



Bartholomew Consolidated School Corporation Resource Adoption Rubric

The following is an example of rubric that BCSC uses to evaluate classroom resources according to UDL principles.

Resource Adoption Rubric 1=Ineffectual, 2=Sufficient, 3=Good, 4= Exceptional				
I. Provide Multiple Means of Representation	1	2	3	4
<p>1: Provide options for perception</p> <ul style="list-style-type: none"> ▪ Digital material is able to be manipulated (closed caption, font size, sound amplified) ▪ Material is accessible anywhere on any device ▪ Material is deliverable in different modalities including auditory and visually (read-alouds and transcripts) ▪ Options to upgrade materials and digital versions as current events and technologies change <p>Score: Overall Impression:</p>				
<p>2: Provide options for language, mathematical expressions and symbols</p> <ul style="list-style-type: none"> ▪ Materials support EL students and cultural diversity ▪ Materials support literacy strategies (fluency, vocabulary, comprehension, composition) ▪ Materials are flexible for teaching (scaffolding options, modified primary sources) <p>Score: Overall Impression:</p>				



<p>3: Provide options for comprehension</p> <ul style="list-style-type: none"> ▪ Materials supply background knowledge ▪ Materials address current events ▪ Materials provide modeling strategies ▪ Materials are relevant, current, authentic and offer diverse perspectives ▪ Multiple examples of scaffolding are included ▪ Materials support interdisciplinary studies <p>Score: Overall Impression:</p>				
<p>II. Provide Multiple Means of Action and Expression</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>4: Provide options for physical action</p> <ul style="list-style-type: none"> ▪ Supplemental interactive materials (simulations, demonstrations) ▪ The interactive/collaborative activities are not all technology based ▪ Materials are accessible and compatible with its learning and current hardware <p>Overall Impression:</p>				
<p>5: Provide options for expression and communication</p> <ul style="list-style-type: none"> ▪ Materials come with interactive tools (games, timelines, maps) ▪ Materials provide options for assessment ▪ In addition to tools (e.g., dictionaries, thesauruses), materials provide exemplars <p>Overall Impression:</p>				
<p>6: Provide options for executive functions</p> <ul style="list-style-type: none"> ▪ Materials align with Indiana standards ▪ Materials allow students to set goals, monitor their progress and encourage and support that process ▪ Materials give strategies for students to reflect on their learning <p>Overall Impression:</p>				



III. Provide Multiple Means of Engagement	1	2	3	4
<p>7: Provide options for recruiting interest</p> <ul style="list-style-type: none"> ▪ Materials engage students and encourage inquiry ▪ Materials offer choices for meeting different learner needs (EL, high ability, struggling learners & auditory, visual, kinesthetic learners) ▪ Materials offer a variety of primary sources (modified, diverse, engaging, and balanced) <p>Overall Impression:</p>				
<p>8: Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> ▪ Materials provide student choice at differentiated levels ▪ Assessments leveled for all learners ▪ Materials lend themselves to various student reflections ▪ Materials provide suggestions for collaborative learning ▪ Materials offer options for formative and summative assessments <p>Overall Impression:</p>				
<p>9: Provide options for self-regulation</p> <ul style="list-style-type: none"> ▪ Rubrics or checklists are present for student self-assessment of and reflection on learning ▪ Materials ensure skills and support to read, write and analyze critically <p>Overall Impression:</p>				
IV. Subject Specifics	1	2	3	4
10: Overall Impression:				
11: Overall Impression:				
12: Overall Impression:				