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How can we inclusively plan for, teach, and assess all students in a diverse classroom?

Session 1: Determining Learning Standards using Backwards Design

Session 2: Developing asset-based learning continuums

Session 3: Inclusive lesson design reflecting UDL

Session 4: Inclusive and standards-based assessment

Backwards Design Using Arizona Science Curriculum

Grade:	**Subject Area:**	**Strand/Topic:**	
Learning Standard:		**Teacher Provocation Questions:**	**Student Generated Questions**
Key Vocabulary:			

Learning Goals	**Possible Access Points** (accessible version of grade level)	**Curricular Language**	**Student Friendly Language**
Understandings			
Knowledge			
Skills			

Backwards Design Using Arizona Science Curriculum

Grade: 2	Subject Area: Science	Strand/Topic: Physical Science	
Learning Standard: Students develop an understanding of observable properties of matter and how changes in energy (heating or cooling) can affect matter or materials		**Teacher Provocation Questions: What is matter? How does energy change matter?**	**Student Generated Questions**
Key Vocabulary: matter, energy, change, heating, cooling, materials, affect, particles, move, object, force, closed system, transfer, scientists, observations, collect evidence, understand, theory, models, explain, science, solve problems, products, conversations, questions, positive, negative, gather, share, information, heat energy			

Learning Goals	Possible Access Points (accessible version of grade level)	Curricular Language	Student Friendly Language
Knowledge	• Solid, liquid, gas • Fall, push, pull	• P1: All matter in the Universe is made of very small particles • P2: Objects can affect other objects at a distance. • P3: Changing the movement of an object requires a net force to be acting on it. • P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.	• I know that matter is made up of very tiny particles that are too small to see • I know that objects affect each other, even if they are far away from each other • I know that force changes how an object moves • I know that the amount of energy in a closed system is always the same; I know that energy can be transferred
Understandings	• Using senses, experiencing, drawing what you see	• U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised. • U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. • U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.	• I understand that scientists make observations in the world and collect evidence to help them understand what is happening • I understand that evidence helps develop theories and models to explain what is happening • I understand that science is used to solve problems and create new products for the world • I understand that science can lead to many conversations and questions about how it is used in both good (positive) and bad (negative)ways
Skills	• Observe, participate, show	• 2.P1U1.1 Plan and carry out an investigation to determine that matter has mass, takes up space, and is recognized by its observable properties; use the collected evidence to develop and support an explanation. • 2.P1U1.2 Plan and carry out investigations to gather evidence to support an explanation on how heating or cooling can cause a phase change in matter. • 2.P4U1.3 Obtain, evaluate and communicate information about ways heat energy can cause change in objects or materials	• I can observe and collect evidence to learn more about matter; I can use my evidence to explain what I am learning • I can collect evidence to explain how heating and cooling matter can change it • I can gather and share information about how heat energy can change matter

Learning Continuums

1. Choose a Learning Standard and translate it into student friendly language

Learning Outcome:			
Student friendly:			
Approaching (Access Point – 1)	**Essential (2)**	**Confident (3)**	**Extending (4)**

2. Start with determining the most essential concept of the standard and then add on complexity

3. Extend the grade level standard to include an access point and challenge point

S, Moore, 2024

Additive Learning Continuum: Arizona Science 2

Learning Standard: Students develop an understanding of observable properties of matter and how changes in energy (heating or cooling) can affect matter or materials			
GUIDING QUESTION: **What is matter? How does energy change matter?**			
Approaching	**Essential**	**Confident**	**Extending**
• I know that everything is made of matter • I know that states of matter are solid, liquid, gas • I know that fall, push and pull are examples of forces	• I know that matter is made up of very tiny particles that are too small to see • I know that objects affect each other, even if they are far away from each other	• I know that force changes how an object moves • I know that the amount of energy in a closed system is always the same; I know that energy can be transferred	• I know how force influences an objects motions • I know why the total amount of energy is the same in a closed system
• I understand that using my senses can help me observe the world around me	• I understand that scientists make observations in the world and collect evidence to help them understand what is happening • I understand that evidence helps develop theories and models to explain what is happening	• I understand that science is used to solve problems and create new products for the world • I understand that science can lead to many conversations and questions about how it is used in both good (positive) and bad (negative)ways	• I understand that the scientific method is a framework for solving challenges in the world • I understand that science creates a range of discussion which requires critical reflection in how it influences decision making and policies
• I can observe, participate in activities to learn more about matter • I can show my thinking using evidence	• I can observe and collect evidence to learn more about matter; I can use my evidence to explain what I am learning • I can collect evidence to explain how heating and cooling matter can change matter	• I can gather and share information about how heat energy can change matter	• I can use molecular structures to explain how heat energy changes matter

Universal Design for Learning: Lesson Design

Mini Lesson

Connecting Phase **Processing Phase** → **Transforming & Personalizing Phase**

Guiding Unit Question:

Lesson Goal(s):

Date

Connecting Activity:

Additional supports & strategies to ensure students meet the "ALL"

Mini Lesson:

Processing Task:

I need to…	I must…	I can…	I could…	I can try to…
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity:

This is lesson creates evidence for:

Guiding Unit Question: How can I use a model to help me understand that some matter is made up of particles that are too small to see?

Lesson Goal(s): I know that everything is made of matter; I know that states of matter are solid, liquid, gas; I know that matter can be broken apart into tiny particles that are too small to see

Date

Connecting Activity: picture set
What do all these pictures have in common: states of matter

Mini Lesson: students watch a demonstration experiment (3 beakers)

Processing Tasks – graphic organizer connected to demonstration

I need to…	I must…	I can…	I could…	I can try to…
Watch a science demonstration Draw what you observe and label it with vocab words	Label which beaker is solid, liquid, gas	Draw the arragnement of particles in each state of matter	Show how the particles move in each drawing	Explain how particles break down in this experiment (E.g., What did we do to the matter)
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Exit Slip (post it notes or partner share)
What helped you to learn and feel successful today?

Additional supports & strategies to ensure all students meet the "ALL"
- Provide vocab list, sentence stems, options for verbal explanation

This is lesson creates evidence for: 5-PS1-1 (NGSS)

Evidence of Learning: Choose your Challenge

Start Here

Go as far as you can in the time allotted

Series Guiding Question: How can we inclusively plan for, teach and assess students in a diverse classroom?

