

# UDL Introduction & Pre-Assessments

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WSCUHSD October 2019

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# Check-in

Partners and small group

- What is something going well in your class?
- What experiences have you had using your common assessments? (If you have them)
- What are next steps to create and use your common assessments?
- Did you do a pre-assessment for the year? What was it?

## Common assessments...

- Set goals for the department.
- Make student expectations regarding skill and content development clear.
- Help promote vertical and horizontal alignment.
- Allow students to transfer classes without missing material.
- Develop common language

## UDL assessments...

- Allow for students to demonstrate what they have learned in a variety of ways.
- Can be flexible given individual students needs.
- Includes a variety of learning modalities and then assessments in those modalities.
- Can be from common assessments or not.
- Are planned for before they are needed in specialized cases.

# Example: Unit 1 Academic Vocabulary

**We might use 11 Learning Activities:** 1. Ranking, 2. flashcards, 3. grouping, 4. application to pictures, 5. drawing of own pictures, 6. collaborative flashcards to post in the room, 7. fill in sentence frames, 8. student written sentences applying the words to their own lives (EL students do  $\frac{1}{2}$  and get to rewrite after corrections), 9. class discussions using and saying the words, 10. write an argumentative paragraph using the words, 11. take a practice online multiple choice test similar to the real test.

**But on test day.....Multiple choice test**



**How do the students benefit from the assessments they take in your class?**

Our objective together is to *increase diverse teaching, learning, and assessment strategies* in order to maximize engagement and achievement of students.

**(UDL principles will be supported throughout)**

# UDL philosophies

- Teaching, learning, and assessment strategies should be diverse.
- Students should have options to demonstrate what they know in a variety of ways.



# **Universal Design for Learning (UDL)**

A equity-based design tool built on  
Neuroscience and Educational research  
findings

