

2015-2016 Instructional Material

Universal Design Learning (UDL) Rubric

Bid Number:3040

Title of Materials: Exploring Design, Technology, & Engineering

Publisher: Goodheart -Willcox

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: Fonts types are not tunable. Students with disabilities can benefit greatly by customizing the font type to increase access, focus and comprehension. Zoom in /out feature provides students with the ability to magnify as needed.

- Colors and background colors can be adjusted.

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

Comment: Colors and background colors can be adjusted via Third party browser-plug ins. This should be a built in feature. Students with visual difficulties benefit greatly by customizing font color and background color. For example, many students with visual impairments find that white text on black background is easier to read.

- Background: High contrast color settings are available.

| | | | | |
|-------------------------|----------------|----------------|----------------|---------------------|
| 1 Very Poor/Not Aligned | Poor Alignment | Fair Alignment | Good Alignment | Very Good Alignment |
| | | | | |

Comment: High contrast colors can be adjusted via Third party browser-plug ins. This should be a built in feature. Students with visual difficulties benefit greatly by customizing the reading content with high contrast color.

- Text-to-speech tools

| | | | | |
|-------------------------|----------------|----------------|----------------|---------------------|
| 1 Very Poor/Not Aligned | Poor Alignment | Fair Alignment | Good Alignment | Very Good Alignment |
| | | | | |

| | | | | |
|---|--|--|--|--|
| X | | | | |
|---|--|--|--|--|

Comment: Not available. Students with reading or text based disabilities access materials through listening to the text rather than reading it. This should be a built in feature.

- All images have alt tags.

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

Comment: Not available. Alt tags are needed for students with visual impairments or blindness. These tags provide essential information about a picture or graphic on the page.

- All videos are captioned.

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

Comment: All videos have close captions. Students can chose to hide or show. Students with hearing loss or deafness can access video content through captioning. It also provides other students in the classroom with a alternative format that supports the visual content in the video.

- 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: NIMAS files are provided.

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: Magnification provided by Operating system(WIN/Apple). It would be more beneficial to have this feature built in. Students that utilize this feature do so to ensure they can access these target points with a switch or other input device. Students with visual limitations also benefit from this feature.

- 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: A listing of available keystrokes was provided.

- 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: Yes, Through NIMAS file format.

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: Not available. This feature enables students with disabilities to organize and manipulate the text content in the learning process in addition to the use of the highlighted text for review and practice.

- 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: Not available. 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: Not Available. Such tools enable students to customize their learning environment and practice/review content.

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 was addressed through the operating system. Other tool features were not available. There are many tools available for a free trial that can be called upon to test these features.