- **I understand** that students are diverse and that planning for them requires anticipating variability rather than homogeneity
- **I know** that Universal Design for Learning is an inclusive framework, that relies on Backwards Design, which when used to design lessons, will increase opportunities for students to engage, understand, and show evidence of their learning
- **I can** design a lesson that incorporates UDL strategies that will increase opportunities for students to engage, understand, and show evidence of their learning
- **I am** inclusive and believe that ALL students, regardless of their ability, can access grade level curriculum

Task: Backwards Design Unit Planning	**Time: Before the next session (Feb 19, 2024)**	**Supports & Strategies**
I NEED to…	• Identify the sub standards (lesson learning outcomes) in the unit that you want to target in a lesson • Ensure that the learning outcomes are in student friendly language	• Choice of collaborative partner/group • Choice of curricular area to use • Choice of task challenge On Series Dashboard • Access to session handouts • Access to examples • Access to planning template
I MUST…	• Design a lesson that includes the 3 phases of UDL lesson design – connect, process and transform & personalize	
I CAN…	• Scaffold the processing phases to include an access point and a scaffold that increases complexity and show allow student to choose their challenge	
I COULD…	• Redesign and provide graphic organizers for students that align with the UDL lesson phases	
I can TRY to…	• Interview students and gather their feedback on what worked for them in the lesson and what didn't	

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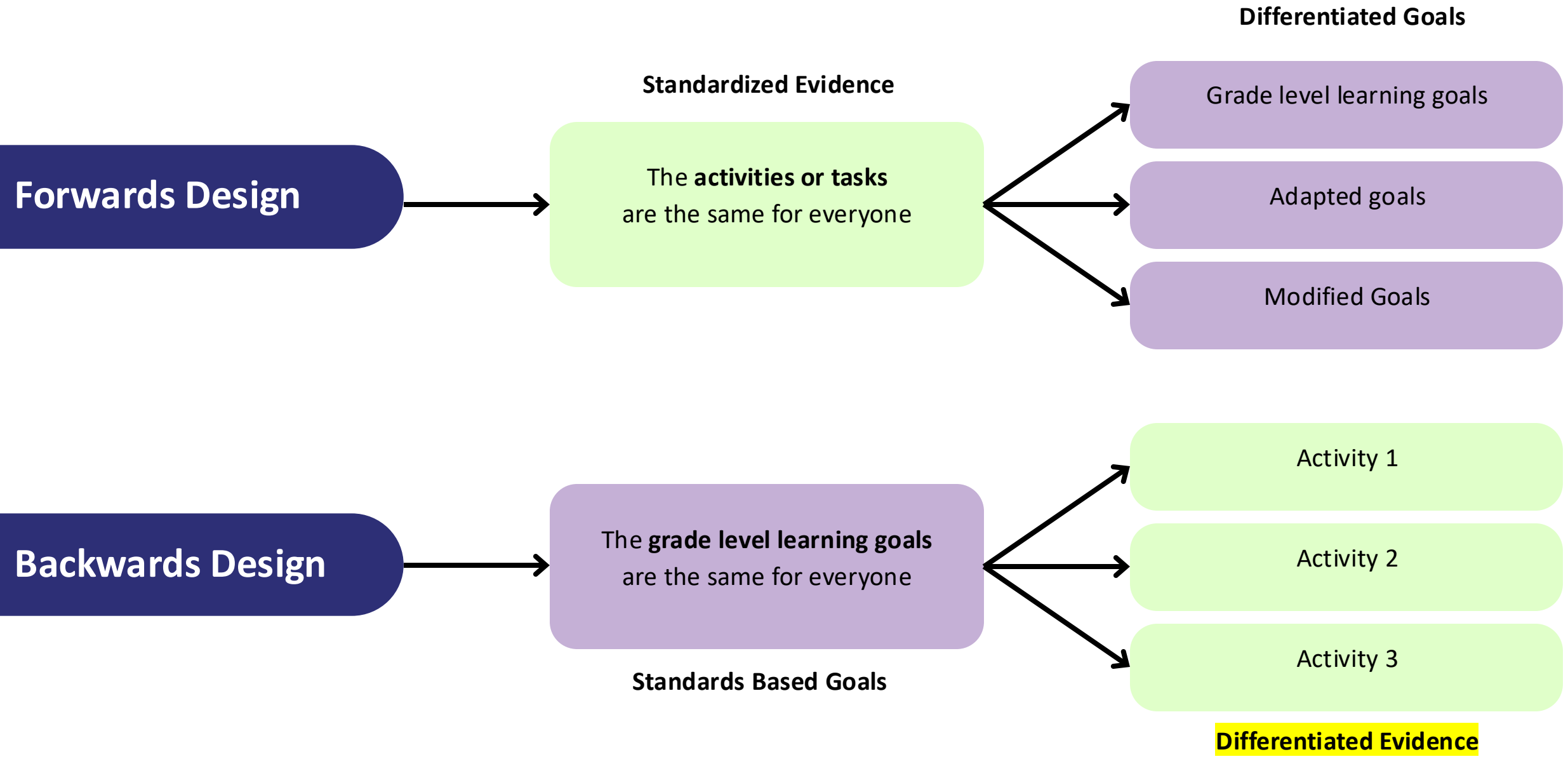
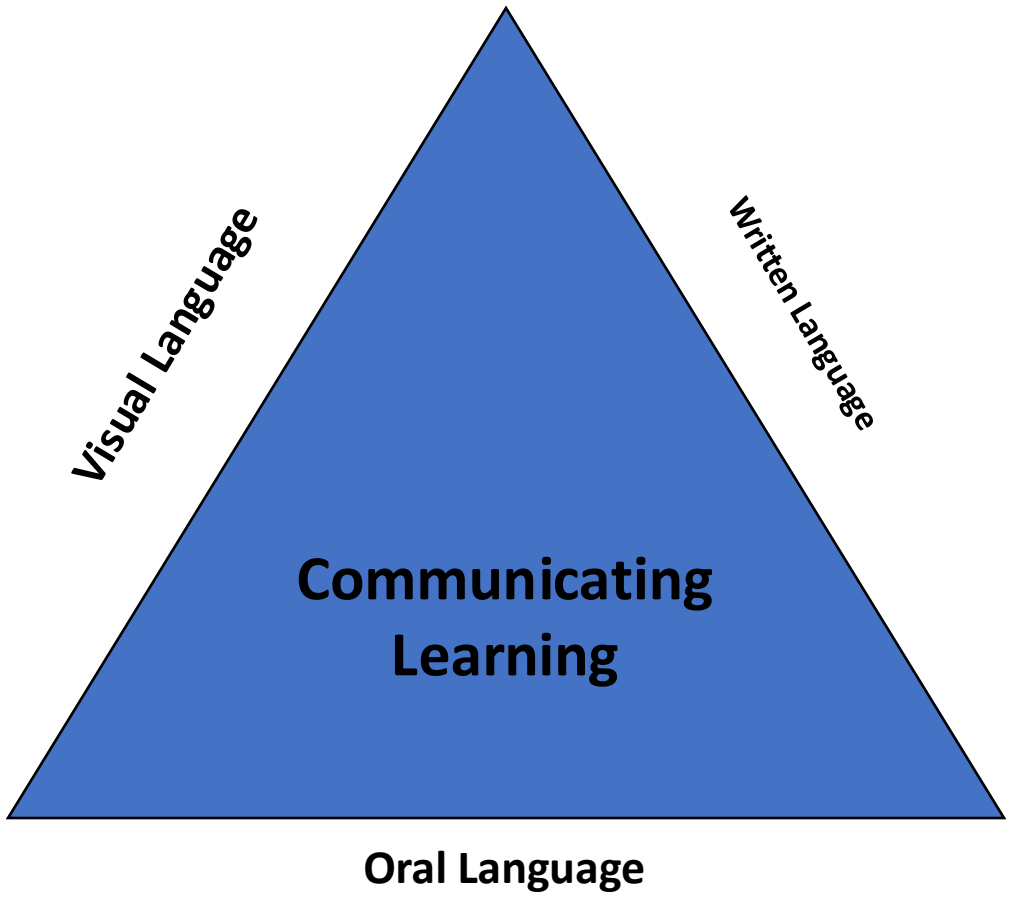
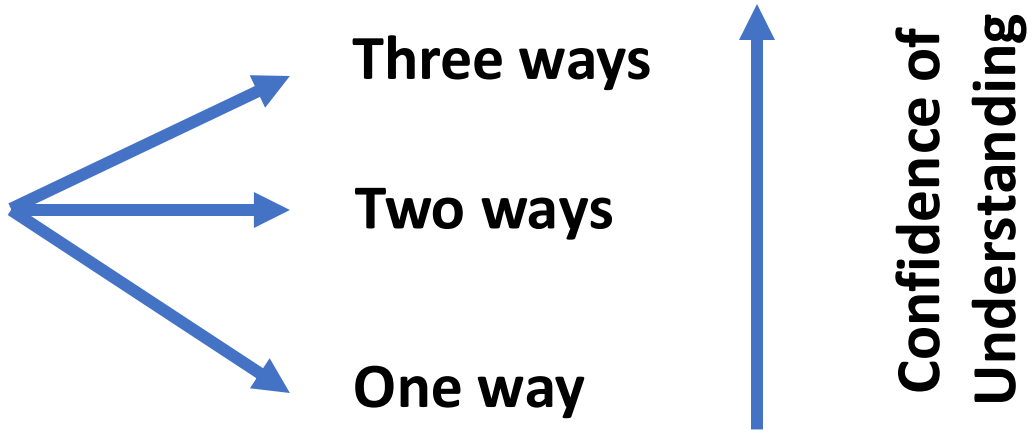
Understanding by Design