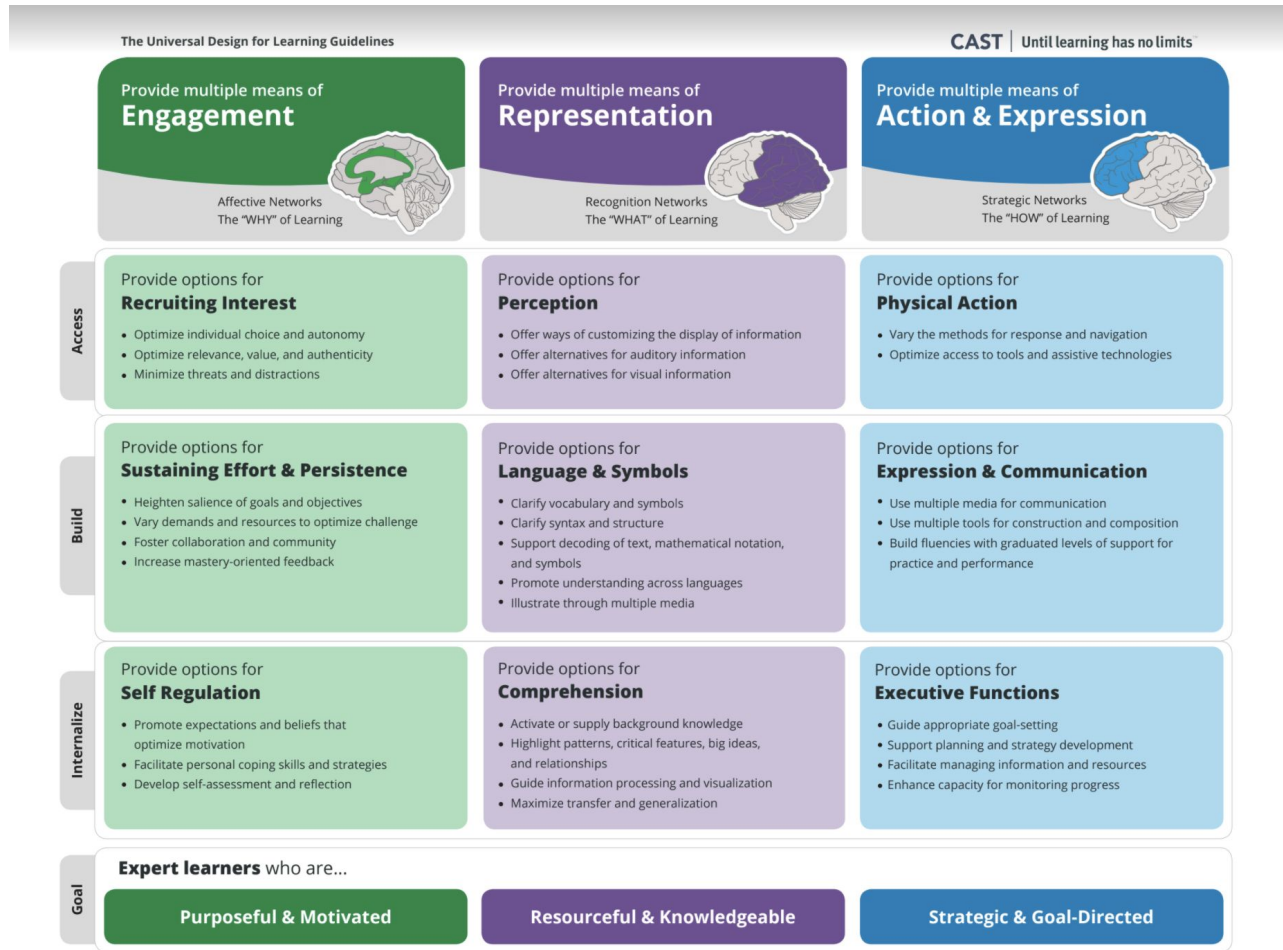


**UDL Resources folder**

# UDL Framework

## 9 Dimensions of Learning

Based on  
Neurological  
systems



# Predictable Variability: 3 networks

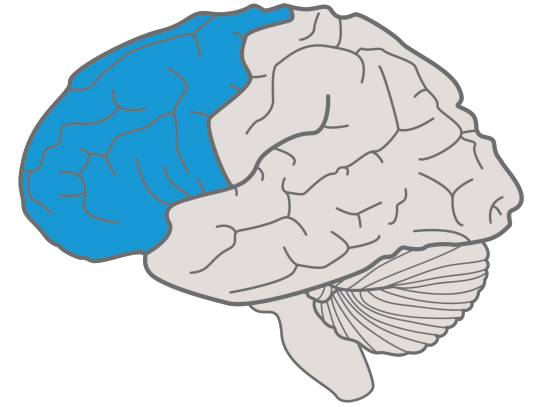
**The Affective  
Network**



**The Recognition  
Network**



**The Strategic  
Network**

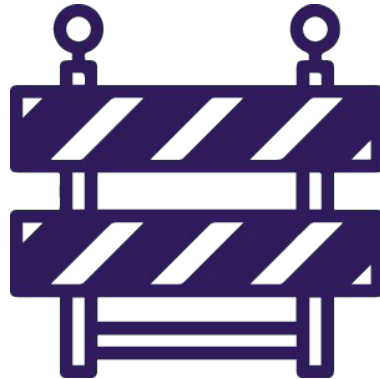


# Design process: not just options

**Set Clear, Rigorous  
Goals**



**Anticipate Barriers**



**Design Options and  
Scaffolds**



# Re-frame the barrier to be in the environment - not the student

- Reduce stereotype
- Support emotions for learning
- Promote equity, expert learning
- Promote autonomy, agency in learning

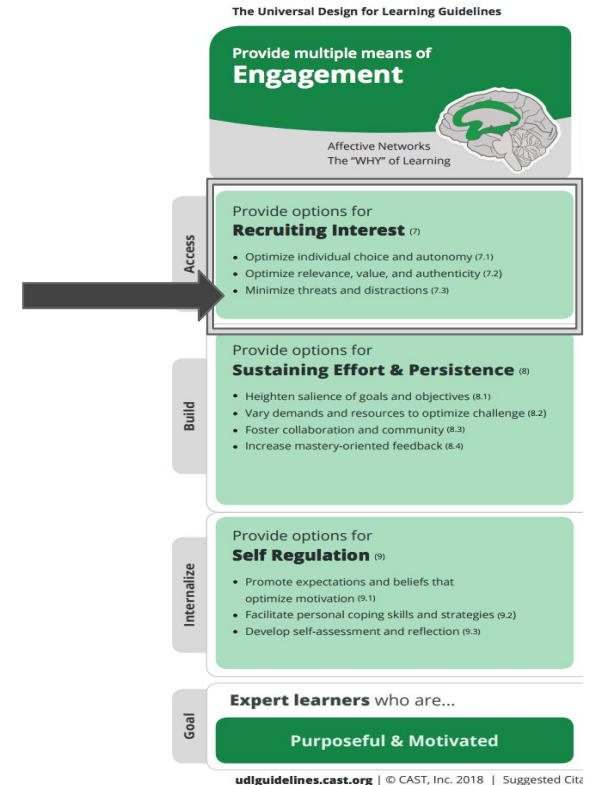
Ask instead:

