

SECTION 2 • CHECK UDL AND ACCESS

 CHECKLIST

Classroom Accessibility Audit

OBSERVER

ROOM / CLASS

DATE _____

CATEGORY	WHAT IS BEING CHECKED	WHAT IS ACTUALLY THERE (TYPE IT)	PRESENT? (Y/N)
Physical	Aisles and pathways are wide enough for any mobility device or equipment		
Physical	Frequently used materials are within reach without asking an adult first		
Physical	Seating or workspace can be changed without disrupting the lesson		
Physical	Exit routes and emergency signage are visible and unobstructed		
Sensory	Lighting can be adjusted, or a lower-glare seat is available		
Sensory	Noise level can be reduced for a specific task (a quiet corner, headphones)		
Sensory	A visual schedule or daily agenda is posted where every student can see it		
Sensory	Strong smells, flickering lights, or other sensory triggers are minimized		
Communication	Directions are given in more than one way every time (spoken and written or visual)		
Communication	Any communication device or system used in the room is charged and ready		
Communication	Key vocabulary for the day is posted where students can point to or reference it		
Communication	Students have an agreed way to signal confusion or ask for a break		
Cognitive	Multi-step directions are broken into a numbered list or posted steps		
Cognitive	A consistent daily routine is visible (schedule, agenda, or routine chart)		
Cognitive	Long tasks are chunked with checkpoints along the way		
Cognitive	An example of finished work is available for students to check against		

A REVIEW OF THE ROOM, NOT OF ANY ONE STUDENT

This page describes the space the same way whether or not a particular student needs a given feature today. A narrow aisle, a loud transition, or a missing visual schedule is a fact about the room; deciding what to fix first is the team's call, made on the barrier page (page 16), not on this one.

ly UDL Implementation Tracker

UDL IMPLEMENTATION LOG

any representation, action/expressions and engagement options were actually offered, and
ture was added or fixed that week.

CLASS / PERIOD

TERM / MARKING PERIOD

[illegible]

week, from
week is
thly
ets a

Twelve weeks covers a standard marking period; print a fresh copy for a longer term rather than squeezing more rows onto one sheet. A blank week is still information — leave it blank rather than guessing.

What Is Inside, and Where

22 pages: three sections, a worked example and a back page. Nothing here decides which materials, technology, or accommodations a classroom uses; every one of those is a blank you and your team fill in.

Before you begin

PAGES 4–5



**Start Here —
Three Steps**
START HERE **4**



**Binder Cover and
Divider Tabs**
SETUP **5**

01 Set Up the Room

PAGE 7



**Classroom and
Course Setup
Sheet**
SETUP **7**

02 Check UDL and Access

PAGES 9–16



**UDL
Representation
Check**
CHECKLIST **9**



**UDL Action and
Expression Check**
CHECKLIST **10**



**UDL Engagement
Check**
CHECKLIST **11**



**Classroom
Accessibility Audit**
CHECKLIST **12**



**Coach / Admin
Walkthrough
Quick-Look**
CHECKLIST **13**



**Weekly UDL
Implementation
Tracker**
TRACKER **14**



**Student Access
Log**
LOG **15**



**Barrier
Identification Page**
LOG **16**

03 Report and Share

PAGES 18–21



**Monthly Coverage
and Gaps
Summary**
TRACKER **18**



**Inclusive
Classroom Family
Update**
NOTES **19**



**UDL Coverage
Phrase Bank**
REFERENCE **20**



**A Month of UDL
Coverage, Filled In**
EXAMPLE **21**

Reading the tags: Setup is typed once at the start; Checklist is worked through once a term or once a unit; Tracker rolls several weeks onto one page; Log is written whenever it applies; Notes is ready to send; Reference is a bank of language to pull from; Example is the worked, invented sample.

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the setup sheet once per term; the weekly marks themselves are faster with a pen.



1

Set up once

Print the binder cover and tabs (page 5) and fill the classroom setup sheet (page 7) once per class or per term.