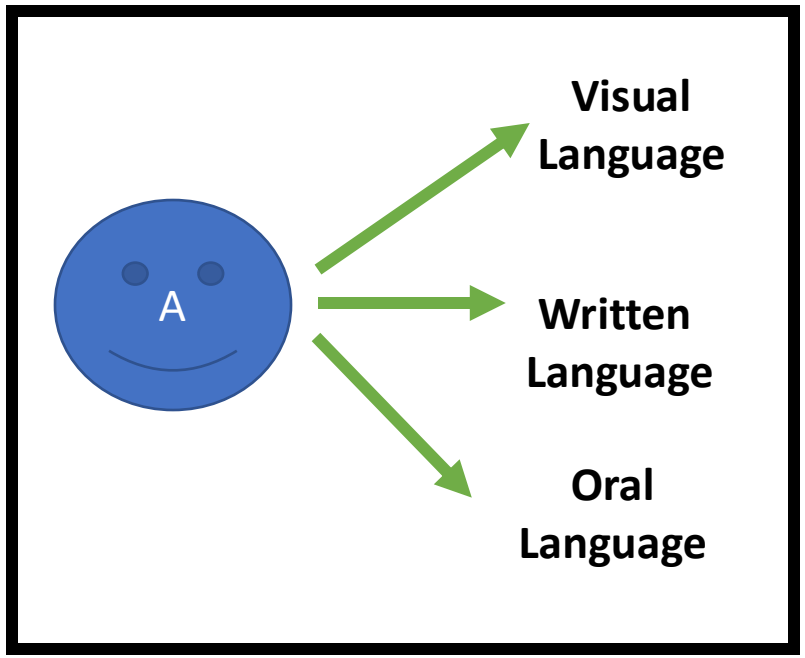
Moore, 2025

How do we differentiate evidence?





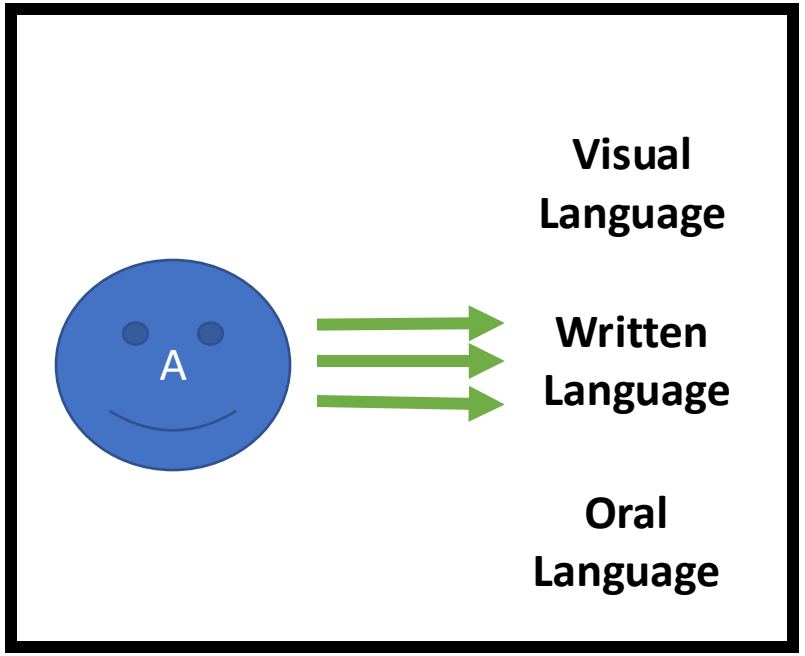
All Languages (in literacy) are Treated Equal!



