

The Universal Design for Learning Guideline 3.0 in Plain Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	Provide different ways for learners to participate, move through learning, and show what they know.	I can choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	Ensure learners can access and use the tools, technologies, and resources they need to learn	I can use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	Provide different ways for learners to communicate their ideas and understanding.	I can share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	Provide a range of tools and resources for learners to create, build, and express ideas.	I can use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	Provide support that helps learners build skills and confidence over time.	I get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	Recognize and value different ways of communicating and expressing understanding.	Different ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	Help learners create goals that are relevant, purposeful, and important to them.	I can set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	Help learners think ahead and prepare strategies for overcoming difficulties.	I can think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	Support learners to manage information, materials, time, and resources effectively.	I can organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	Help learners track, reflect on, and evaluate their progress toward goals.	I can check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	Identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I can help create a learning environment where everyone feels included, valued, and able to participate