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Dr. Shelley Moore

Think about your target class....

What are you **trying?**

What are you **noticing?**

What are you **learning?**

Today!

Inclusive Curriculum Design

Learning Continuums & Access Points

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2023

Universal Design for Learning: The Ramp for Learning

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning
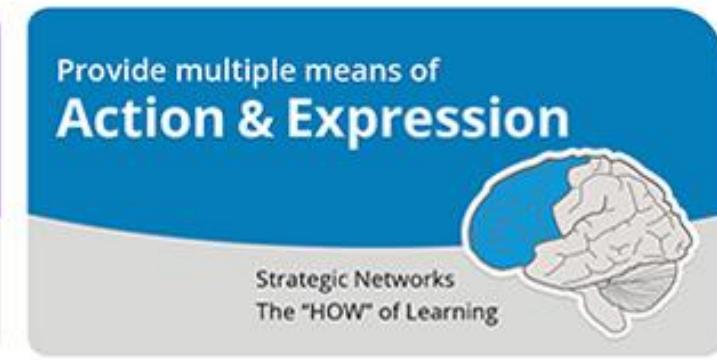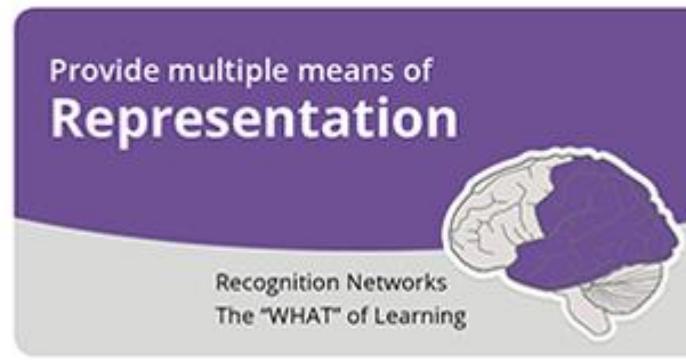
FIRM Goals, FLEXIBLE means

Backwards Design

Backward Design

Differentiated

Same for Everyone

Grade Level Goals → Activity 1

Activity 2

Activity 3

Does not compromise the integrity evaluation

Standards Based

FIRM Goals, FLEXIBLE means

McTigue, 2010

BIG IDEA

Context
Place/ Strengths/ Interests/ Inquiry/ provides context to help students to understand

Teacher Evaluation

Content

Scope & Sequence
Knowledge base needed to develop competencies

Curricular Competencies

Responsive
Formative assessment helps us to determine which competencies skills to develop

Student Evaluation

Core Competencies

Responsive
Students decide/co-decide which core competencies to develop

Shelley Moore, 2021

Grade:	Subject Area:	Planning Team:	
Big Idea(s): What do I need to Understand?		**Unit Guiding Question(s):**	
Key Vocabulary:			

	Learning Standard	Student Friendly Language	
What do students need to know? **Content**		I know	
What do students need to do? **Curricular Competencies**		I can	
What do students need to do? **Curricular Competencies**		I can	
What do students need to do? **Curricular Competencies**		I can	
Who do student need to be? **Core Competency Goals**	I can become/ I am…		

Planning

Anchor Text: Can You See Me?

Organizing Idea

Measurement:
Attributes such as length, area, volume, and angle are quantified by measurement

Guiding Question

In what ways can size be distinguished?

Learning Outcomes

Math
- Students will explore size through direct comparison

ELA
- Students will develop vocabulary through a variety of literacy experiences
- Students will experiment with written expression of ideas and information.
- Students will make connections between letters and sounds in words.

Competencies and Progressions

Literacy
- Construct Meaning: Students will participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts

Numeracy
- Spatial Information: Students will compare two familiar objects according to measurement attributes to complete a task (e.g., taller, shorter, heavier, smaller

Competencies
- Communication.

Inclusive Curriculum Design

Learning Continuums & Access Points

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Learning Continuums

- Learning maps/ learning continuum/ learner progressions

- Task neutral/ standards based

- Same entry point/ multiple exit points

- Start from access (what is essential/conceptual), add on challenge

- Students can have a role in choosing their challenge

- Different from a rubric

Moore, 2025

Rubrics vs. Continuums

	deficit	deficit	Standard
goal			

Moore, 2025

Rubric: Life Sciences 11

Curricular Competency Goal: Processing and analyzing data and information				
Construct, analyze, and interpret graphs, models, and/or diagrams				
Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching	**Emerging**	**Developing**	**Proficient**	**Extending**
• I can understand data and information by constructing, analyzing and interpreting visual representations of information with support	• I am beginning to understand data and information by constructing, analyzing and interpreting visual representations of information	• I sometimes understand data and information by constructing, analyzing and interpreting visual representations of information	• I consistently understand data and information by constructing, analyzing and interpreting visual representations of information	• I always understand data and information by constructing, analyzing and interpreting visual representations of information

Moore, 2025

Rubric: Life Sciences 11

Curricular Competency Goal: Processing and analyzing data and information Construct, analyze, and interpret graphs, models, and/or diagrams				
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- The problem is frequency is not complexity, is deficit based and is good to measure fluency not understanding
- It doesn't matter is a student uses "support" or not, if the tool or action increases independence (support is not a person)
- If they need a person to meet a goal, the goal is not accessible enough

Moore, 2025

One point rubric

	Standard
goal	

Moore, 2025

One Point Rubric: Life Sciences 11

Our Unit Questions		
- Why is the forest in Campbell River unique? - How and why has the forest ecosystem in Campbell River evolved over time?		
I need support	**My goals for this unit**	**I need challenge**
	• **I know speciation that occurs within our local ecosystems** • **I can understand data and information by** experiencing and interpreting the local environment • **I can understand data and information by** seeking evidence and analyze data • **I can understand data and information by** constructing, analyzing and interpreting visual representations of information	

- **Great for student self assessment**
- **Difficult to use for formative & summative teacher assessment**
- **Does not communicate the variability and complexity within the goal**