The MORE WAYS students can demonstrate learning, the deeper their understanding is

Vs.

The NUMBER OF TIMES, a student can show their learning in one way, the more fluent they become



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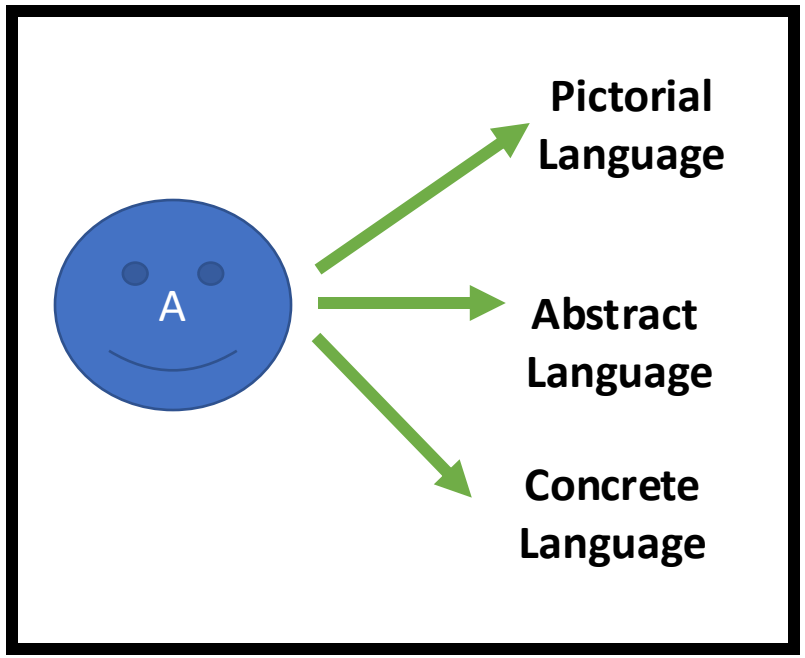

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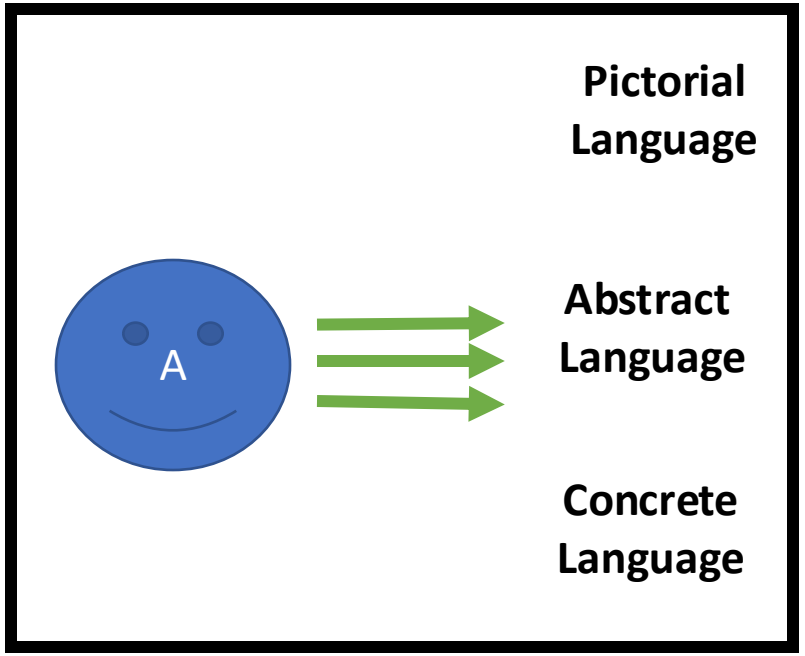

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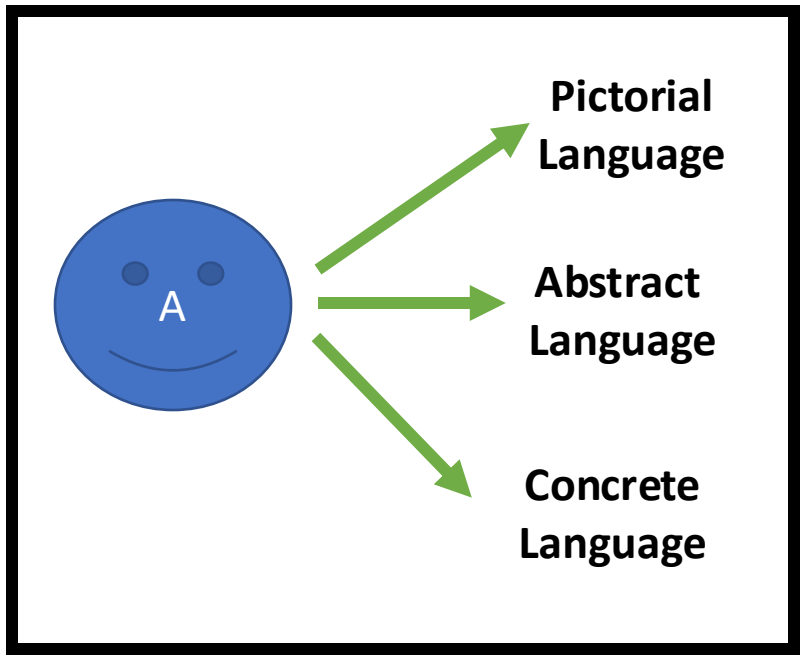

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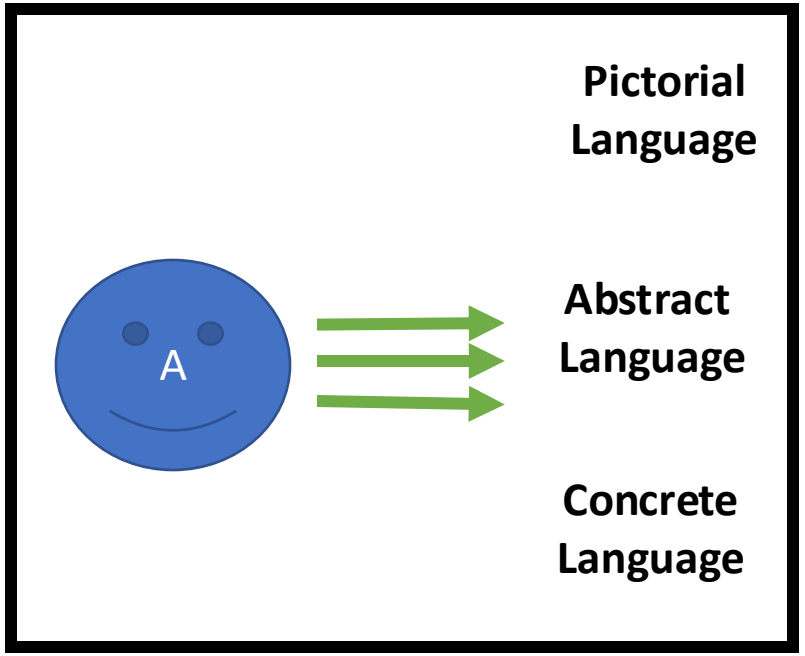
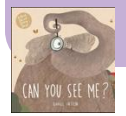


