208B: #6 Assignment
Accommodations & UDL: Multiple Means of Expression

9 points  2-3 pages

**DHH TPE 2.3:** ... *language equity* by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge;...

**DHH TPE 3.2:** Demonstrate the ability to (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.

**DHH TPE 3.7:** Use appropriate multimedia tools to provide language access and support conceptual knowledge.

**DHH TPE 4.1:** ... design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages... learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.

**DHH TPE 6.5:** Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.

**REVIEW THE RUBRIC BELOW**

Revisit a previous lesson plan that you have created - ideally the one you’ve been working with throughout this course.

1. Find **two sections** where you could add **multiple means of expression**. Number each of the UDL strategies.
   
   Consider all student activities, participation, any informal / formal assessments, warm-up activities, discussions, and any formative / summative / diagnostic assessments.

2. Discuss or list **accommodations** you will provide your students who need additional support to access the curriculum for the entire lesson. Number each of the accommodations.

   **Show your UDL revisions in RED font. Show your accommodations in GREEN font. Number each of the UDL strategies and accommodations.**

**PLEASE NOTE:** For this assignment, you may not copy a lesson plan from an online source. We want you to demonstrate that YOU can create multiple means of expression for your students.
**REVIEW THE RUBRIC BELOW**

**RUBRIC:**
Each of the **three sections** will be graded on this rubric for a total of **nine points**.

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<tr>
<th>Section</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
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<tbody>
<tr>
<td><strong>UDL 1</strong></td>
<td>Missing / does not include multiple means of expression</td>
<td>2 means of expression and/or underdeveloped strategies for student expression</td>
<td>3 means of expression and/or appropriately developed strategies for student expression</td>
<td>4+ means of expression and/or exceptionally developed strategies for student expression</td>
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<tr>
<td><strong>UDL 2</strong></td>
<td>Missing / does not include multiple means of expression</td>
<td>2 means of expression and/or underdeveloped strategies for student expression</td>
<td>3 means of expression and/or appropriately developed strategies for student expression</td>
<td>4+ means of expression and/or exceptionally developed strategies for student expression</td>
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<tr>
<td><strong>Accommodations</strong></td>
<td>Missing / does not include accommodations</td>
<td>2 accommodations and/or underdeveloped strategies for students to</td>
<td>3 accommodations and/or appropriately developed strategies for students to</td>
<td>4+ accommodations and/or exceptionally developed strategies for students to</td>
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Total of 9 points (3x3)