Moore, 2025

Reductive vs vs. Additive

	Essential	More complex	More complex
Learning Outcome			

Moore, 2025
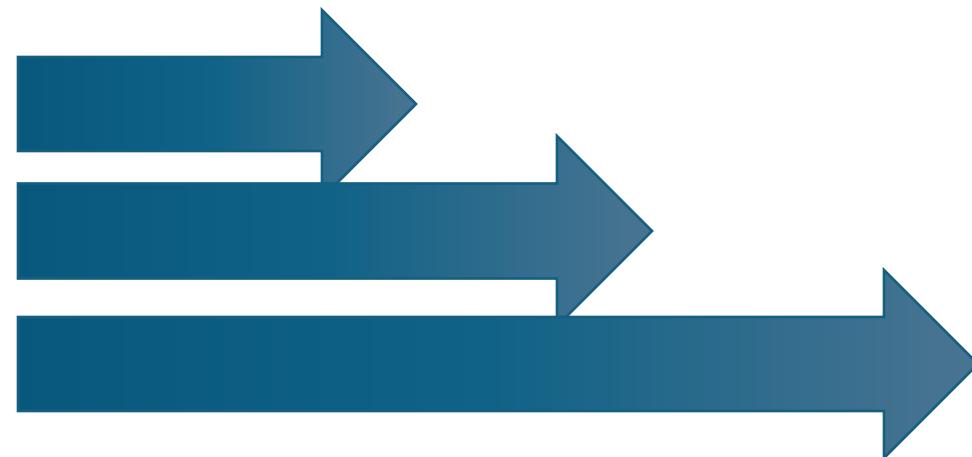
The Planning Pyramid: Differentiated Curriculum

Even More Complexity → FEW

More Complexity → MOST

Essential Concept → ALL
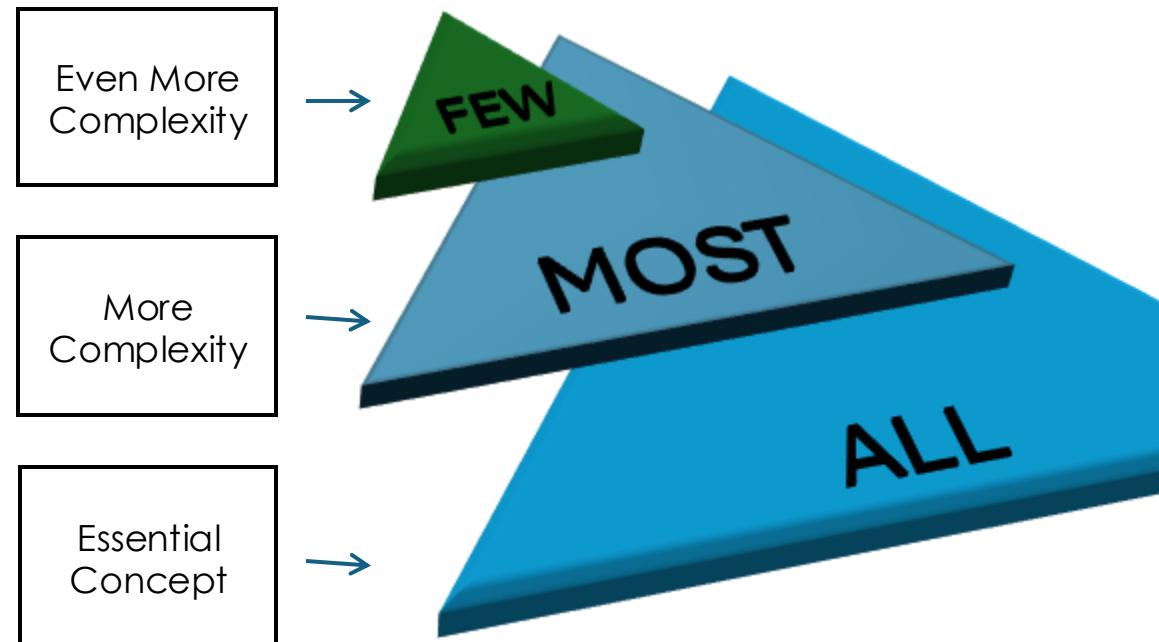
Start from access, build on challenge

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: Processing and analyzing data and information			
Construct, analyze, and interpret graphs, models, and/or diagrams			
Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information			
	Essential	**Developing**	**Confident**
	I can construct a visual representation of data in one way I can **describe** what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can **analyze** a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can **interpret** a visual representation of data (why does this matter?)	

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Inclusive Curriculum Design

## Access Points

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An Additive Continuum of **Proficiency**

Grade Level Learning Standard	Approaching Grade Level	Grade Level Essential	Grade Level Developing	Grade Level Confident	Grade Level Extending
	Creating Access (Replacement IEP Goal)	Essential Concept	More Complexity	More Complexity	Creating Challenge

Incomplete

(IEP evaluation)
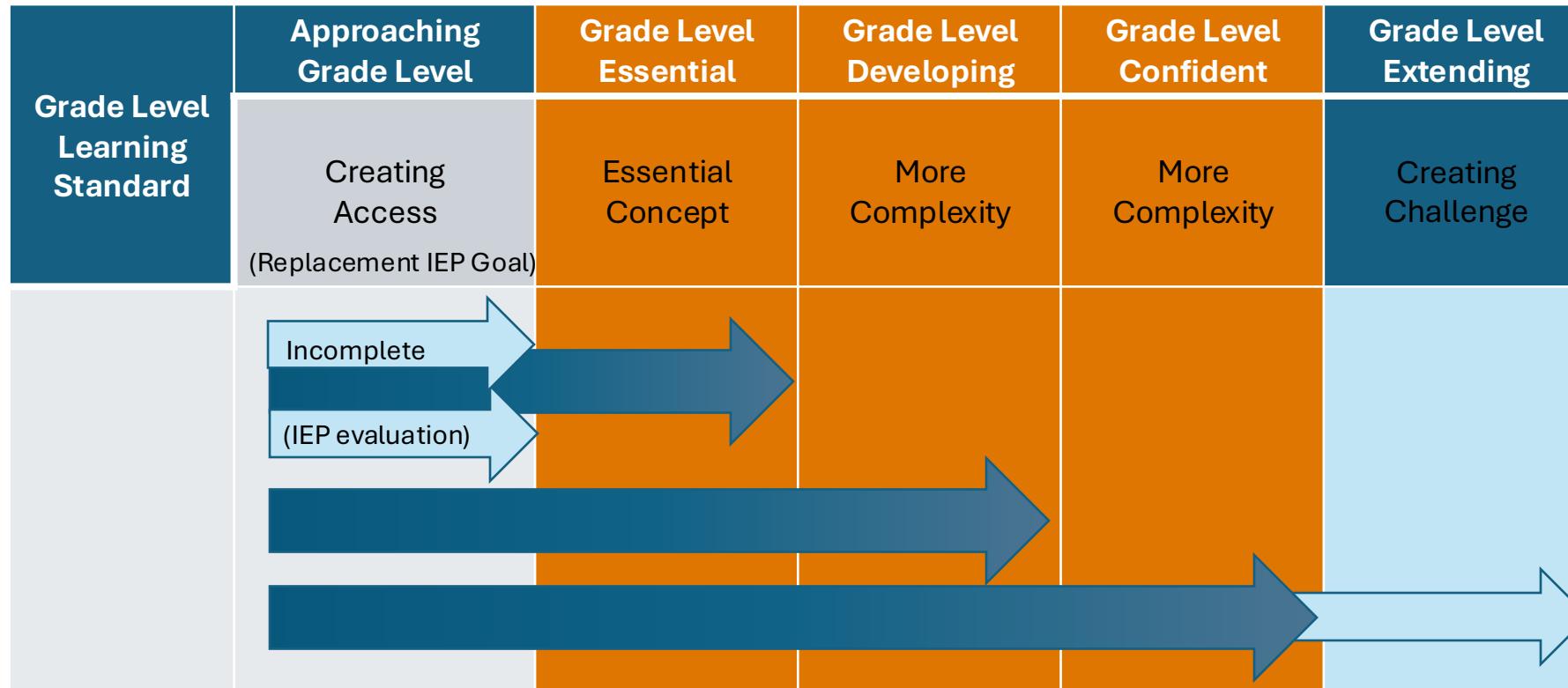
Forward Design Example Grade 10 English