The **grade level learning goals** are the same for everyone



Math (K) Content

- Students know direct comparison measurement

ELA Content

- Students know language features, structures, and conventions including:
  - concepts of print
  - letter knowledge
  - letter formation
  - the relationship between reading, writing and oral language

Math (K) Curricular Competency

- I can estimate
- I can solve math problems by visualizing
- I can show my thinking in math by using symbols, pictures and objects
- I can connect what I am learning to interesting things in my life and the world

ELA (K) Curricular Competency

- I can understand different kinds of text by exploring it

Learning Activities and Tasks

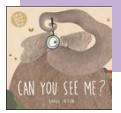
Differentiation of Evidence

Viewing and showing

Listening and speaking

Writing and decoding

The **grade level learning goals** are the same for everyone



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ELA (K) Curricular Competency

- I can understand different kinds of text by exploring it

Learning Activities and Tasks

Anchor Text: Can You See Me?

- **Activity**: Can you see me?
- **Activity**: Measurement O Rama
- **Activity:** What kind of box?

Differentiation of Evidence

viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓
✓	✓	✓
✓	✓	✓

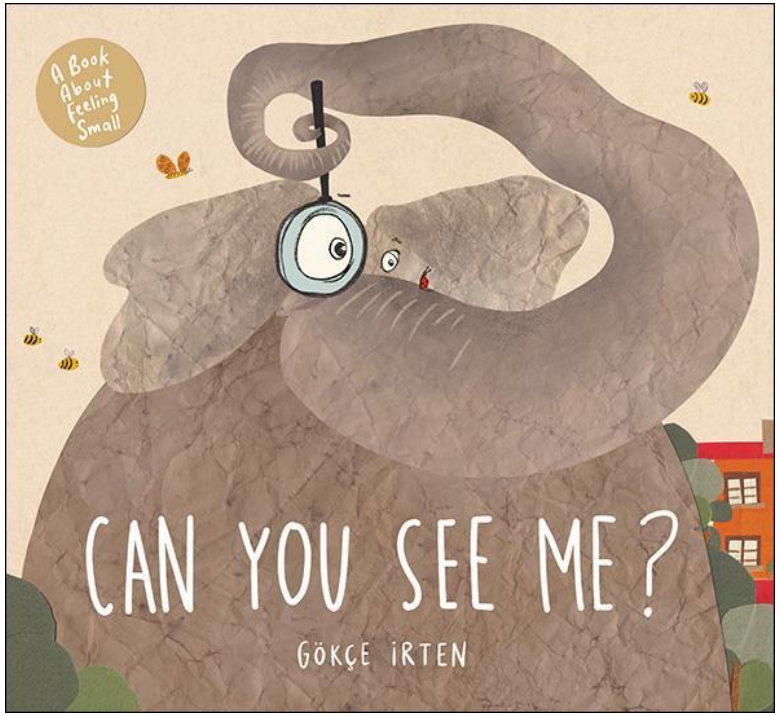
Moore and McIntosh, 2025

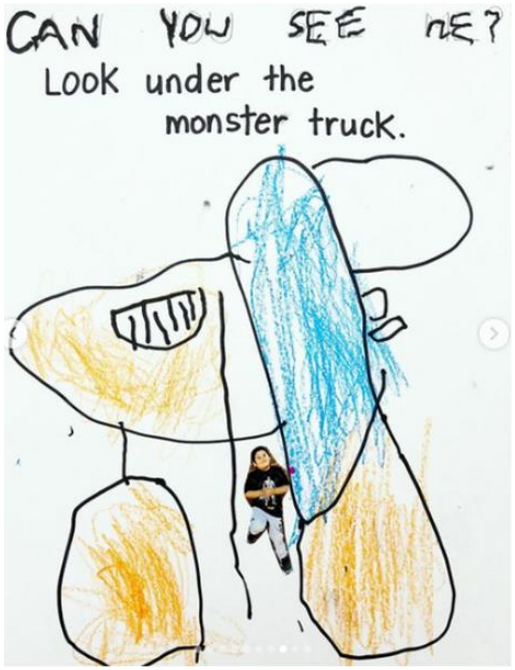
Backwards Design Using Arizona Math Curriculum

Grade: 5	Subject Area: Math	Strand/Topic: Number and Operations - Fractions	
Learning Standard: 5.NF.A Use equivalent fractions to add and subtract fraction		**Unit Guiding Question(s):** **What is an equivalent fraction?** **How can we use equivalent fractions to add and subtract fractions?**	**Student Generated Questions:**

Key Vocabulary: fraction, equivalent fraction, add, subtract, denominator, mixed number, strategies, understand, word problem, problem, solution, show my thinking, estimate, solve, pictorial, abstract, concrete

Learning Goals	Possible Access Points (accessible version of grade level)	Curricular Language	Student Friendly Language	
			What do students need to know? (I know…)	What to students need to do? (I can…)
5.NF.A.1	• Adding • Subtracting • Sharing • Fractions with like denominators • Benchmark fractions ½, ¼	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators	I know what a fraction is I know what a denominator is I know what an equivalent fraction is I know how to find an equivalent fraction I know why equivalent fractions can help me add and subtract fractions I know what a mixed number is I know how to turn a mixed number into a fraction	I can find an equivalent fraction I can use an equivalent fraction to add and subtract fractions when the denominators are not the same I can add and subtract fractions with there are mixed numbers
5.NF.A.2	• Visual problems (not word based) • Word problem that use indicators above	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations, equations and visual models to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers	I know some strategies to help me understand word problems I know how to show my thinking in different ways I know what it means to estimate and how estimation help me understand and solve problems I know if a solution makes sense	I can solve word problems where I need to add and subtract fractions and the denominators are not the same I can show how I solve problems in different ways (pictorial, abstract, concrete) I can estimate to help me make sense of word problems I can think about the problem to see if a solution makes sense