- What is the **goal**?
- What are the **barriers**?
- How can we **design** to reduce those barriers and **include all** in challenging, meaningful learning?

# Recruit Interest

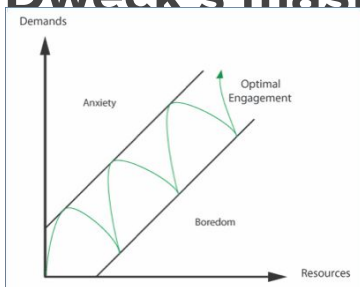
- **Minimize threats and distractions: variability & context matter**

- Autonomy to choose
- Relevance, value, authenticity
- Learn about your students - cultural autobiographies
  - Shonkoff: “every child needs just one champion”
- Reframe tasks



# Sustain effort & persistence

- Make goals salient
- Vygotsky's Zone of Proximal Development
- Foster collaboration & community
  - \*Get to know your students & their communities
- Dweck's mastery-oriented feedback



The Universal Design for Learning Guidelines

**Provide multiple means of Engagement**

Affective Networks  
The "WHY" of Learning

**Access**

Provide options for **Recruiting Interest** (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

**Build**

Provide options for **Sustaining Effort & Persistence** (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

**Internalize**

Provide options for **Self Regulation** (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

**Goal**

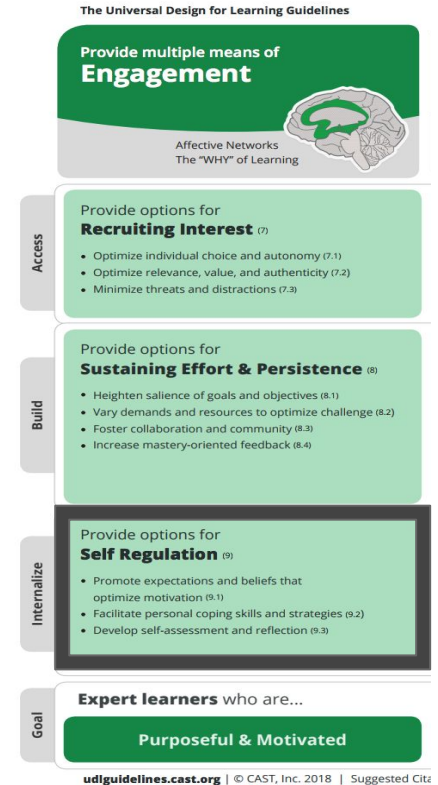
**Expert learners who are...**

**Purposeful & Motivated**

udguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citz

# Self Regulation

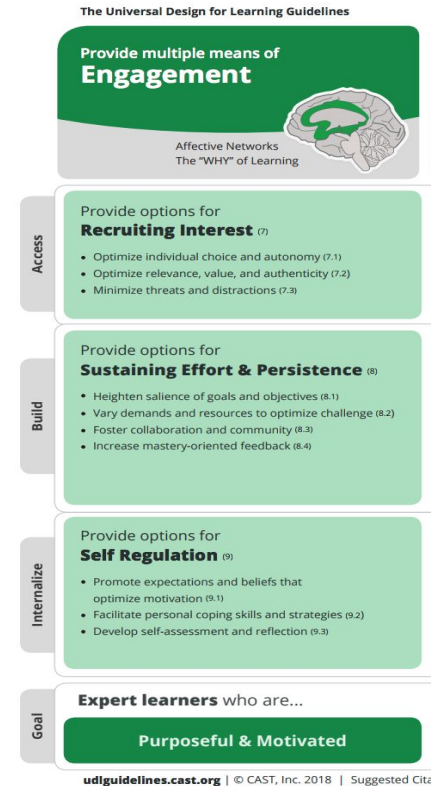
- Promote beliefs & expectations
- Facilitate personal coping skills
- Develop self-reflection





