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Dr. Shelley Moore

What is one useful idea so far today?

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2023

When the conditions are right, everyone can be successful

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2023

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the students?
What are their dimensions?
Where is their agency?

Adjustable Supports & Strategies

Student choice of tools and actions

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do students require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

How will students show evidence and growth within the learning standard?
How do we know?

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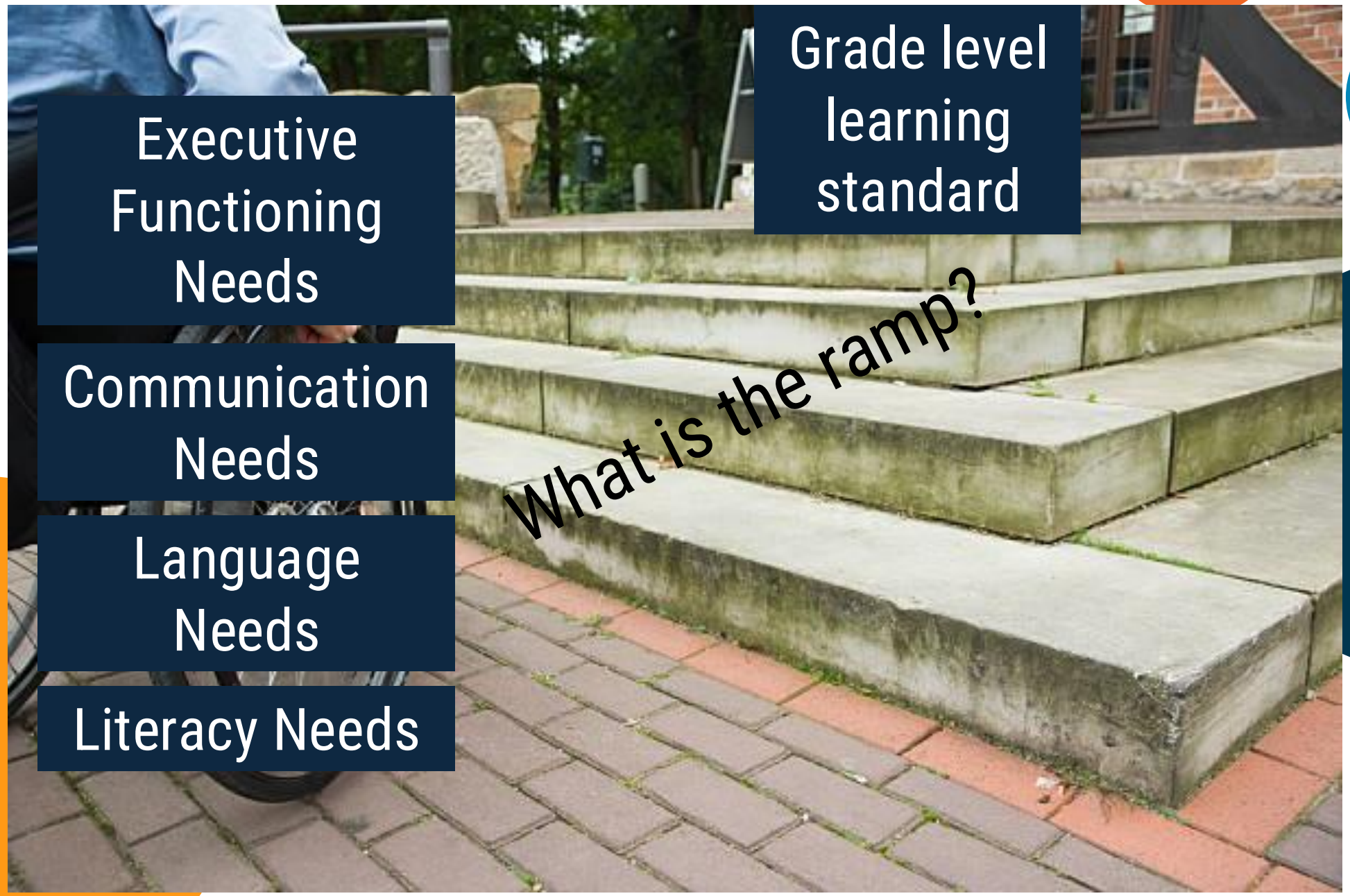

