

2015-2016 Instructional Material

Universal Design Learning (UDL) Rubric

Bid Number: 3039

Title of Materials: Child Development

Publisher: Goodheart Wilcox

The following are questions asked of the publisher and their responses can be found in their UDL document which is provided on their reviewer portal. Please mark where the material falls on the scale and provide comments that will help publishers improve their product and districts make informed choices. On completion please return to Cathy Seeds at Cathy.Seeds@fldoe.org.

Instructions: Place an X in the cell below each rating. **Example:**

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

- Fonts:
 - Type and size.

1- Very Poor/Not Aligned	2-Poor Alignment	3-Fair Alignment	4-Good Alignment	5-Very Good Alignment
		X		

Comment: Students are able to enlarge text font, however fonts are not tunable. Allowing tunable fonts permits students with dyslexia to choose font appropriate to assist them in their reading.

- Colors and background colors can be adjusted.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment: Available feature, but not built-in and requires additional browser extensions. Some students benefit with adjustable colors to text and background settings when reading text.

- Background: High contrast color settings are available.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment: Available feature, but not built-in and requires additional browser extensions. Some students benefit with adjustable contrast settings when reading text.

- Text-to-speech tools

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: This feature is not made available. Text to speech tools have been supported by research that it helps support English Language Learners, Exceptional Needs Students, and struggling learners. Text to speech helps students with reading comprehension, reading fluency, and prosody.

- All images have alt tags.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: This feature is not made available. Alt tags and description tags are important supports for students who are blind or visually impaired.

- All videos are captioned.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
				X

Comment: Students may choose to show and/or hide closed captions on screen by selecting the CC button. This allows students to choose the feature as needed/or desired.

- Text, image tags, and captioning sent to refreshable Braille displays.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: This feature is made available through NIMAS files for Braille users, not built into online textbook features. Students who require braille would benefit with this a built in feature into the online textbook. This will allow them to follow along with their peers with the identical pagination of digital books.

2. How are the following **navigation features** provided in the instructional materials:

- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment: Available, but only as whole page adjustments through the web browser, or computer accessibility features.

- All navigation elements and menu items have keyboard shortcuts.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
				X

Comment: Navigation features are built within the online textbook. This allows students to choose the feature as needed/or desired.

- All navigation information can be sent to refreshable Braille displays.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: This feature is made available through NIMAS files for Braille users, not built into online textbook features. Students who require braille would benefit with this a built in feature into the online textbook. This will allow them to follow along with their peers with the identical pagination of digital books.

3. How are the following **study tools** provided in the instructional materials:

- Highlighters are provided in the four standard colors (yellow, rose, green, blue).

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: This feature is not made available. Student can use highlighters to identify key facts of textbook i.e.: Yellow highlighters could be used to identify main ideas of each paragraph, rose highlighters could be used to supporting details, green could be used to identify key vocabulary, and blue could be used to identify items they wish to ask question about. This as a whole helps student improve their reading comprehension.

- Highlighted text can be automatically extracted into another document.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: This feature is not made available. As describe above how students can highlight text with the ability to extract highlights they could generate study guides. The extracted text could also be used for composing a summary paragraph of what read. This as a whole helps student improve their reading comprehension, and writing skills.

- Note taking tools are available for students to write ideas online; as they are processing curriculum content.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: This feature is not made available. Note taking tools allow the students to annotate key points, summarize the main idea of the paragraph, or notate to side where they would like to search the web to deepen their knowledge concerning what they just read. Note taking skills is a great benefit with digital text that was not available with print textbooks that had to be reused several years with multiple students. The digital note taking can be extracted and submitted to a word processing program enabling students to add more original ideas to what they learned.

4. Which of the following **assistive technology supports, by product name**, have you tested for use with the instructional materials:

- Assistive technology software that can be run in the background. Examples include:
 1. Magnification
 2. Text-to-speech
 3. Text-to-American Sign Language
 4. On-screen keyboards
 5. Switch scanning controls
 6. Speech-to-text

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment:

- Magnification – Tested by publisher, and recommended to use with Microsoft Windows magnifier and Apple zoom. The on magnification and switch scanning controls built into the textbook would be easier for students to use as it could limit the amount of navigation required to open any other programs or add on features. Some students who use these features may suffer quicker fatigue when they need to do perform extra keystrokes and or switch scanning.
- Text to speech - This feature is not made available. Text to speech tools have been supported by research that it helps support English Language Learners, Exceptional Needs Students, and struggling learners. Text to speech helps students with reading comprehension, reading fluency, and prosody.
- On-screen keyboard – Tested by publisher, and recommended to use with Microsoft on-screen keyboard and Apple on-screen keyboard. The on screen keyboard and switch scanning controls built into the textbook would be easier for students to use as it could limit the amount of navigation required to open any other programs or add on features. Some students who use these features may suffer quicker fatigue when they need to do perform extra keystrokes and or switch scanning.
- Switch scanning controls – This feature is not made available. This feature can help students with limited mobility skills in their body to use switch access and scanning features to manipulate the digital textbook independently. This independence increases student engagement, learning and self esteem
- Speech to text – This features not made available. This feature would allow students that are poor writers to dictate their ideas so they could be recorded easily as digital text. This allows students to demonstrate their knowledge by removing the barrier of their poor writing skills.