# Design options for...

- Learning choice menu
- Connect to real-world situations
- Start with the “why”
- Flexible timing: Materials available on the front end
- Frequent formative checks: clear, high expectations
- Flexible breaks, food
- Flexible options to collaborate
- Goal-driven



UDL Guidelines: [Link the CAST website](#)

### Comprehension:

Highlight patterns, critical features, big ideas, and relationships (checkpoint 3.2)

### Executive Functions

Guide appropriate goal-setting (checkpoint 6.1)

### Self-Regulation

Promote expectations and beliefs that optimize motivation (checkpoint 9.1)

**Executive Functions:** Enhance capacity for monitoring progress (checkpoint 6.4)



## **Student motivation occurs when..**

students feel their efforts are meaningful and deliver progress.

## **Student-centered data is when...**

the student can see clearly her or his own growth in skill and concept.

# Afternoon collaboration

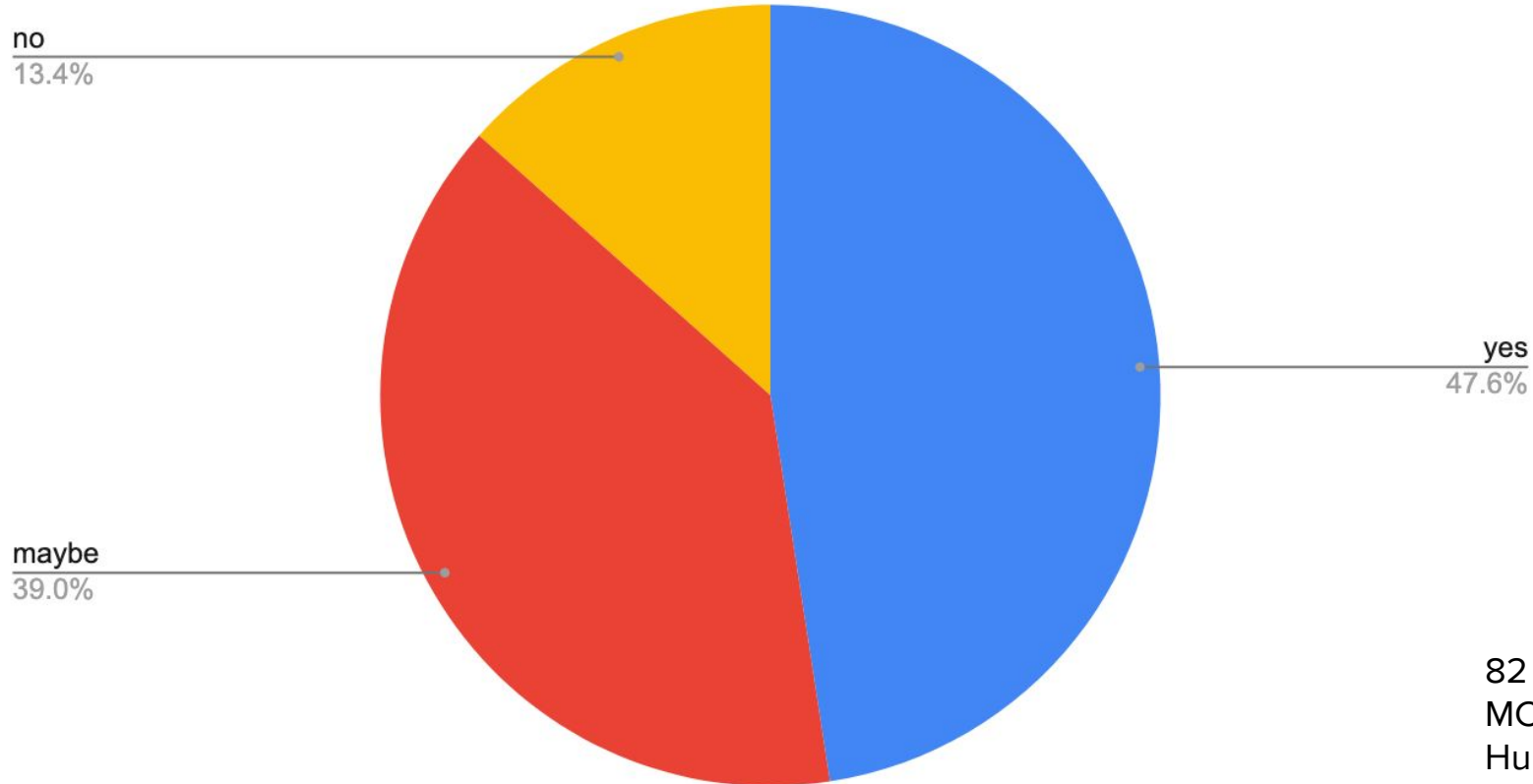
Assessments as gifts for students



Use common assessment work you have already done or create a new pre-assessment for your class.

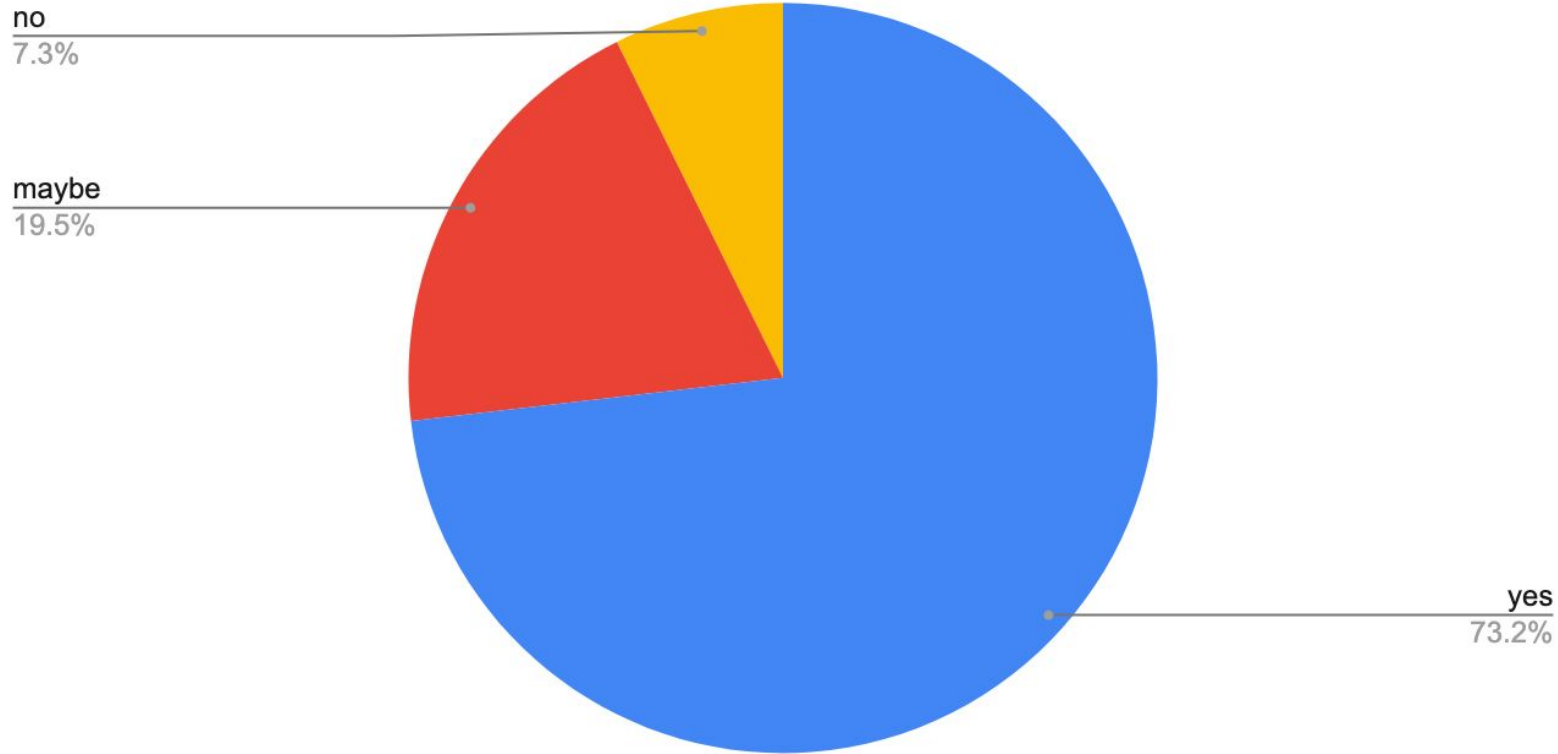
The goal is for students to be able to use the pre-assessment to clearly see their growth at the end of the semester or year.