- Task for all: Read "The Martian Chronicles"
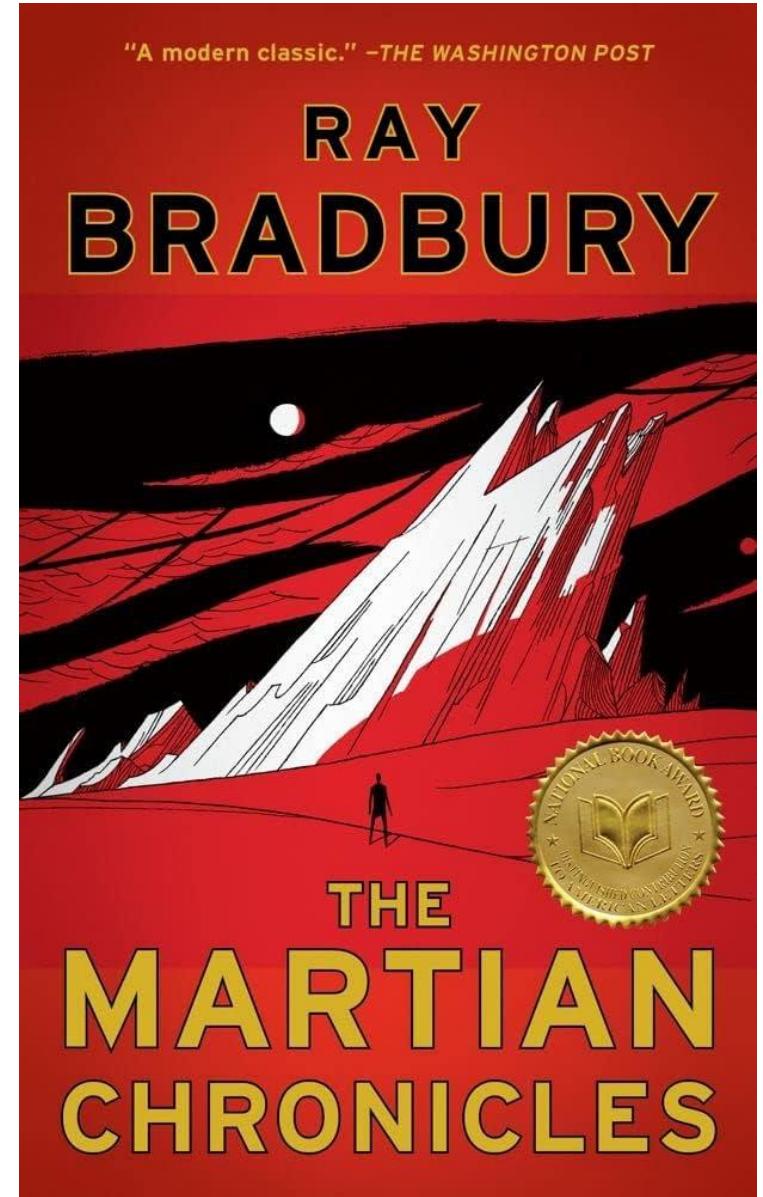
Differentiated Accommodations

- Modified Text/Task:

The Martian Chronicles

By Ray Brudbury & Ms. Moore
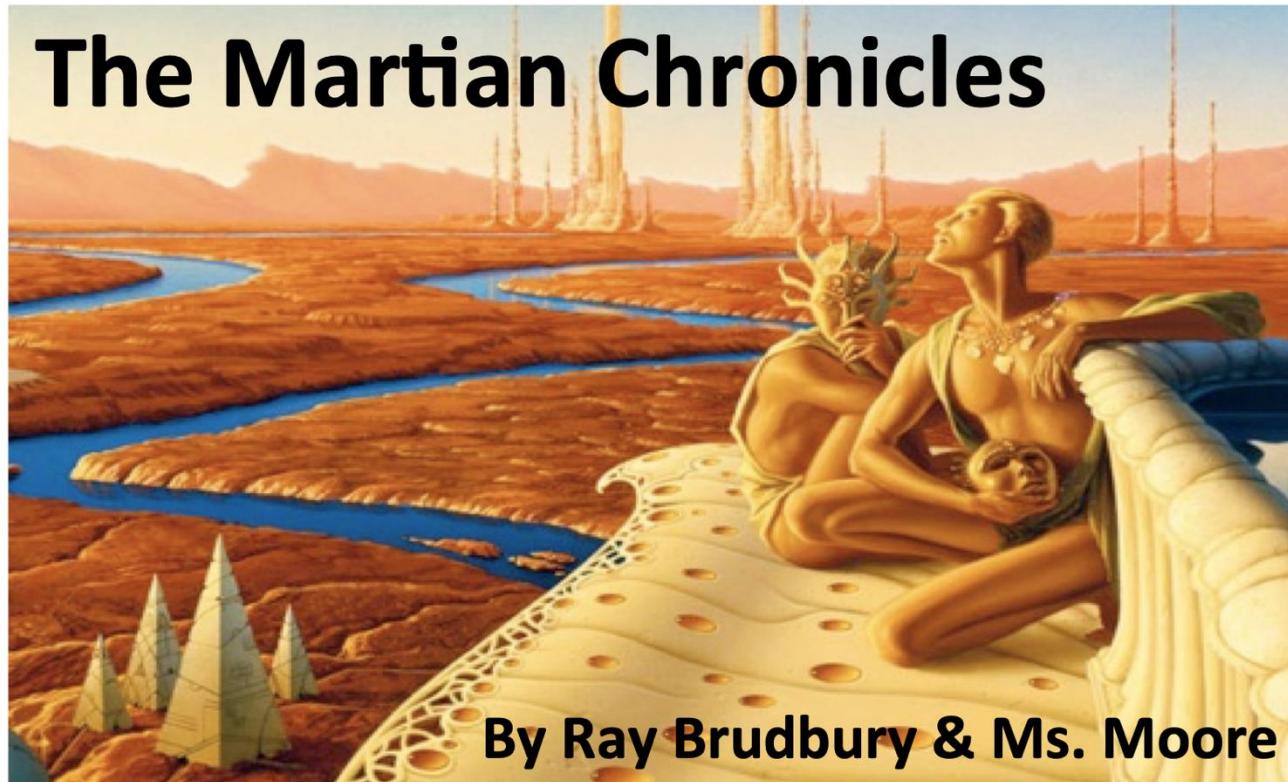
Words I need to know...