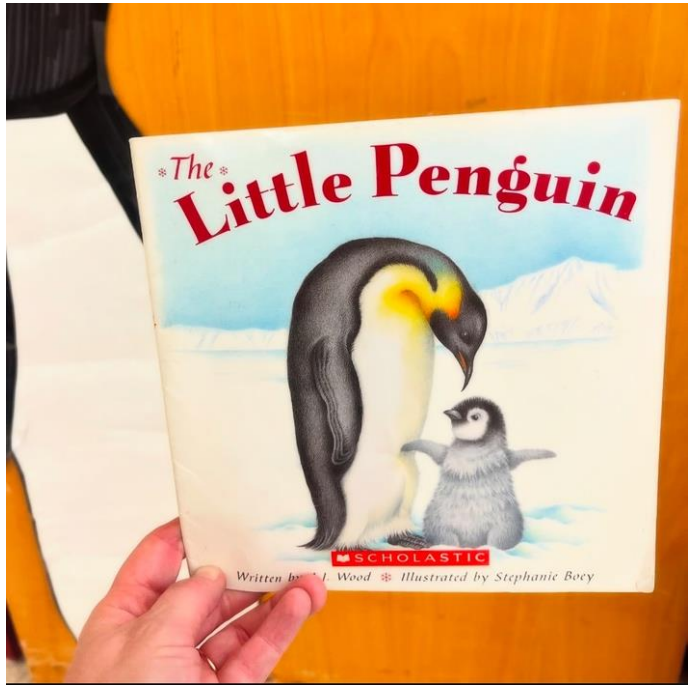




Project: Can you see me?

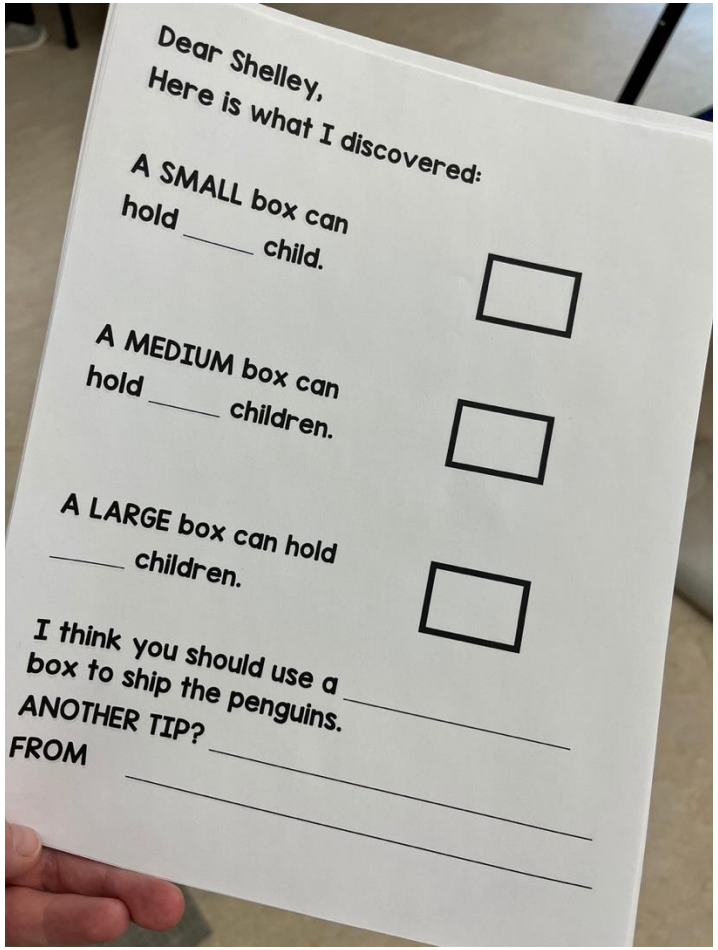
viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓

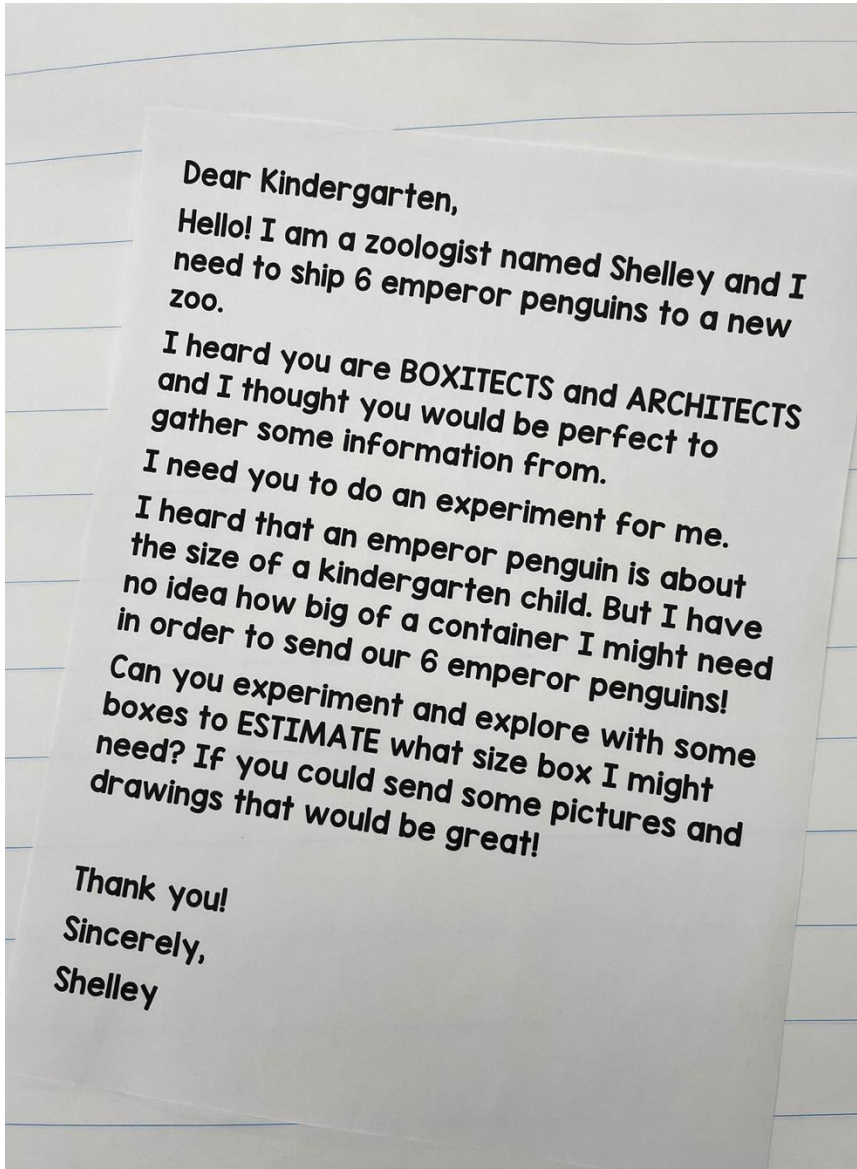
Moore and McIntosh, 2025



Activity: What kind of box?

viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓





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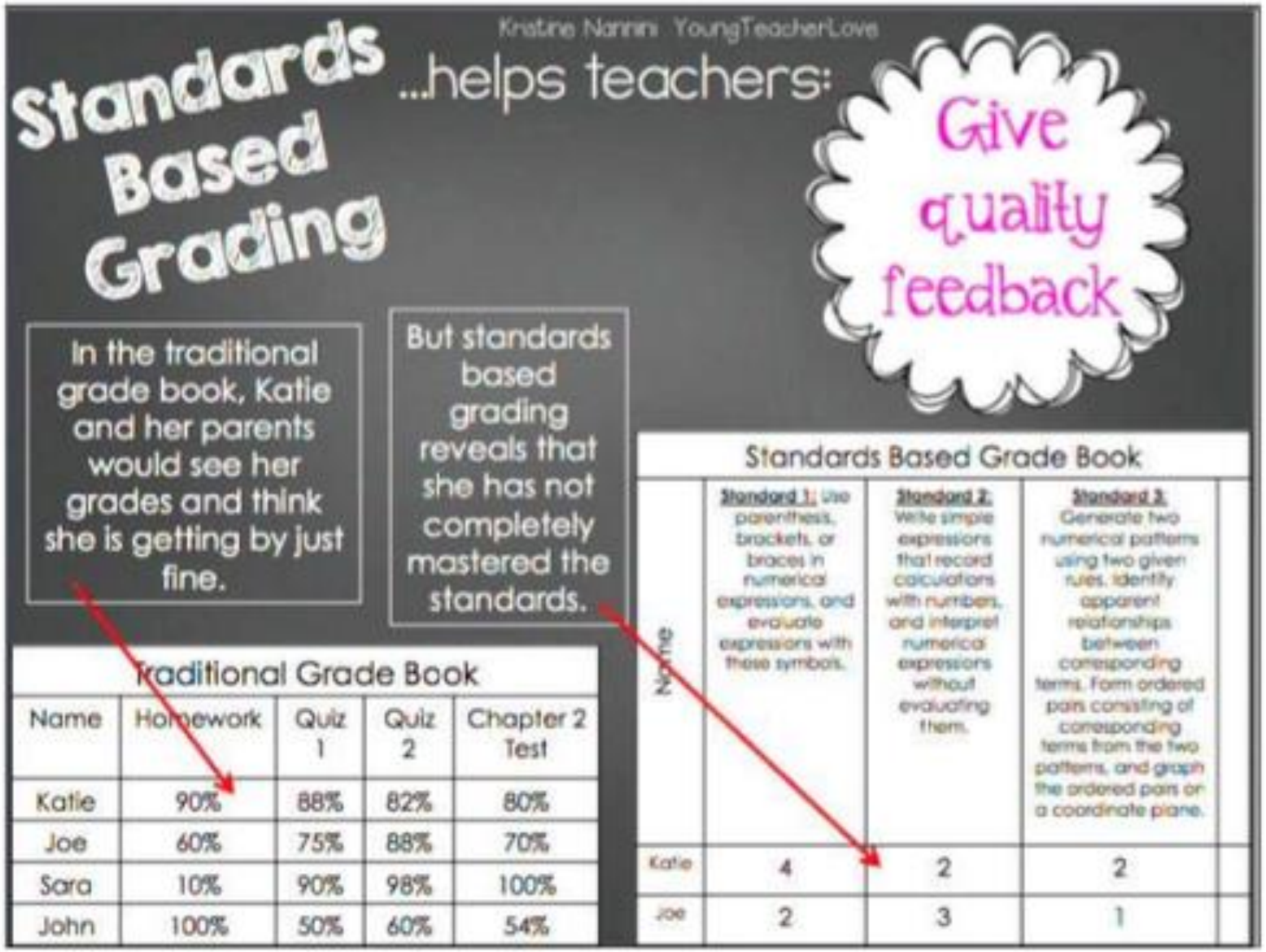
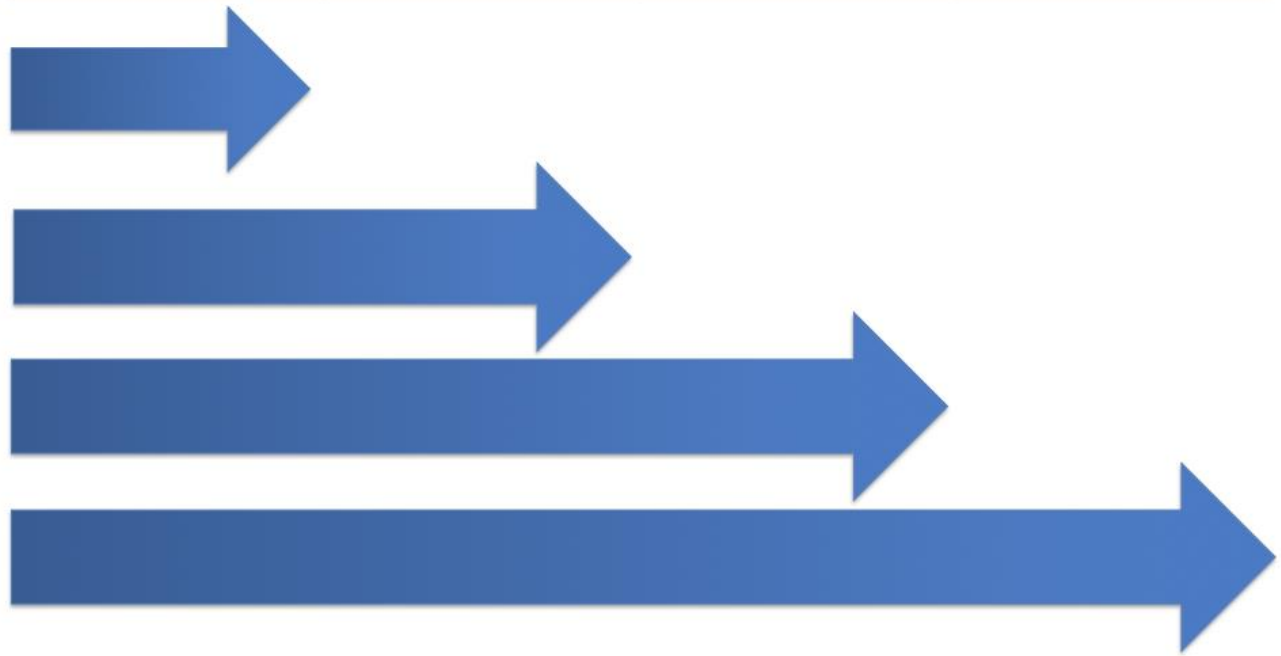
• I can observe, participate in activities to learn more about matter • I can show my thinking using evidence	• I can observe and collect evidence to learn more about matter; I can use my evidence to explain what I am learning • I can collect evidence to explain how heating and cooling matter can change matter	• I can gather and share information about how heat energy can change matter	• I can use molecular structures to explain how heat energy changes matter