In your academic classes do you have ways to see clearly your progress in that subject from the beginning of the year to the end of the year?



82 students at  
MCHS 2019  
Humanities-Lott

Would you like it, or would it be useful to you as a student, if you were able to clearly see your progress from the beginning of the year to the end of the year in your academic classes?



Did reviewing your 5 story maps, and first self-portrait story map, help you see your progress as an academic student in this class?

no

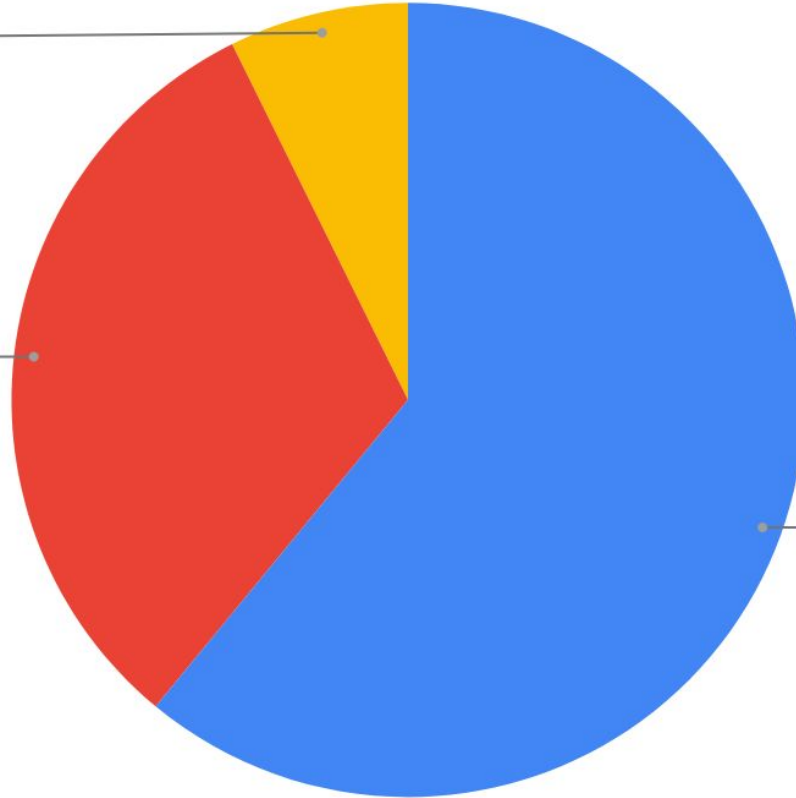
7.3%

maybe

31.7%

yes

61.0%



82 students at  
MCHS  
2018-2019  
Humanities-Lott

# Analyze student centered data capabilities



How will students benefit from seeing their results?

- What is most important in skill and concept?
- Quality -not quantity-
- Make it tangible and the teacher keeps track of it.
- Has some piece that relates the content directly to the students life.
- The same, similar, or progressive assessment can be given again in May.
- When students see compare assessments progress will be visible



**Effective pre-assessments...**

**are not more paperwork**

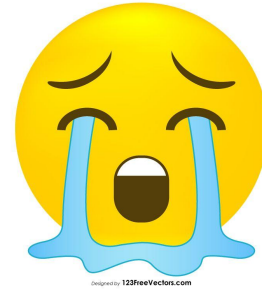


# Effective pre-assessments...

**are not kept by the student**



**are not graded on a scale**



**Effective pre-assessments...**

**Are a set up for celebrating student  
success later**

Compatible planning  
with UDL

Diverse  
Learning Preferences

## Multiple Intelligences Theory (Gardner) + Brain Plasticity (Dweck)

- Intrapersonal
- Interpersonal
- Verbal-linguistic
- Visual-spatial
- Musical
- Kinesthetic
- Logical
- Naturalistic
- Existential (2009)