

2016-2017 Instructional Material

Universal Design Learning (UDL) Questionnaire

Bid Number: 3163

Course: United States History

Title of Materials: Gateway to U.S. History

Publisher: Florida Transformative Education

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.

Note: The Publisher UDL Questionnaire could not be found online so the comments below are based on a limited review of the instructional materials. Some items could not be answered and those are marked Very Poor/No Alignment due to a lack of information.

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

- Fonts:
 - Type and size.
 - Colors and background colors can be adjusted.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
			X	

Comment: There is a zoom tool to increase the size of the entire document within the document viewer. There does not seem to be a tool for resizing font or changing font type or for changing colors. Adjustments in font, font size, and colors can make a difference for students who have problems processing printed text and students who have some vision problems.

- Background: High contrast color settings are available.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: No adjustments were noted regarding high contrast color settings. High contrast settings can be important for students who are visually impaired.

- Text-to-speech tools

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
		X		

Comment: Text can be selected and used with operating system based and third party text to speech tools. However, text selection can be tricky. Often the selection went beyond the intended text.

- All images have alt tags.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: No alt tags were noted on the images viewed. Alt tags and description tags are important for students who are blind/visually impaired.

- All videos are captioned.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment

				X
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Comment: This may be not applicable. No videos were noted in the instructional materials. They are basically PDF files viewed within a customized viewer online.

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

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: Not able to verify. There are no alt tags on the images viewed. Support for refreshable displays is important for students who are blind/visually impaired.

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

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

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: No tools were noted for changing the size of the icons and non-text navigation elements in the custom viewer. The magnification tools in the browser did not seem to change the size of the custom viewer. Being able to adjust the size of buttons and icons helps students who use a switch scanning system to control a computer.

- All navigation elements and menu items have keyboard shortcuts.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: The controls for navigating through the curriculum content did not seem to have any keyboard shortcuts. Keyboard shortcuts for navigation within curriculum materials are important for students who use a switch scanning system to control a computer and some students with fine motor limitations.

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

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: Not able to verify. Support for refreshable displays is important for students who are blind/visually impaired.

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

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

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
		X		

Comment: A yellow highlighting tool is provided. While there are no other colors, there are drawing and annotation tools available so students can mark text. Highlighting text in multiple colors is important for students who need support in visually organizing information and making connections.

- Highlighted text can be automatically extracted into another document.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: This feature did not seem to be present. Comments could be made but these only showed up on the side of the page when they were selected. Being able to highlight and extract text can be an important support for students who need assistance focusing on main topics and primary content.

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

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
			X	

Comment: There is a comment tool where students can create comments within the book. However, the student must find the comment and click on it to see the comment on the side of the screen.

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:
 - Magnification
 - Text-to-speech
 - Text-to-American Sign Language
 - On-screen keyboards
 - Switch scanning controls
 - Speech-to-text

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: No testing reports were available. Being able to use assistive technologies is important for students who use these technologies to ensure access. It is also important that the technologies work with the entire instruction product. In this case that means the PDF book as well as the customized viewer.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? (if specified)

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: No information on printed support was available. However, all of the online materials were PDF books so the printed versions are probably available.