1. Standards based vs. standardized curriculum



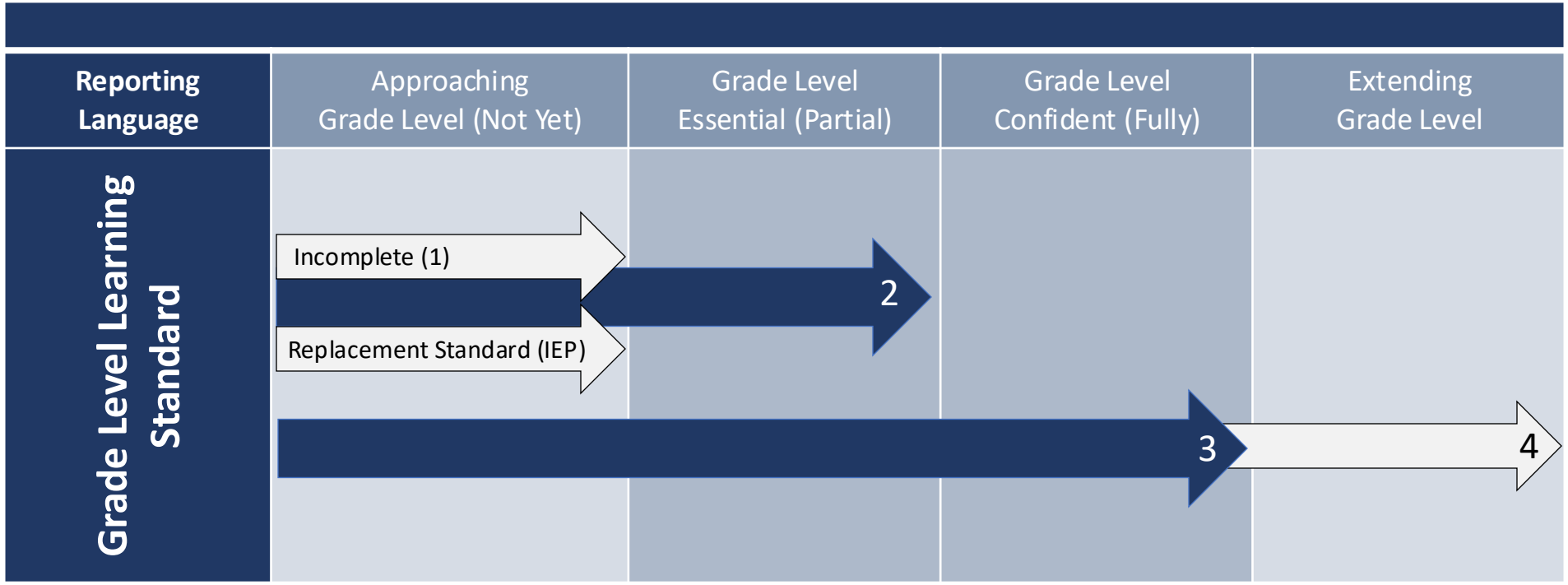
Scaffolded Curriculum: 4 Point Continuum

	Access Point	Grade level indicators		Challenge Point
Grade Level Learning Standard	Approaching	Essential	Confident	Extending



Moore, 2025

An Additive Continuum of Proficiency



S, Moore, 2024

Standards Based Grade Book																	
Learning Standard/ Performance Expectation													**Evaluation**				
													Total	**Out of**	**%**	**Letter Grade**	**4-Point**
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**					
Evaluation	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**					
Student 1 (IEP)																	
Student 2																	
Student 3																	
Student 4																	
Student 5																	
Student 6																	

Standards Based Grade Book (Arizona Science)																	
Learning Standard/ Performance Expectation	Students develop an understanding of observable properties of matter and how changes in energy (heating or cooling) can affect matter or materials												**Evaluation**				
	Knowledge (P1, P2, P3, P4)				**Understandings** (U1, U2, U3)				**Skills** (2.P1U1.1, 2.P1U1.2, 2.P1U1.3)								
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
Evaluation	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**	**IE/IEP**	**2.5**	**3**	**4**					
Student 1 (IEP)																	
Student 2																	
Student 3																	
Student 4																	
Student 5																	
Student 6																	

2. Start with determining the most essential concept of the standard and then add on complexity

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

3. Extend the grade level standard to include an access point and challenge point

Standards Based Grade Book (NGSS)																
Learning Standard/ Performance Expectation	**5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen**												**Evaluation**			
	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**							
Possible Evidence of Learning																
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
Evaluation	**IE/IEP**	**2**	**3**	**4**	**IE/IEP**	**2**	**3**	**4**	**IE/IEP**	**2**	**3**	**4**		**12**			
Student 1 (IEP)	•				•				•	•			3	**3***	100%	A*	4*
Student 2	•	•			•	•			•	•			6	**12**	50%	D	2
Student 3	•	•	•	•	•	•	•	•	•	•	•		11	**12**	92%	A-	3.67
Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

How can we inclusively plan for, teach, and assess all students in a diverse classroom?

Session 1: Determining Learning Standards using Backwards Design

Session 2: Developing asset-based learning continuums

Session 3: Inclusive lesson design reflecting UDL

Session 4: Inclusive and standards-based assessment

Shelley MOORE PH.D.

Final Reflections

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

THANK YOU!!!

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