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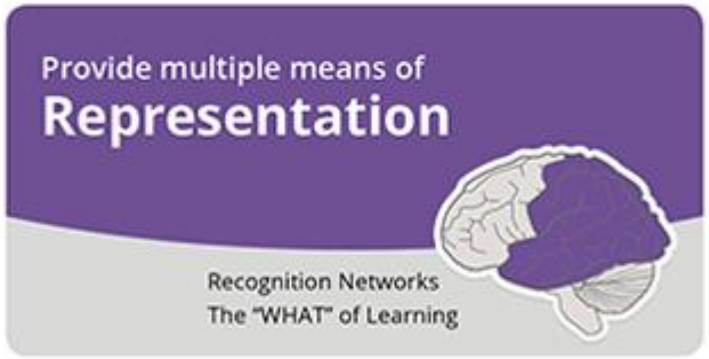
Accessing Grade Level Learning Standards

All students need to be engaged



All students need to understand

All students need to show learning

What universal supports & strategies can be taught to reduce barriers for everyone?

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for **Welcoming Interests & Identities** (7) • Optimize choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Nurture joy and play (7.3) • Address biases, threats, and distractions (7.4)	Design Options for **Perception** (1) • Support opportunities to customize the display of information (1.1) • Support multiple ways to perceive information (1.2) • Represent a diversity of perspectives and identities in authentic ways (1.3)	Design Options for **Interaction** (4) • Vary and honor the methods for response, navigation, and movement (4.1) • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
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High Impact UDL Strategies

- Benefits all students
- Reducing many barriers at the same time
- Meets multiple needs at the same time
- Small adjustments that make big differences to student learning
- Does not compromise evaluation

What are you already doing?

What is one more thing you could try?

High Impact UDL Strategies in Curricular Design

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How I came to understand BACKWARDS DESIGN

Design with the End in Mind!

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

- Activity 1
- Activity 2
- Activity 3

Does not compromise the integrity evaluation

Standards Based

McTigue, 2010

High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

- **What grade level learning standards are we intentionally targeting, teaching and assessing the unit we are teaching?**

High Impact UDL Strategies

8.1: Clarify the Meaning and Purpose of Goals

- What grade level learning standards and sub-standards are we intentionally targeting, teaching and assessing the unit??
- There are different kinds of goals in Backwards Design
  - Competencies
  - Understandings
  - Concepts
  - Knowledge
  - Skills

Kindergarten

Content Learning Standards

Math (K)

- Students know **direct comparison measurement**

ELA (K)

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

Curricular Competency Standards

Math (K)

- Students can **reason and analyze by** *estimating reasonably*
- Students can **understand** and solve by *visualizing to explore mathematical concepts*
- Students can **Communicate and represent by** *representing mathematical ideas in concrete pictorial and symbolic forms*
- Students can **connect and reflect by** *connecting mathematical concepts to each other and to other areas and personal interests*

ELA (K)

- Students **can comprehend and connect by** *exploring foundational concepts of print, oral and visual texts*

Moore and McIntosh, 2025

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High Impact UDL Strategies

7.2: Optimizing relevance, value & authenticity

8.1: Clarify the Meaning and Purpose of Goals

8.3: Foster collaboration and community

3.2: Highlight patterns, critical features, big ideas and relationships

2.1: clarify vocabulary, symbols, and language structures

- Developing guiding questions that anchor learning in an authentic and relevant problem, collective context and/or a community-based idea that they can learn about together over time
- Giving students an opportunity to understand and/or translate the learning standards
- Identity and teach the vocabulary you want students to know and use

Kindergarten

Big Idea

Objects have attributes that can be described, measured, and compared.

Guiding Question

How can we use objects to compare and measure?

Content

Math (K)

- Students know **direct comparison measurement**

ELA (K)

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

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ELA (K)

- Students **can comprehend and connect by** *exploring foundational concepts of print, oral and visual texts*

How can we use objects to compare and measure?