2

Check, then log every week

Work through the three UDL checks and the accessibility audit (pages 9–12) once at the start of a unit or a term.

Log the week's coverage on the tracker (page 14) and note which students used which option on the access log (page 15); write a barrier down the day it comes up (page 16).



3

Roll up and share

Copy the month's counts onto the summary (page 18) and send the family update (page 19) — the phrase bank (page 20) is ready to pull from for either one.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it. Type into it or print it and use a pen — every page still reads photocopied in black and white.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a percentage or score a classroom for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not the **Accommodations and Modifications Checklist** — the per-student menu a case manager checks off for one plan — and not the **Accommodations Implementation Log**, the gen-ed teacher's ongoing record of whether one student's plan actually happened. This file asks a different, classroom-wide question: are the UDL principles and basic accessibility features in place for every learner in the room, whether or not they carry a plan on file. A classroom can use this file AND either of those, for different purposes; nothing here replaces a student's own accommodations paperwork.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a UDL training and not a set of prescribed activities. Nothing here tells a teacher which materials or strategy to use, or decides whether a classroom "passes." A rule your district sets gets a blank line to write it on, here.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Use Acrobat Reader and Save As.

I need more rows. Print the page again and number the sheets.

Anything else — the **Ask a Question** tab; a fix is a free update.



CHECKLIST

UDL Representation Check

Are materials and instructions available in more than one format? Type what is actually true this term, not what is planned.

TEACHER(S)

UNIT / TERM

CHECKED ON

#	UDL FEATURE OR PRACTICE	IN PLACE? (Y/N)	WHERE / HOW (TYPE IT)	NOTE
1	Key instructions are given in writing, not only spoken aloud			
2	Key vocabulary is posted or provided in visual form (word wall, picture support)			
3	Text materials are available in a digital or read-aloud format			
4	Text materials are available in large print or a higher-contrast format			
5	Core materials are available in more than one language, or a translation plan exists			
6	Directions are demonstrated or modeled, not only described in words			
7	Key content is available as a short video or recorded explanation			
8	A graphic organizer or visual outline is offered alongside text			
9	Background knowledge or vocabulary is pre-taught before new content			
10	Long materials are chunked into smaller sections rather than one block			
11	Charts and diagrams are paired with a plain-language caption or label			
12	Assistive technology for reading or listening is available and known to students			

REPRESENTATION IS ABOUT THE ROOM, NOT ONE STUDENT

Every item here is a fact about what is generally available in this classroom this term — a “Y” means any student who needs it could use it today, not that every student is using it.

A BLANK “N” IS A TO-DO, NOT A GRADE

A “N” here is not a mark against the teacher; it is the raw material for the barrier page (page 16) and the tracker (page 14). Revisit this page at least once a term, and again after any change to the class list.



CHECKLIST

Classroom Accessibility Audit

Sixteen things about the room itself, in four groups: physical, sensory, communication, cognitive. A review of the space, not of any one student in it.

OBSERVER

ROOM / CLASS

DATE

CATEGORY	WHAT IS BEING CHECKED	WHAT IS ACTUALLY THERE (TYPE IT)	PRESENT? (Y/N)
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 TRACKER

Weekly UDL Implementation Tracker

One row per week: how many representation, action/engagement and engagement options were actually offered, and whether an accessibility feature was added or fixed that week.

TEACHER(S)

CLASS / PERIOD

TERM / MARKING PERIOD

#	WEEK OF	REPRESENTATION OPTION(S) OFFERED (COUNT)	ACTION/EXPRESSION OPTION(S) OFFERED (COUNT)	ENGAGEMENT OPTION(S) OFFERED (COUNT)	ACCESSIBILITY FEATURE ADDED OR FIXED	NOTE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

COUNTING, NOT GRADING

A count of options actually offered that week, from the three checks (pages 9–11). A low week is information, not a failing grade; the monthly summary (page 18) is where a pattern gets a closer look.