☐	Earth	☐	home
☐	Mars	☐	Y
☐	safe	☐	danger
☐	old	☐	young

This is **Earth**.

Earth is a planet.

This is **Mars**.

Mars is a planet.

These are **Humans**.

Humans live on Earth.

These are **Martians**.

Martians live on Mars.
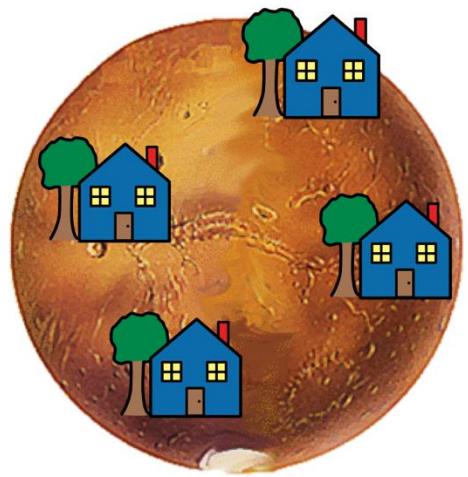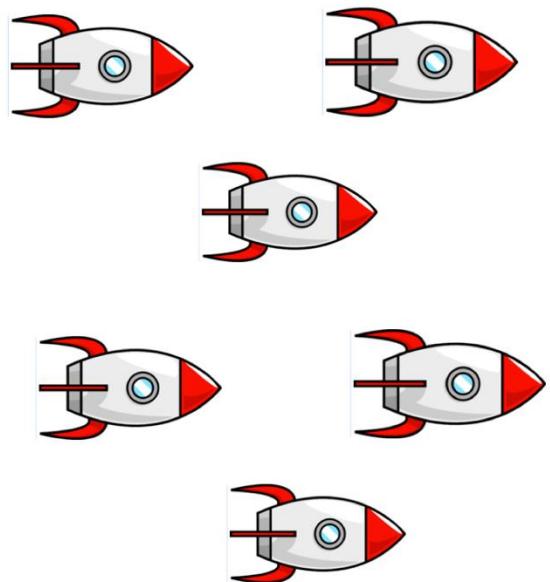
More and more Humans kept coming to Mars.

And more and more they tried to make it look like Earth.

Forwards Design

- A lot of work for one student/ no one else benefits from the resources

- Focus is on task not goals

- The student may be able to meet the goals, just not using this text or doing this task

- The task is evaluated, not the goal

- Reading The Martian Chronicles is not a learning goal

- Compromising evaluation
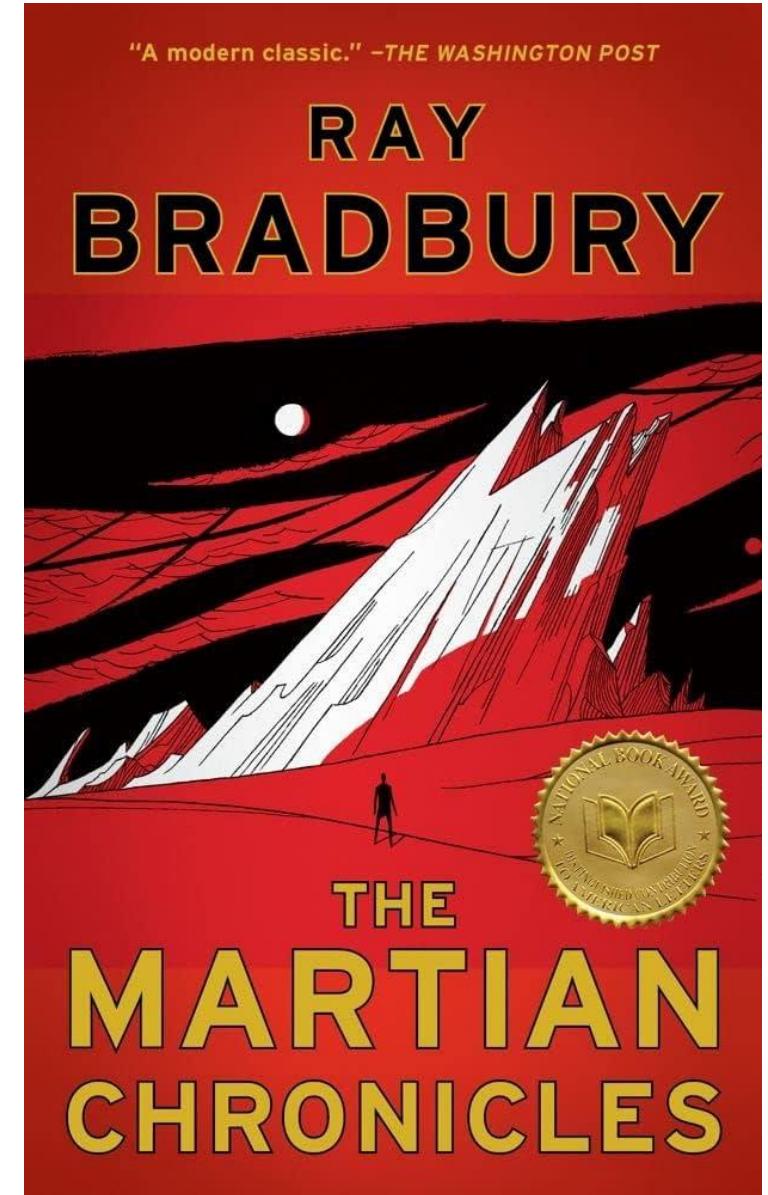
Inclusive Curriculum Design

