

Inclusive Educational Resource Evaluation Checklist

How to Use This Checklist

Purpose: This checklist helps educators, curriculum designers, and administrators evaluate whether educational resources are truly inclusive and accessible to all learners.

Scoring:

-  **Yes** = 2 points
-  **Partially** = 1 point
-  **No** = 0 points

Interpretation:

- **90-100%:** Highly inclusive resource
 - **75-89%:** Generally inclusive with minor improvements needed
 - **60-74%:** Moderately inclusive, requires significant enhancements
 - **Below 60%:** Major accessibility barriers present, substantial redesign needed
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Section 1: Universal Design for Learning (UDL) Principles

Multiple Means of Representation (How information is presented)

Content Accessibility

- ☐ Information is available in multiple formats (text, audio, visual, tactile)
- ☐ Text can be adjusted for size, color, and contrast
- ☐ Audio content includes visual captions or transcripts
- ☐ Visual content includes alternative text descriptions
- ☐ Complex graphics include detailed descriptions or tactile alternatives

Language and Vocabulary

- ☐ Vocabulary is age-appropriate and clearly defined
- ☐ Key terms are highlighted and explained in context
- ☐ Content is available in multiple languages when appropriate
- ☐ Cultural references are explained or made universally accessible
- ☐ Mathematical notation and symbols are clearly explained

Comprehension Support

- ☐ Background knowledge is activated before new content
- ☐ Information is organized with clear headings and structure
- ☐ Relationships between concepts are explicitly shown
- ☐ Examples and non-examples are provided
- ☐ Content can be accessed at different levels of complexity

Digital Accessibility

- ☐ Compatible with screen readers and assistive technologies
- ☐ Navigation is keyboard accessible
- ☐ Multimedia includes closed captions and audio descriptions
- ☐ Loading times are reasonable for various internet speeds
- ☐ Works across different devices and platforms

Multiple Means of Engagement (How students are motivated)

Interest and Relevance

- ☐ Content connects to diverse student interests and experiences
- ☐ Real-world applications and examples are included
- ☐ Cultural diversity is represented authentically and respectfully
- ☐ Multiple entry points accommodate different interests
- ☐ Students can make meaningful choices about their learning

Persistence and Effort

- ☐ Goals and objectives are clearly stated and accessible
- ☐ Progress indicators help students track advancement
- ☐ Appropriate level of challenge is maintained
- ☐ Collaboration opportunities are built in
- ☐ Individual work options are also available

Self-Regulation

- ☐ Students can set personal learning goals
- ☐ Self-assessment tools and rubrics are provided
- ☐ Reflection opportunities are embedded throughout
- ☐ Coping strategies for frustration are suggested
- ☐ Celebrates effort and growth, not just achievement

Multiple Means of Action and Expression (How students demonstrate learning)

Response Options

- ☐ Multiple ways to respond are available (written, oral, visual, kinesthetic)
- ☐ Physical actions required are varied and optional
- ☐ Timing and pacing can be adjusted
- ☐ Students can use assistive technologies
- ☐ Alternative input methods are supported

Communication and Expression

- ☐ Students can use various media to communicate learning
- ☐ Different tools for creation and composition are available
- ☐ Graduated levels of support are provided
- ☐ Multiple genres and formats are accepted
- ☐ Collaborative and individual expression options exist

Executive Function Support

- ☐ Planning tools and templates are provided
 - ☐ Step-by-step instructions break down complex tasks
 - ☐ Progress monitoring tools are available
 - ☐ Goal-setting guidance is included
 - ☐ Time management supports are embedded
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Section 2: Representation and Diversity

Cultural Inclusivity

- ☐ Multiple cultures, ethnicities, and races are represented
- ☐ Representations avoid stereotypes and show authentic diversity
- ☐ Global perspectives are included, not just dominant culture viewpoints
- ☐ Religious and spiritual diversity is respected
- ☐ Socioeconomic diversity is acknowledged and represented

Gender and Identity Inclusivity

- ☐ All genders are represented in varied roles and contexts
- ☐ Non-binary and gender-diverse individuals are included
- ☐ Gender stereotypes are avoided in roles, careers, and activities
- ☐ LGBTQ+ individuals and families are represented respectfully
- ☐ Examples show people in non-traditional gender roles

Ability and Disability Representation

- ☐ People with disabilities are shown as full participants in society
- ☐ Disability is represented beyond inspiration narratives
- ☐ Various types of disabilities are included (visible and invisible)
- ☐ Assistive technologies are shown as normal tools
- ☐ Language about disability is respectful and person-first

