

Transparency in Learning and Teaching Checklist for Reviewing a Learning Accommodations Plan*

**This tool can serve learning accommodations specialists in reviewing a learning accommodations plan and then communicating about the plan with teachers and students. Numbers identify specific Universal Design for Learning (UDL) Guidelines (1-9) enumerated on the Center for Applied Special Technology's (CAST) [UDL Guidelines](https://udlguidelines.cast.org) chart (CAST, 2024). Italics identify the labeled columns and rows on the chart.*

Purpose (knowledge gained, skills practiced, long-term relevance of these)

- 3 Building Knowledge (Representation, Executive Function)
- 6 Strategy Development (Action & Expression, Executive Function)
- 7 Welcoming Interests & Identities (*Engagement, Access*)
- 8 Sustaining Effort & Persistence (*Engagement, Support*)

Task (what to do, how to approach, barriers to address, access for all)

- 1 Perception (Representation, Access)
- 2 Language & Symbols (Representation, Support)
- 3 Building Knowledge (Representation, Executive Function)
- 4 Interaction (Action & Expression, Access)
- 5 Expression & Communication (Action & Expression, Support)
- 6 Strategy Development (Action & Expression, Executive Function)
- 7 Welcoming Interests & Identities (*Engagement, Access*)
- 8 Sustaining Effort & Persistence (*Engagement, Support*)

Criteria (how to evaluate/improve your work before submitting it; examples, checklist)

- 1 Perception (Representation, Access)
- 2 Language & Symbols (Representation, Support)
- 3 Building Knowledge (Representation, Executive Function)
- 6 Strategy Development (Action & Expression, Executive Function)
- 9 Emotional Capacity (Engagement, Executive Function)

(CAST) Center for Applied Special Technology. (2024). CAST Universal Design for Learning Guidelines version 3.0. <https://udlguidelines.cast.org>