Creating accessible learning goals in inclusive classrooms

1. Once the grade level learning standard has been determined, you can make it accessible by:
   - Identifying the verb and restate the goal using a more accessible verb (e.g., match, find, choose, show, follow etc.)
   - Including more accessible skills/content
   - Making the goal relevant to the student(s)
   - Considering foundational & pre-requisite skills
   - Restating the goal in more accessible language

Additive Learning Continuum: Life Science 11

Curricular Competency Goal: Processing and analyzing data and information				
Construct, analyze, and interpret graphs, models, and/or diagrams				
Student friendly: I can understand data and information by constructing, analyzing and interpreting visual representations of information				
Approaching	**Essential**	**Developing**	**Confident**	**Extending**
I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can describe what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Moore, 2025

Course/Subject/Grade(s): Life Sciences 11		Planning Team: Timberline Secondary			

Unit Guiding Question: Unit Guiding question:
Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?

Learning Standards		Approaching – IE/ IEP	Essential	Developing	Confident	Extending
Content: **I know speciation that occurs within our local ecosystems**		I know examples of species in Campbell River Forest ecosystem	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in more than one local ecosystems	I know how our 3 local ecosystems interact with each other	I know how local human activity affects speciation in an ecosystem
Curricular Competencies	**I can understand data and information by** experiencing and interpreting the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence over time	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can understand data and information by seeking evidence and analyze data	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and perform simple calculations	I can identify inconsistencies in data
	I can understand data and information by constructing, analyzing and interpreting visual representations of information	I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can describe what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

Moore, 2025

Course/Subject/Grade(s): Grade 2/3		Planning Team: Parkway Elementary			

Unit Guiding Question: Who are our monsters? How many ways can we catch a monster?

	ACCESS: This is what I **need** to know and do	**ALL:** This is what I **must** know & do	**MOST:** This is what I **can** know & do	**FEW:** This is what I **could** know & do	**CHALLENGE:** This is what I **can try to** know & do
Content Goal(s): I know elements of a story	I know the story. "How to catch a Monster"	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces	I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
Curricular Competency Goals — I can make a monster trap	I can follow a model to create	I can choose tools and materials to create	I can incorporate a new material to my model	I can make changes using trial and error I can incorporate new ideas	I can solve a problem about something I created
I can explore and create using art processes and materials	I can create	I can create using ideas and purposeful play inspired by my imagination	I can create something collaboratively	I can create through experimentation	I can create through inquiry
I can write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling	I can connect sentences together around a topic
I can create a story for an audience	I can have a role in sharing a story	I can share my story verbally	I can share a story visually	I can write a story	I can communicate and integrate my many ways to share a story
I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I create	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others	I can respond offer feedback to other respectfully

Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a grade-level scaffold in *student friendly language*

Learning Outcome:				
Student friendly:				
Grade Level Proficiency				
Approaching	Essential	Developing	Confident	Extending

2. We started with the most essential concept of the outcome and then we added on complexity
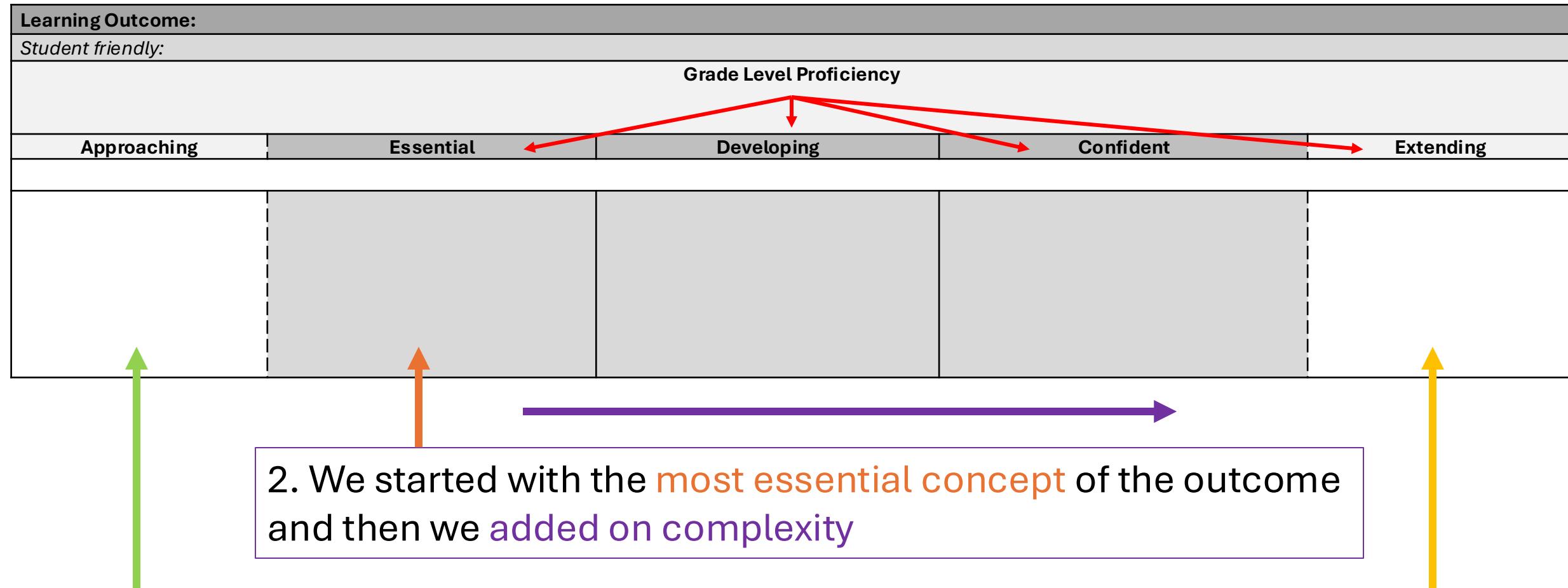
3. We extended the grade level scaffold to include an access point and challenge point

Moore, 2025

Scaffolded Curriculum: Point Continuum

	Access	Grade Level Proficiency			Challenge
Grade Level Learning Standard	Approaching	Essential	Developing	Confident	Extending