Family Structure Diversity

- ☐ Various family configurations are represented (single parent, blended, adoptive, etc.)
- ☐ Same-sex parent families are included
- ☐ Multigenerational families are shown
- ☐ Families led by grandparents, guardians, or other relatives are included
- ☐ Different family traditions and practices are respected

Linguistic Diversity

- ☐ Multilingual individuals and families are represented
 - ☐ English language learners are portrayed positively
 - ☐ Different dialects and language varieties are respected
 - ☐ Translation and interpretation services are acknowledged
 - ☐ Bilingual and multilingual abilities are celebrated as assets
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Section 3: Accessibility Features

Visual Accessibility

- ☐ High contrast between text and background
- ☐ Text size is adjustable or appropriately large
- ☐ Color is not the only way information is conveyed
- ☐ Images include alternative text descriptions
- ☐ Charts and graphs have text descriptions of data

Auditory Accessibility

- ☐ Audio content has visual alternatives (captions, transcripts)
- ☐ Important audio cues have visual equivalents
- ☐ Background noise doesn't interfere with speech
- ☐ Audio can be paused, replayed, and volume adjusted
- ☐ Multiple speakers are clearly identified

Motor/Physical Accessibility

- ☐ Navigation doesn't require precise motor control
- ☐ Multiple ways to access interactive elements
- ☐ Time limits can be extended or removed
- ☐ Alternative input methods are supported
- ☐ Physical manipulation requirements have alternatives

Cognitive Accessibility

- ☐ Instructions are clear and concise
- ☐ Complex tasks are broken into smaller steps
- ☐ Important information is emphasized and repeated
- ☐ Distracting elements are minimized
- ☐ Consistent navigation and layout throughout

Technology Accessibility

- ☐ Compatible with common assistive technologies
 - ☐ Works without requiring specific software or plugins
 - ☐ Functions properly with keyboard-only navigation
 - ☐ Meets WCAG (Web Content Accessibility Guidelines) standards
 - ☐ Provides help and support documentation
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Section 4: Learning Differences and Needs

Learning Styles and Preferences

- ☐ Visual learners have graphic organizers, charts, and images
- ☐ Auditory learners have discussions, explanations, and audio content
- ☐ Kinesthetic learners have hands-on activities and movement
- ☐ Reading/writing learners have text-based activities and note-taking
- ☐ Multimodal approaches combine several learning styles

Neurodiversity Support

- ☐ ADHD considerations: clear structure, minimal distractions, movement breaks
- ☐ Autism considerations: predictable routines, sensory accommodations, clear expectations
- ☐ Dyslexia considerations: alternative text formats, visual supports, pronunciation guides
- ☐ Processing differences: extended time, repeated instructions, multiple modalities
- ☐ Executive function support: organization tools, planning templates, reminders

Academic Skill Levels

- ☐ Multiple entry points for different skill levels
- ☐ Scaffolding supports for struggling learners
- ☐ Extension activities for advanced learners
- ☐ Prerequisite skills are identified and supported
- ☐ Assessment accommodations are built in

English Language Learners

- ☐ Visual supports accompany text
 - ☐ Key vocabulary is pre-taught and reinforced
 - ☐ Cultural context is provided for unfamiliar concepts
 - ☐ Multiple languages are used when appropriate
 - ☐ Collaborative opportunities support language development
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Section 5: Assessment and Evaluation

Flexible Assessment Options

- ☐ Multiple ways to demonstrate knowledge and skills
- ☐ Formative and summative assessment opportunities
- ☐ Self-assessment and peer assessment options
- ☐ Portfolio and project-based assessment choices
- ☐ Traditional and alternative assessment formats

Accommodation Support

- ☐ Extended time options are available
- ☐ Alternative formats (oral, visual, digital) are provided
- ☐ Assistive technology compatibility for assessments
- ☐ Reduced anxiety testing environments considered
- ☐ Multiple attempts or retake opportunities available

Bias-Free Assessment

- ☐ Questions avoid cultural bias and assumptions
- ☐ Examples and contexts are diverse and inclusive
- ☐ Language is clear and accessible
- ☐ Assessment doesn't disadvantage any group
- ☐ Scoring rubrics are fair and transparent

Feedback and Growth

- ☐ Feedback focuses on learning and improvement
 - ☐ Strengths are identified and celebrated
 - ☐ Specific, actionable suggestions for improvement
 - ☐ Progress tracking tools are available
 - ☐ Growth mindset language is used throughout
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Section 6: Technical and Design Considerations

User Interface Design

- ☐ Clean, uncluttered layout
- ☐ Consistent navigation throughout
- ☐ Logical information hierarchy
- ☐ Adequate white space for readability
- ☐ Mobile-friendly responsive design

