

# Universal Design for Learning (UDL)

## Self-Assessment Rubric

Use this rubric to reflect on your course design in relation to accessibility and UDL principles. It is meant to be formative and developmental—not evaluative. The rubric supports continuous improvement by identifying growth opportunities and celebrating effective practices.

### Scoring Key

**Emerging:** Just beginning to implement.

**Developing:** Inconsistent or partial implementation.

**Proficient:** Regular and effective use.

**Exemplary:** Fully integrated and refined practices, including learner feedback.

PRINCIPLE	EMERGING	DEVELOPING	PROFICIENT	EXEMPLARY
<b>Accessibility (POUR: Perceivable, Operable, Understandable, Robust)</b>	Basic materials provided, not consistently accessible	Some materials have captions, headings, or alt text	Majority of materials meet POUR accessibility standards	All materials accessible by design; accessibility tested with tools (e.g., Ally); feedback used to improve access
<b>Target Example</b>	Slides use small fonts, images lack alt text	Some videos captioned, inconsistent heading use	All videos captioned, images have alt text, headings used	Content tested with screen reader; transcripts, alt text, and structure applied consistently
<b>Engagement (Multiple Means of Engagement)</b>	One-size-fits-all instruction and participation	Occasional student choice or relevance built in	Learners have regular options for how they engage	Learners co-create aspects of engagement; content includes real-world relevance and cultural responsiveness
<b>Target Example</b>	Single lecture + quiz each week	Some group work or case studies	Students choose between video/blog/discussion to reflect	Students collaborate to design their own participation plans or topics of interest
<b>Representation (Multiple Means of Representation)</b>	Content primarily text-based and lecture-driven	Some visual or auditory supplements provided	Content consistently presented in multiple formats	Learners help identify or contribute alternative representations; materials reviewed for cognitive load
<b>Target Example</b>	PDF readings and in-class slides only	Slides include occasional diagrams or links to videos	Weekly content includes infographics, captions, and optional recordings	Students can access visual, auditory, and simplified versions of key content
<b>Action &amp; Expression (Multiple Means of Action &amp; Expression)</b>	Assessments are uniform and rigid (e.g., only written essays or multiple-choice exams)	Limited student choice in assessment type	Regular options for students to show understanding	Assessments co-designed or adapted by students; rubric accommodates diverse formats
<b>Target Example</b>	3 papers with same format	Option to write paper or take test	Option to submit video, infographic, or paper	Students propose project format with rubric alignment