Grade Level Indicators of Success

Math (K) Content

- I know that I can **measure** two **objects** by **comparing** them

ELA Content

I know that I can understand **language** by

- knowing the **names** of **letters** and **sounds**
- making **letters** in different ways
- knowing how **reading**, **writing**, and **speaking** are connected

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 in **math** to interesting things in my life and the world

ELA (K) Curricular Competency

- I can understand different kinds of **text** by **exploring** it

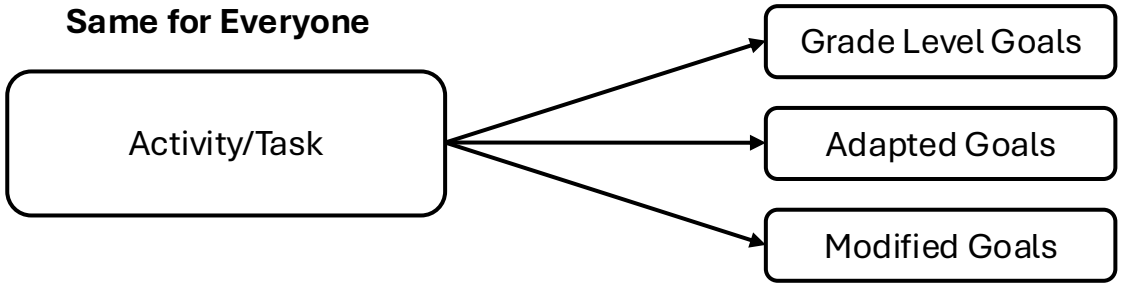
Design with the End in Mind!

Forward Design

Standardized

Differentiated

Same for Everyone



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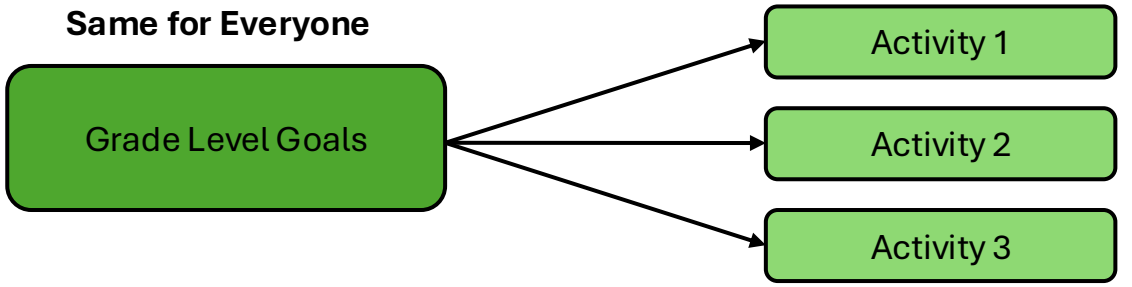

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High Impact UDL Strategies

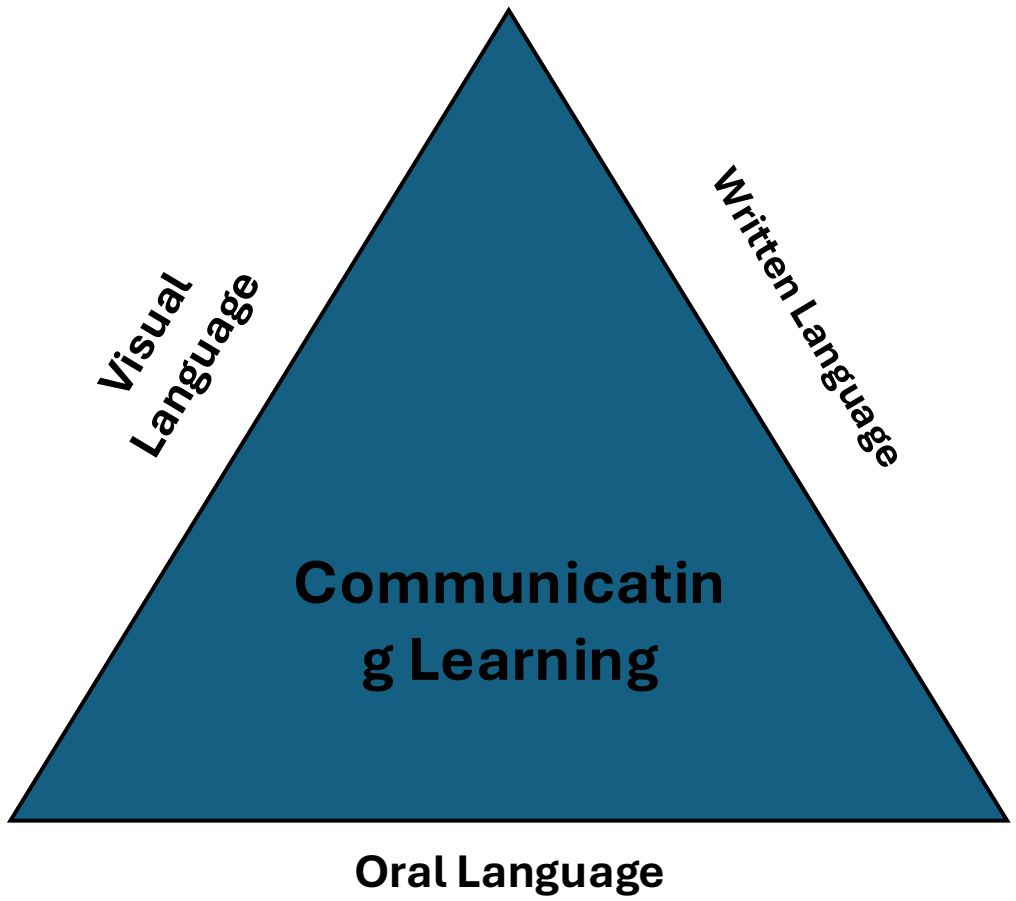
4.1: Vary & honour the methods for response, navigation, and movement

