## Assessing Learning Outcomes in K-5 Classrooms: A UDL Implementation Case Study

### Research Questions
1. What are the challenges of implementing UDL with fidelity in K-5 classrooms?
2. How can we develop and embed assessments aligned with UDL principles into lessons?
3. What does the process of implementing UDL lessons and assessments look like in a multi-school setting?

### Case Description
- Rural district; personalized learning focus
- Elementary principal; cohort of teachers
- Observations, interviews, artifacts

### Participant Stakeholders
- Superintendent
- Principal
- Teachers & student teachers
- Students & families
- School board
- Community members
- University faculty

### Data Collection and Analysis
- Classroom observations
- Interviews
- Teacher-completed UDL-IFT
- Researcher-completed UDL-IFT
- Student work samples
- Teacher-developed UDL materials
- Written teacher reflection

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### Analysis
- Categorical aggregation; issue-relevant meaning
- Relationships between categories
- Applicable generalizations
  (Creswell, 2007)

### Findings
#### UDL Implementation: UDL-IFT scores
- Lessons showed most growth in Engagement followed by Action & Expression, then Representation
- Many received same rating at time 1 & time 2

#### Assessment of Student Learning
- Teachers use district-wide assessment data to provide targeted practice
- Teachers use student self-evaluation to encourage reflection and thoughtful choice making
- Teachers wrestle with how to develop assessments for UDL lessons

### Next Steps
- Analyze transcript data and share preliminary findings with stakeholders
- Design/deliver summer PD
- Recruit year 2 cohort
- Continue to work with teachers in their 2nd year of implementation

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