Moore, 2025
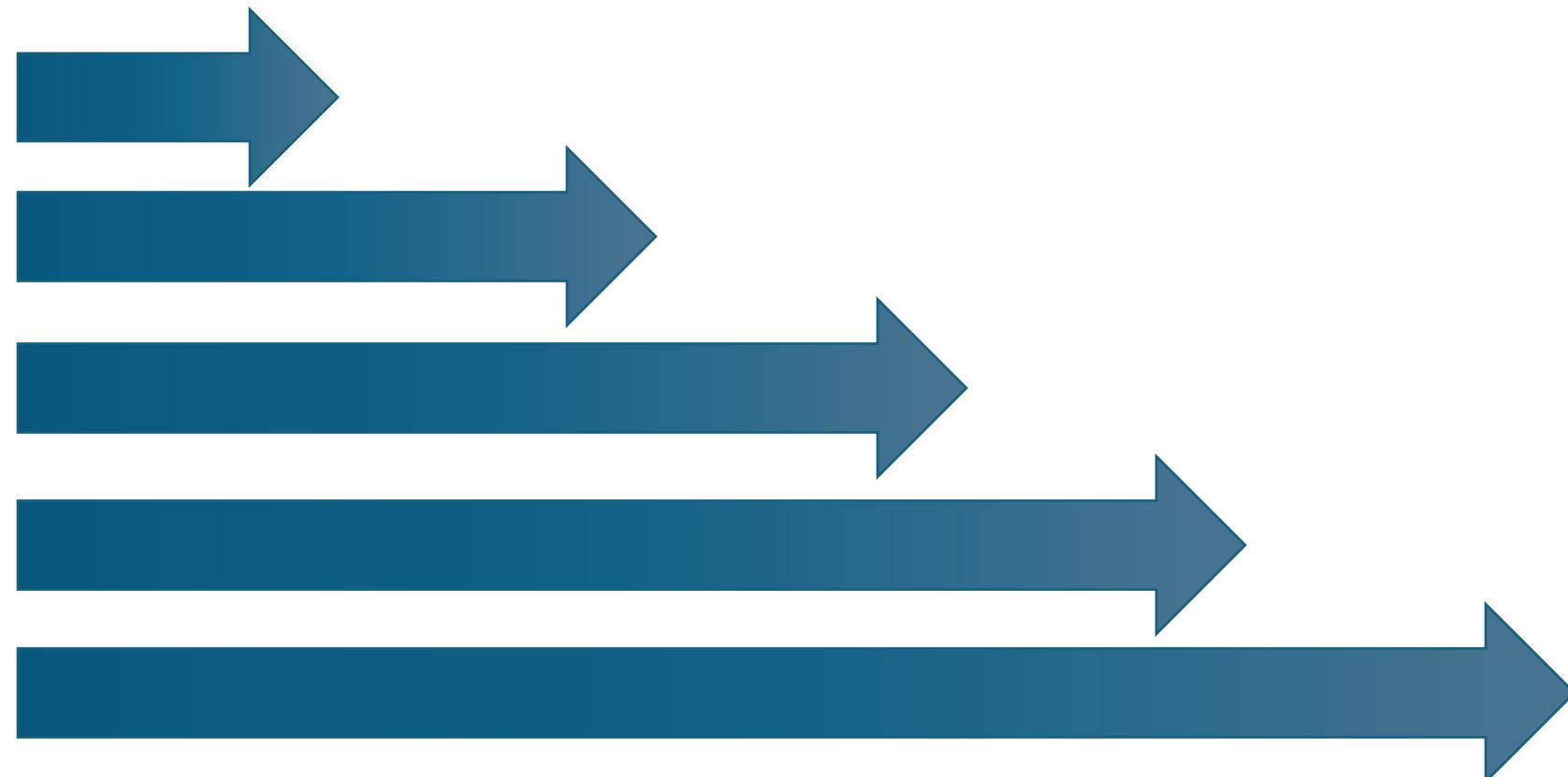
Scaffolded Curriculum: 4 Point Continuum

	Access	Grade level indicators		Challenge
Grade Level Learning Standard	Approaching	Essential	Confident	Extending

Moore, 2025
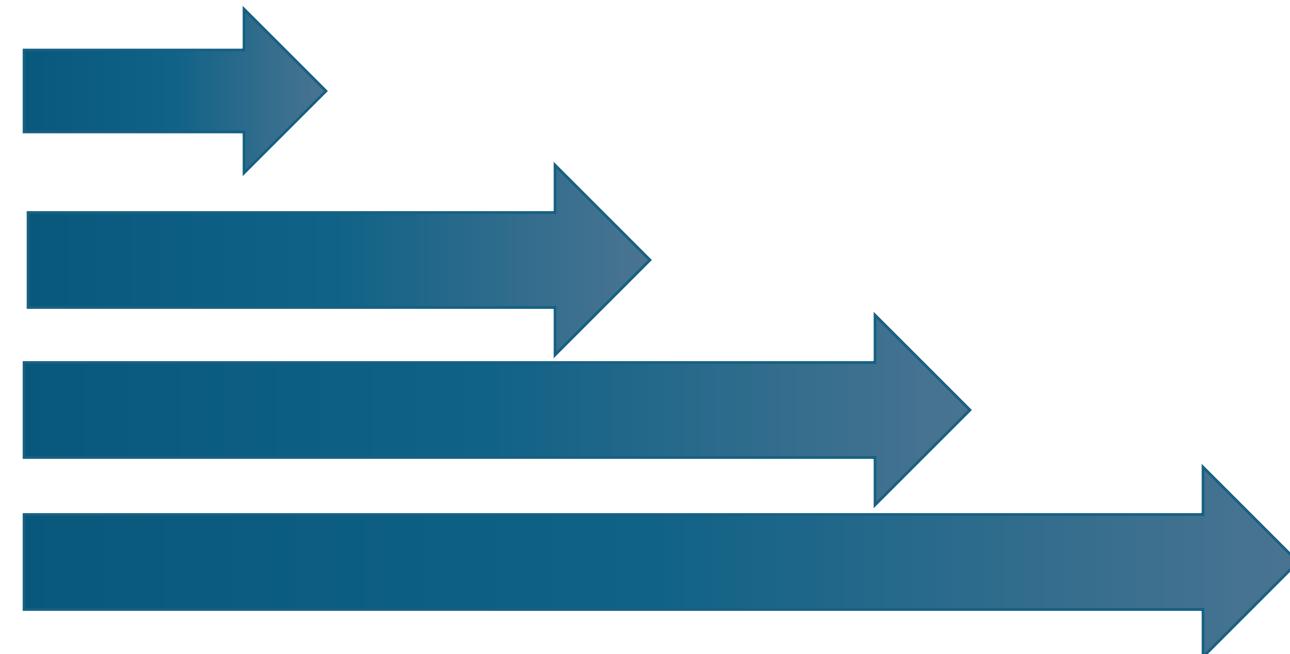
Scaffolded Curriculum: 3 Point Continuum