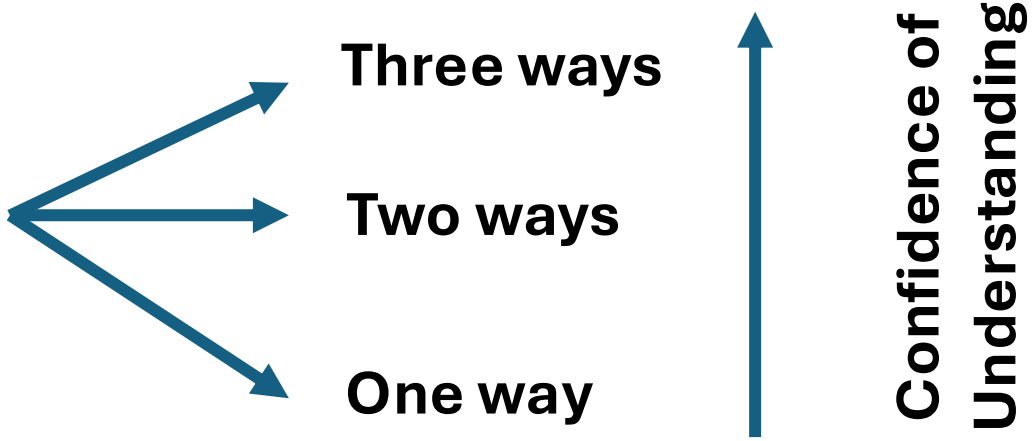
5.2: Use multiple tools for construction, composition and creativity

5.3: Build fluencies with graduated support for practice and performance

- Designing lessons that create opportunities for teaching all students how to show their learning in many ways
- Students must show their learning in all ways, but use strongest evidence to evaluate learning standards
- Collecting multiple pieces of similar evidence over time to build fluency