Content Organization

- ☐ Clear headings and subheadings
- ☐ Logical flow of information
- ☐ Easy-to-find important information
- ☐ Consistent formatting and style
- ☐ Effective use of bullets and numbering

Interactive Elements

- ☐ Clear instructions for interactive components
- ☐ Feedback provided for user actions
- ☐ Error messages are helpful and specific
- ☐ Interactive elements are clearly marked
- ☐ Alternative methods for interaction available

Performance and Reliability

- ☐ Fast loading times
- ☐ Works reliably across different browsers
- ☐ Compatible with various operating systems
- ☐ Minimal system requirements
- ☐ Offline access options when possible

Section 7: Support and Help Resources

Documentation and Guidance

- ☐ Clear user guides and instructions available
- ☐ Help documentation is accessible and searchable
- ☐ Video tutorials with captions are provided
- ☐ FAQ section addresses common issues
- ☐ Contact information for technical support

Teacher and Educator Support

- ☐ Implementation guides for educators
- ☐ Professional development resources available
- ☐ Alignment with curriculum standards shown
- ☐ Lesson plan templates or suggestions provided
- ☐ Assessment rubrics and answer keys included

Student Support

- ☐ Self-help resources for students
- ☐ Peer support opportunities built in
- ☐ Study guides and review materials
- ☐ Progress tracking tools for students
- ☐ Motivational elements and encouragement

Family and Caregiver Support

- ☐ Information for parents/caregivers about the resource
- ☐ Home extension activities suggested
- ☐ Progress sharing capabilities with families
- ☐ Resources available in multiple languages
- ☐ Guidance for supporting learning at home

Scoring Summary

Calculate Your Score

Total Possible Points: _____ (Count all checklist items × 2)

Points Earned: _____

Percentage Score: _____ %

Section Breakdown

Section	Points Earned	Possible Points	Percentage
UDL Principles	/	/	%
Representation & Diversity	/	/	%
Accessibility Features	/	/	%
Learning Differences	/	/	%
Assessment & Evaluation	/	/	%
Technical Design	/	/	%
Support Resources	/	/	%

Priority Areas for Improvement

Based on your evaluation, identify the top 3 areas that need the most attention:

1. Highest Priority: _____
 - Specific improvements needed: _____
2. Second Priority: _____
 - Specific improvements needed: _____
3. Third Priority: _____
 - Specific improvements needed: _____

Action Planning Template

Immediate Actions (Next 30 days)

- ☐ Action item 1: _____
- ☐ Action item 2: _____
- ☐ Action item 3: _____

Short-term Goals (Next 3 months)

- ☐ Goal 1: _____
- ☐ Goal 2: _____
- ☐ Goal 3: _____

Long-term Vision (Next year)

- ☐ Vision 1: _____
- ☐ Vision 2: _____
- ☐ Vision 3: _____

Resources Needed

- Technology: _____
- Training: _____
- Time: _____
- Budget: _____
- Personnel: _____

Success Metrics

How will you measure improvement in inclusivity?

- Quantitative measures: _____
 - Qualitative indicators: _____
 - Student feedback methods: _____
 - Timeline for reassessment: _____
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Additional Considerations

Context-Specific Factors

Consider these additional factors based on your specific context:

Age/Grade Level Appropriateness

- ☐ Content complexity matches developmental stage
- ☐ Examples and scenarios are age-appropriate
- ☐ Independence level expectations are realistic
- ☐ Social-emotional considerations are addressed

Subject/Content Area Specificity

- ☐ Discipline-specific accessibility needs are met
- ☐ Professional standards and practices are followed
- ☐ Authentic learning experiences are provided

- ☐ Transfer to real-world applications is supported

Institutional Requirements

- ☐ Aligns with school/district inclusion policies
- ☐ Meets legal accessibility requirements
- ☐ Supports mandated curriculum standards
- ☐ Fits within available technology infrastructure

Community and Cultural Context

- ☐ Reflects local community diversity
- ☐ Respects regional cultural values
- ☐ Addresses specific community needs
- ☐ Engages families and community members

Continuous Improvement Process

Regular Review Schedule

- ☐ Quarterly accessibility audits
- ☐ Annual comprehensive evaluation
- ☐ Ongoing user feedback collection
- ☐ Regular updates based on new research

Stakeholder Involvement

- ☐ Student voice in evaluation process
- ☐ Teacher and educator input
- ☐ Family and community feedback
- ☐ Accessibility expert consultation

Professional Development

- ☐ Staff training on inclusive design
- ☐ Updates on accessibility standards
- ☐ Best practices sharing
- ☐ Collaboration with inclusion specialists

Remember: Inclusive design is an ongoing process, not a one-time achievement. Regular evaluation and continuous improvement ensure that educational resources truly serve all learners effectively.