	Access	Grade level indicators	Challenge
Grade Level Learning Standard			
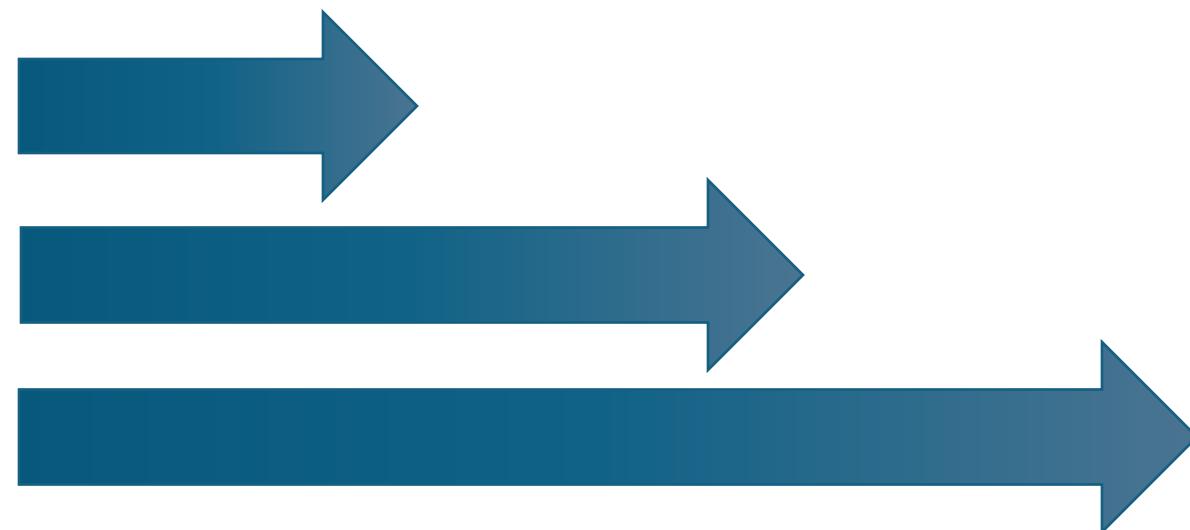
3 point Learning Continuum

How can we use objects to compare and measure?
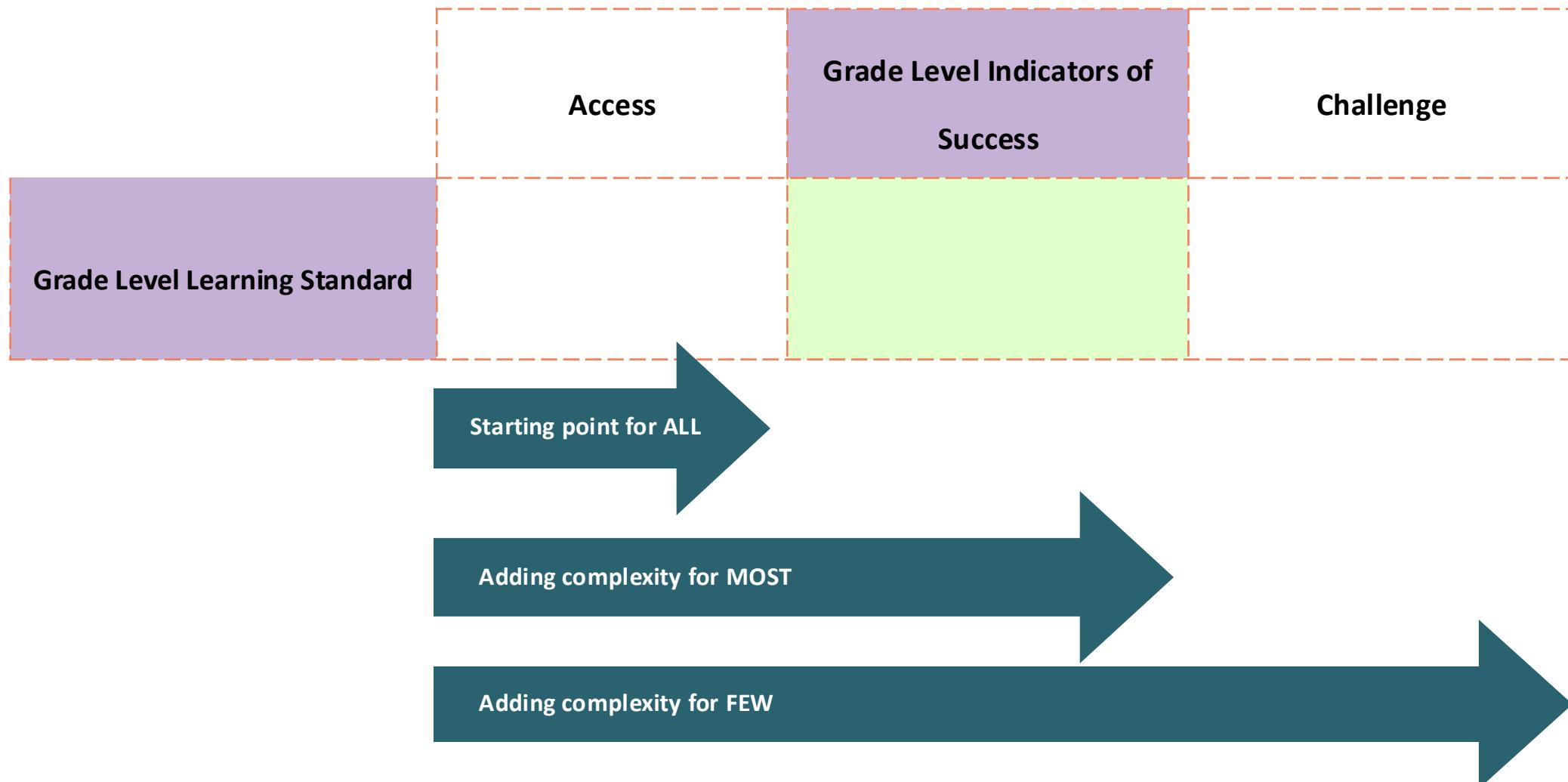
| Possible Access Points	Grade Level Indicators of Success	Possible Challenge Points
• Student know that there are objects that are different sizes in my life • Students know that size describes how big or small something is • Students know the difference between words, pictures • Students know the letters in their name/ first letters and sounds of familiar names and words • Students know the difference between reading, writing and speaking	**Math (K) Content** • Students know direct comparison measurement **ELA Content** Students know language features, structures, and conventions including: • concepts of print • letter knowledge • letter formation • the relationship between reading, writing and oral language	• Students know standard units of measurement • Students know more complex language features, structures, and conventions including print awareness
• Students can show "more" or "less" when estimating familiar items • Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials • Students can attend to and participate in shared numeracy activities • Students can attend to participate in	**Math (K) Curricular Competency** • Students can reason and analyze by estimating reasonably • Students can understand and solve by visualizing to explore mathematical concepts • Students can communicate and represent by representing mathematical ideas in concrete, pictorial and symbolic forms • Students can connect and reflect by connecting mathematical concepts to each other and to other areas	• Students can justify why an estimation is reasonable • Student can visualize to explore more complex mathematical concepts • Students can communicate mathematical ideas in any way and with more complex mathematical concepts • Students can connect mathematical ideas to events in the world