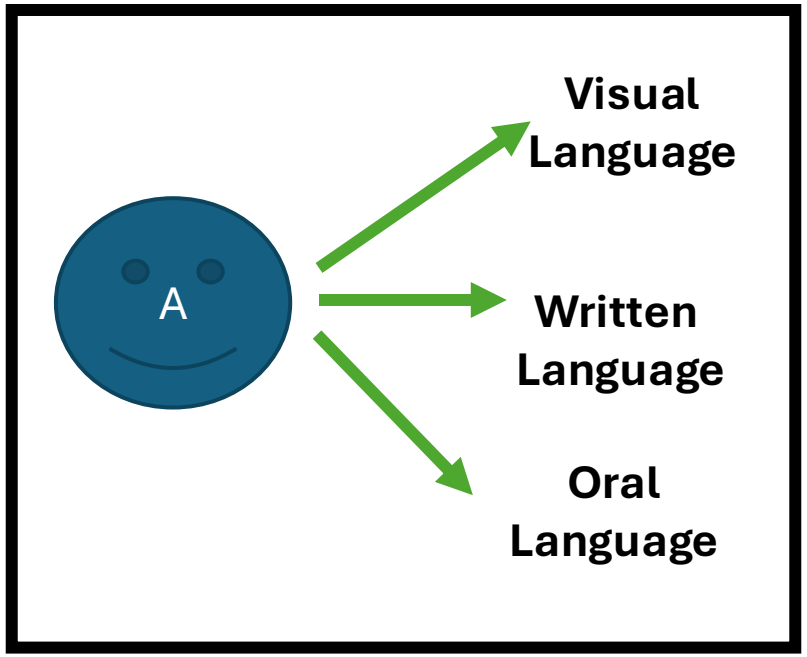
Differentiating Evidence





Moore, 2025

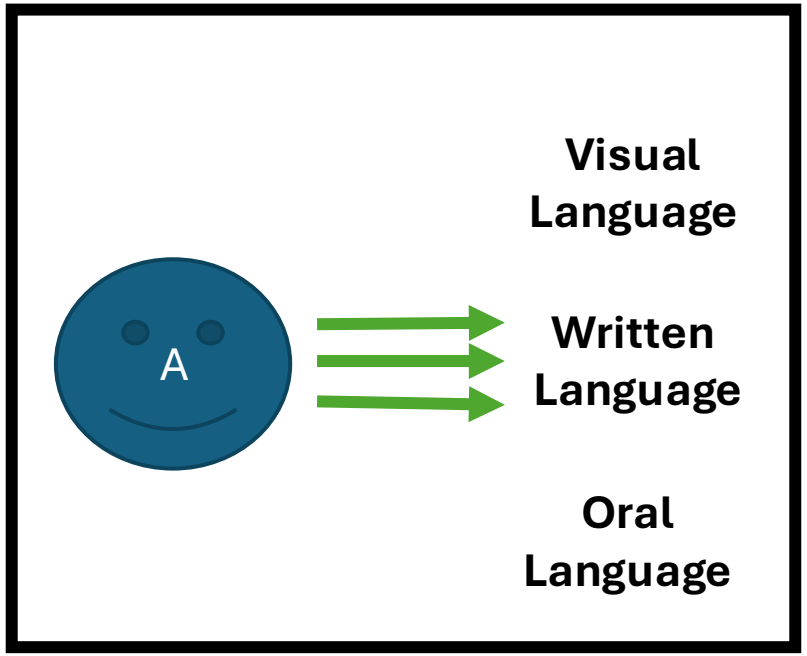
All Languages (in literacy) are Treated Equal!



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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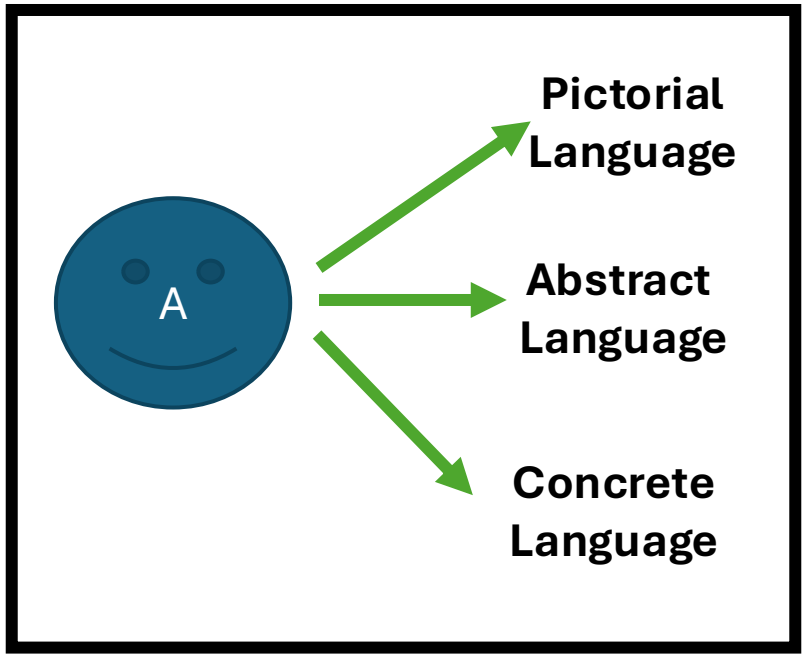