TWELVE ROWS, ONE MARKING PERIOD

Twelve weeks covers a standard marking period; print a fresh copy for a longer term rather than squeezing more rows onto one sheet. A blank week is still information — leave it blank rather than guessing.

 TRACKER

Monthly Coverage and Gaps Summary

Coverage and gaps for the month, counted straight off the tracker, the audit, and the barrier page — the page a team meeting or a coaching cycle actually uses.

TEACHER(S) / TEAM

MONTH

REVIEWED ON

UDL PRINCIPLE OR ACCESS DOMAIN	WEEKS / ITEMS ADDRESSED THIS MONTH	TOTAL OPTIONS OR FEATURES OFFERED	BARRIERS STILL OPEN	NOTE
Representation				
Action & Expression				
Engagement				
Physical Access				
Sensory Access				
Communication Access				
Cognitive Access				

WHERE THESE NUMBERS COME FROM

The first three rows come from the weekly tracker (page 14): weeks addressed is a straight count of weeks with at least one option in that column; total offered is the column’s sum for the month. The last four rows come from the accessibility audit (page 12): items in place, out of four per category. “Barriers still open” is a count of open rows on the barrier page (page 16) by category. This page does not calculate anything for you.

WHERE THIS PAGE GOES NEXT

The page to bring to a team meeting or a coaching cycle: one row per principle or domain, a straight count of what actually happened this month against what is still a gap.

EXAMPLE

A Month of UDL Coverage, Filled In

SAMPLE · INVENTED STUDENT

Ms. Alvarez and her classroom are invented, and so is every mark on this page. Every number can be re-counted from the rows above it.

MS. ALVAREZ'S GRADE 4 CLASSROOM (INVENTED) — SEPTEMBER (INVENTED)

Teacher: Ms. Alvarez, invented · Class: 22 students, one co-taught block · set up on the classroom setup sheet (page 7)

WEEKLY UDL IMPLEMENTATION TRACKER EXCERPT (PAGE 14)

#	WEEK OF	REP. OFFERED	ACTION/EXPR. OFFERED	ENGAGEMENT OFFERED	ACCESSIBILITY FEATURE
1	9/8	3	2	2	Lighting adjusted for the reading corner
2	9/15	3	3	3	Posted a visual daily schedule
3	9/22	2	2	2	—
4	9/29	4	3	3	Moved the quiet corner away from the pencil sharpener

BARRIER IDENTIFICATION PAGE EXCERPT (PAGE 16)

#	BARRIER	CATEGORY	STATUS
1	No audio version of the science textbook yet	Representation	Open
2	Choice board not yet translated for two home languages	Engagement	Open
3	Quiet corner too close to the pencil sharpener	Physical Access	Closed

MONTHLY COVERAGE AND GAPS SUMMARY, THIS MONTH ROLLED UP (PAGE 18)

#	PRINCIPLE / DOMAIN	WEEKS ADDRESSED	TOTAL OFFERED	BARRIERS OPEN
1	Representation	4 of 4	12	1
2	Action & Expression	4 of 4	10	0
3	Engagement	4 of 4	10	1
4	Accessibility features	3 of 4	3	0

Shown here as four combined rows for space; the real page also splits Accessibility into its own physical, sensory, communication and cognitive rows.

WHY THESE NUMBERS HOLD UP

Representation options offered across the four weeks shown: $3+3+2+4 = 12$, offered every week (4 of 4). Action/expression: $2+3+2+3 = 10$, also 4 of 4 weeks. Engagement: $2+3+2+3 = 10$, 4 of 4 weeks. An accessibility feature was added or fixed in 3 of 4 weeks (nothing new the week of 9/22). Of the three barriers logged that month, 2 are still open and 1 is closed — the closed one (the quiet corner) is the same fix named in the 9/29 tracker row. The monthly summary (page 18) would carry these same counts by row.