Moore and McIntosh, 2025

How can we use objects to compare and measure?
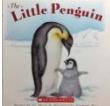
| Possible Access Points	Grade Level Indicators of Success	Possible Challenge Points
• I know that there are **objects** that are different **sizes** in my life • I know that **size** describes how **big** or **small** something is • I know the difference between **words**, **pictures** • I know the **letters** in my **name**/ first **letters** and **sounds** of familiar **names** and **words** • I know the difference between **reading**, **writing** and **speaking**	**Math (K) Content** • I know that I can **measure** two **objects** by **comparing** them **ELA Content** I know that I can understand **language** by • knowing the **names** of **letters** and **sounds** • making **letters** in different ways • knowing how **reading**, **writing**, and **speaking** are connected	• I know **standard units** of **measurement** • I know how **text features** and **text structures** can help me understand **text**
• I can show "**more**" or "**less**" when **estimating** familiar items • I can share my thinking about math by using **objects** and **materials** • I can watch and play in **math** activities with my friends • I can watch and play in **language arts**	**Math (K) Curricular Competency** • I can **estimate** • I can **solve math problems** by **visualizing** • I can **show my thinking** in **math** by using **symbols**, **pictures** and **objects** • I can **connect** what I am learning in **math** to interesting things in my life and the world	• I can **justify** my **estimation** • I can **visualize** more complex mathematical concepts • I can communicate mathematical ideas in any way • I can connect mathematical ideas to events in the world Moore and McIntosh, 2025

I can...

Activities

LOW LEVEL THINKING SKILLS ◄──────► HIGH LEVEL THINKING SKILLS

Knowledge
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension
To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Application
To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis
To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis
To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation
To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Knowledge			Comprehension			Application			Analysis			Synthesis			Evaluation		
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion
Define	Quote	State	Classify	Give examples	Purpose	Apply	with	Represent	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive
Duplicate	Read	Tell	Compare	Illustrate	Relate	Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade
Find	Recall	Trace	Contrast	illustrate	Rephrase	Build	Identify	Show	Breakdown	Group	Relationships	Choose	Happen	Reframe	Award	Evaluate	Prioritise
How	Recite	What	Demonstrate	Indicate	Report	Calculate	Illustrate	Simulate	Categorise	Highlight	Reorganise	Combine	Hypothesise	Revise	Bad	Explain	Prove
Identify	Recognise	When	Discuss	Infer	Restate	Categorise	Interpret	Solve	Cause and	In-depth	Research	Compile	Imagine	Rewrite	Choose	Give reasons	Rate
Label	Record	Where	Estimate	Interpret	Review	Choose	Interview	Summarise	effect	discussion	See	Compose	Improve	Simplify	Conclude	Good	Recommend
List	Relate	Which	Explain	Match	Show	Classify	Link	Teach	Choose	Inference	Select	Construct	Innovate	Solve	Consider	Grade	Rule on
Listen	Remember	Who	Express	Observe	Summarise	Connect	Make use of	Transfer	Classify	Inspect	Separate	Convert	Integrate	Speculate	Convince	How do we	Select
Locate	Repeat	Why			Translate	Construct	Manipulate	Translate	Differences	Investigate	Similar to	Create	Invent	Substitute	Criteria	know?	Support
Match	Reproduce	Write				Correlation	Model	Use	Discover	Isolate	Simplify	Delete	Make up	Suppose	Criticise	Importance	Test
Memorise	Retell					Demonstrate	Organise		Discriminate	List	Survey	Design	Maximise	Tabulate	Debate	Infer	Useful
Name	Select					Develop	Perform		Dissect	Motive	Take part in	Develop	Minimise	Test	Decide	Influence	Validate
						Dramatise	Plan		Distinction	Omit	Test for	Devise	Model	Theorise	Deduct	Interpret	Value
									Distinguish	Order	Theme	Discover	Modify	Think	Defend	Judge	Why
									Divide	Organise	Transform	Discuss	Original	Transform	Determine	Justify	
									Establish	Point out	Comparing	Elaborate	Originate	Visualise		Mark	

Actions / Outcomes:

Knowledge Actions	Knowledge Outcomes	Comprehension Actions	Comprehension Outcomes	Application Actions	Application Outcomes	Analysis Actions	Analysis Outcomes	Synthesis Actions	Synthesis Outcomes	Evaluation Actions	Evaluation Outcomes
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertisement	Attributing	Abstract
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Designing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations	Integrating	Checklist	Devising	Media product	Deconstructing	Checklist
Listing	List	Explaining	Label	Using	Interview	Organising	Database	Inventing	New game	Integrating	Database
Locating	Quiz	Inferring	List		Journal	Outlining	Graph	Making	Painting	Organising	Graph
Naming	Reproduction	Interpreting	Outline		Performance	Structuring	Mobile	Planning	Plan	Outlining	Mobile
Recognising	Test	Paraphrasing	Quiz		Presentation		Report	Producing	Project	Structuring	Report
Retrieving	Workbook	Summarising	Show and tell		Sculpture		Spread sheet		Song		Spread sheet
	Worksheet		Summary		Simulation		Survey		Story		Survey

Questions:

Knowledge:
Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension:
Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application:
How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis:
What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis:
What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation:
Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

What do you want to try?

Learning Outcome:				
Student friendly:				
Grade Level Proficiency				
Approaching	**Essential**	**Developing**	**Confident**	**Extending**

Learning Outcome:			
Student friendly:			
Grade Level Proficiency			
Approaching	**Essential**	**Confident**	**Extending**

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June 4

Inclusive Lesson Planning

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