for my students. While I provide many templates and we complete the initial steps as a class, some of my students would benefit from having more information available to them from the beginning while others are better able to complete the work independently. I scaffold the use of these organizers primarily through my availability to those students when I could be helping them to become more independent in completing them by providing alternatives from the beginning.







[1](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=1) [2](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=2) [3](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=3) [4](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=4) [5](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=5) [6](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=6) [7](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=7) [8](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=8) [9](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=materials&q=9) Summary

Bottom of Form

#### Monty's Thoughts

What can I do tomorrow to make my materials more flexible? What can I change over the long range?

#### Terry's Tips

Look at your overall results, especially where you see a '1.' Will it help your students, especially those on the margins, to make your materials more flexible? Consider some of the suggestions of Pedro and Hali. Think about how you can generalize their ideas to enhance your own materials and how these ideas can help all students to succeed.

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Top of Form

## Check Your Curriculum: UDL Assessment Summary

### Our Local Community

Use the graphic summaries to compare your practices with your students' responses. Where might you want to expand options or consider changes? Where are you succeeding at reaching all learners? Click on Terry and Monty for help.

[1](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=1) [2](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=2) [3](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=3) [4](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=4) [5](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=5) Summary

Last Updated: 02/16/2014 - 12:27 pm

**1.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=1))

5

4

Assessments evaluate the knowledge and skills that are directly related to learning goals and instructional methods.

My students understand that assessment is directly related to lesson goals.

**Self-Reflect:**

This is one area where my teaching philosophy interacts perfectly with the UDL framework. I believe that all assessments given to my students need to address the material taught and the skills used throughout the unit. An assessment that does not accurately measure what the students have learned with regards to learning and skill goals is not worth using with the class. In this case, I used a series of assessments at checkpoints throughout the unit as well as one summative assessment. These assessments included students using research methods to [learn](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=results) about a historic trade and presenting the information to the class, the development of a time line for our town, the generating of an accurate town [map](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=results), a Venn Diagram comparing the current town map with historic town maps, and more. My students are aware that assessments directly relate to the lesson goals, but are not always able to use the lesson goal vocabulary to discuss how assessments align with learning goals.

**2.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=2))

4

4

Varied methods of flexible, ongoing assessment are used to inform instruction and student progress.

My students understand that assessment is ongoing and helps them achieve their learning goals.

**Self-Reflect:**

Assessment is an ongoing aspect of my classroom. There is almost always some form of assessment happening, either formative or summative. I take notes about student progress in independent work, check for understanding through asking questions and listening to the answers, sometimes provide exit slips, ask students to present their work or thinking to me and/or the class, as well as end of unit projects, papers, or tests. These help me to keep track of student comprehension throughout the unit as well as their overall understanding of the material being taught. My students are aware that I am always looking to make sure they are involved with the lessons and understanding what is happening and why.

**3.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=3))

4

4

Assessments are flexible and provide multiple means for expressing what students know.

My students choose their preferred methods of expressing their skills and understandings.

**Self-Reflect:**

I recognize that one type of assessment is not likely to be the most appropriate or accurate mode for each student in my class, so I try to give my students as many feasible options for expressing their knowledge as possible. One method that I used with this unit and I found it to be effective was to give my students a checklist of information that they needed to include in a summative project before giving them the choice of how they would like to present the information. They can often choose to work with a partner, make a poster, write a skit, write a report, or another option of their choosing as long as they check in with me to make sure that it will meet the requirements for all of the topics that need to be included.

**4.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=4))

4

3

Assessment methods are matched to student strengths and abilities and enable students to focus on what they have learned.

My students choose assessment methods that are consistent with their strengths and abilities.

**Self-Reflect:**

Within this unit my students had lots of choice as to how they were assessed beyond the daily formative assessments based on my observations and questioning. There were options to [match](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=results) the strengths and abilities of every child because within social studies I do not want to be administering reading or writing assessments, but rather social studies assessments. The minor pitfall that I encountered with the way I had set up the summative assessments is that students sometimes chose assessments that were not tailored to their individual abilities. They chose what they thought would be 'cooler' or what they thought I wanted as opposed to what worked best for them regardless of my trying to persuade them otherwise. It seemed to me that they simply do not have enough experience with their own understanding their own learning styles to do this effectively yet.

**5.**

([edit](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=5))

4

4

When student supports are not directly related to a learning goal, my assessments provide students with those supports when they are being evaluated.

My students can each use the supports they need when being assessed, except when a support is directly tied to a learning goal.

**Self-Reflect:**

As previously mentioned, I try very hard to match assessments to the learning material covered in the unit and I feel that this unit was particularly successful at accomplishing this. We do not have access to text to speech software or speech to text software, although I will read text out loud or scribe for students as needed. The one obstacle that I encounter with this method is that I sometimes ask students to take responsibility for asking for these supports if they would like them, and I give them the chance to refuse the supports if they feel they do not need them. While I think this is a good way to help them understand their own assessment taking styles and the supports that are helpful (as well as being assertive enough to ask for them), there are times in the short run where this has been slightly detrimental.

#### My Next Steps

Take a few minutes to reflect on the assessment section and jot down your next steps. Refer to the [assessment resources](http://udlselfcheck.cast.org/resources.php#assessment) for ideas. Be sure to save your reflections.

This section of the analysis helped me to realize the importance of having my students understand not only how the assessments align with our learning goals from individual lessons as well as the unit as a whole, but also how important it is for my students to understand they types of assessments that make the most sense to them. They need to have a thorough comprehension of supports that help them and a total inhibition in asking for those supports if they are not offered initially. If they understand what works best for them, then they are more likely to make the best choices when picking assessment methods on their own.







[1](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=1) [2](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=2) [3](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=3) [4](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=4) [5](http://udlselfcheck.cast.org/check.php?op=edit&id=9686§=assessment&q=5) Summary

Bottom of Form

#### Monty's Thoughts

What can I do tomorrow to make my assessments more accurate in showing student progress? What can I change over the long range?

#### Terry's Tips

Look at your overall results, especially where you see a '1.' How could changes in the way you assess your students create more opportunities for success? Consider some of the suggestions of Pedro and Hali. Think about how you can generalize their ideas to enhance your own assessment.

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[Ad Info](http://www.openappmedia.com/ad-information.html)

Resources

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