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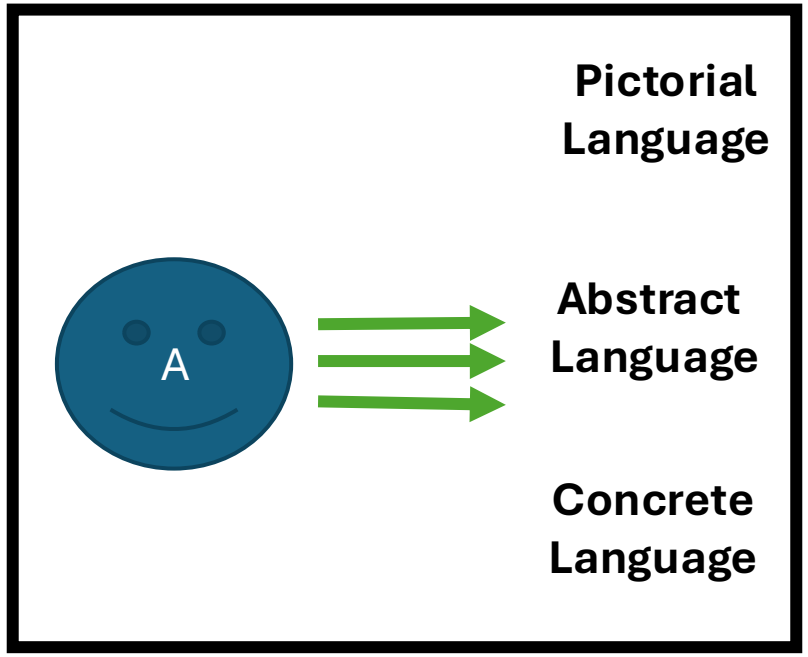
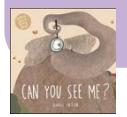


The **grade level learning goals** are the same for everyone



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

Moore and McIntosh, 2025

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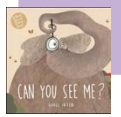

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Learning Activities and Tasks

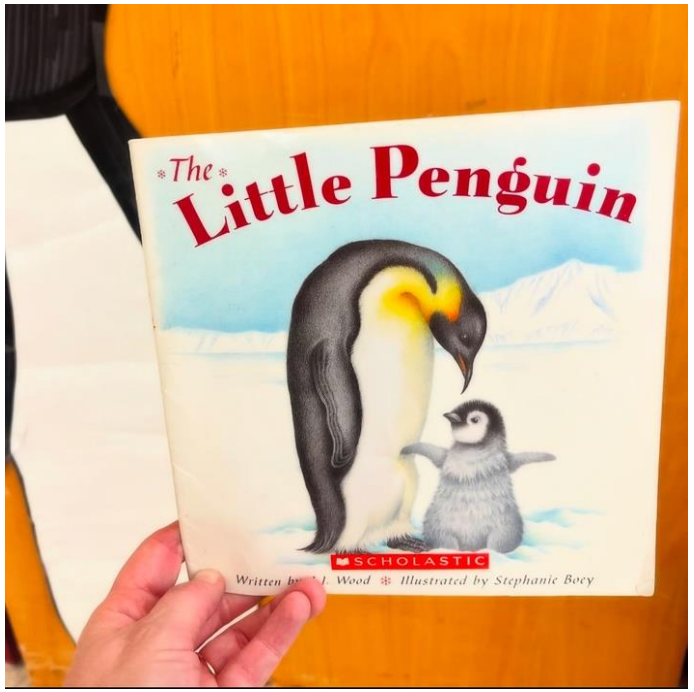
Anchor Text: Can You See Me?

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

Differentiation of Evidence

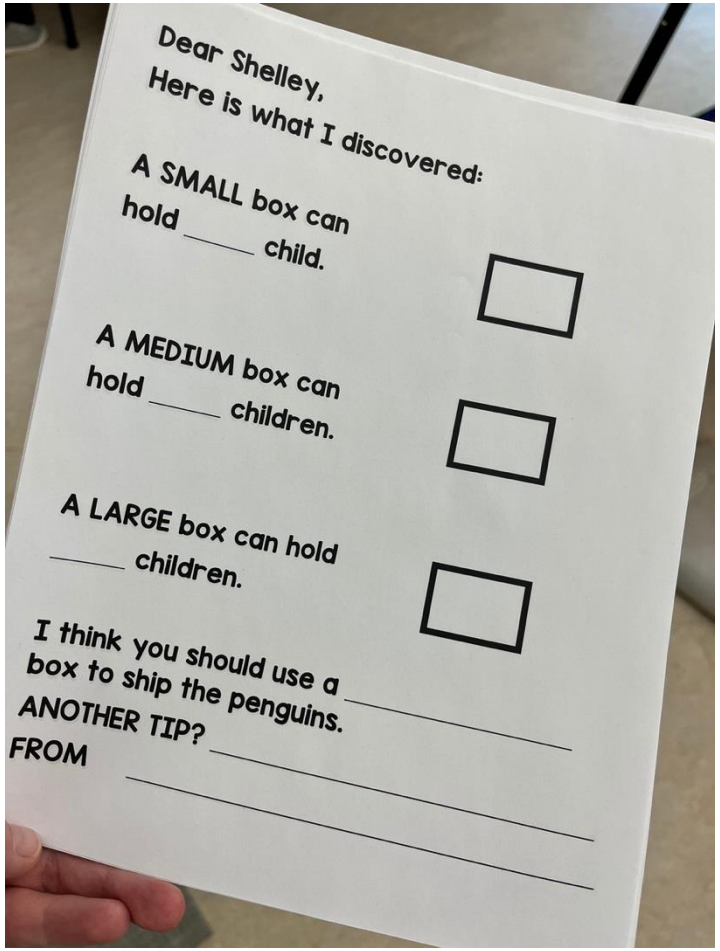
viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓
✓	✓	✓
✓	✓	✓

