**UDL Lesson Plan Template –** *Reference the template description for detailed explanation of this template*

**Grade Level:**

**Standard/Subject:**

**Topic:**

**Standard Statement/Content Statement:**

**Grade Level:**

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**Topic:**

**Standard Statement/Content Statement:**

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| **Pre-Assessment of Standards****Pre/Post-Assessment**Generally prior knowledge data is taken from an assessment or assignment on a day, **before** the completion of your plan and start of your instruction. Data should measure the student’s knowledge of each indicator. ***(Focus on the verb and content in the standard)***Name type of assessment(s) you will use to collect individual student baseline data\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Can every student independently complete the assessment you have designed?** If so, describe your universally designed assessment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_If not complete tiered assessmentsWhat are there differences in how you will collect data from each student?  |
| **Pre-Assessment Data Results***(add student names below)* |
| **Some** | **Most** | **Few** |
|  |  |  |
| **Universal Design for Learning** |
| **Universal Design for Learning (Multiple Means: representation, engagement, expression)**(Instruction that the whole group receives)Offer step-by-step directions:1.  |
|  |
|  | Verbal -Linguistic |  | Intrapersonal |  | Musical |  | Bodily-Kinesthetic |
|  | Math-Logical |  | Interpersonal |  | Visual-Spatial |  | Naturalist |
|  |
| **Multiple means of Engagement***Anticipatory Set / Modeling* |  |
| **Multiple means of Representation***Modeling / Guided Practice* |  |
| **Multiple means of Expression***Independent Practice / Assessment* |  |
| **Differentiated Instruction** |
| **Some****(students who have skill/knowledge gaps)** | **Most****(See UDL Plan)** | **Few****(students who already know the indicators)** |
|  |  |
|  |  |
|  |  |
| **Assistive Technology**(Student Specific)Should come from the IEP |
| **Intensive** **Modifications/Tools** | **Moderate** **Accommodations/Tools** | **Mild** **Scaffolds/Tools** |
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