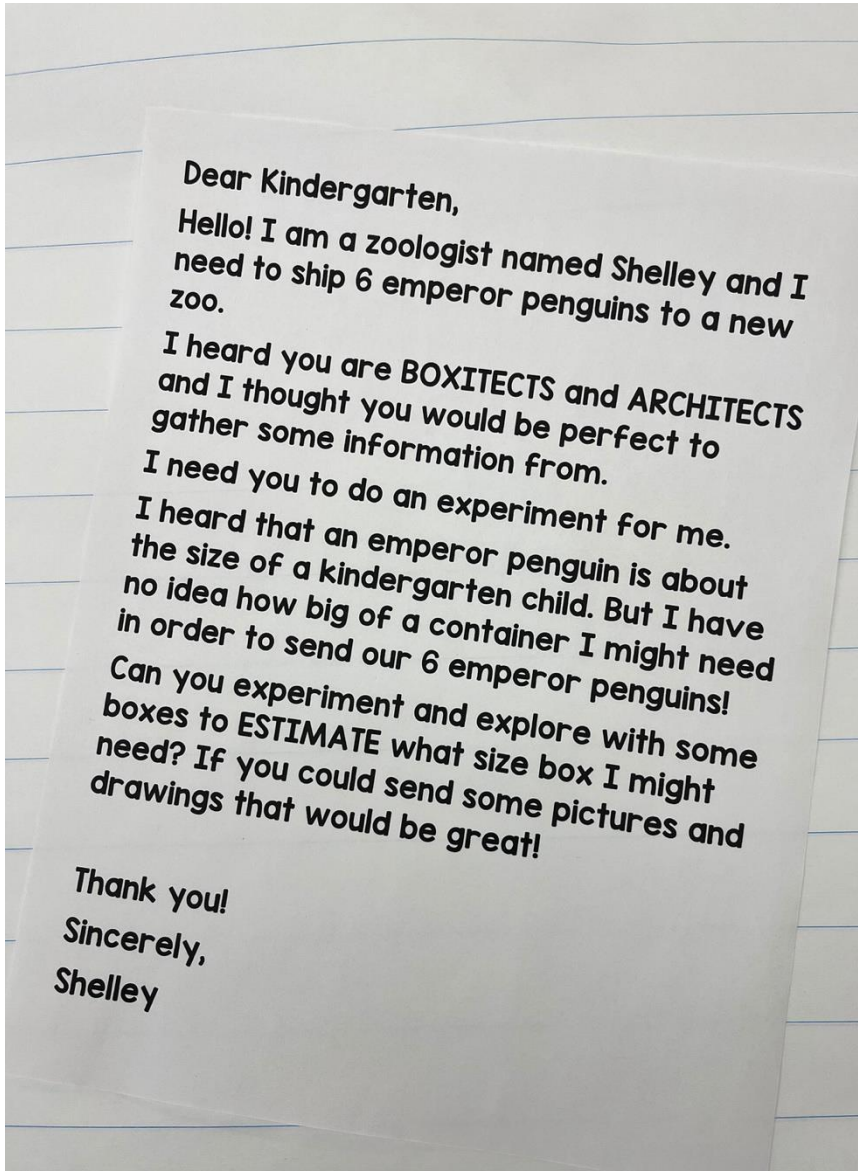
Moore and McIntosh, 2025



Activity: What kind of box?

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





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Adjustable Supports & Strategies

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How do we know?

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2023

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2023

What are you taking away?

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?

What is one useful idea so far today?

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