

2016-2017 Instructional Material

Universal Design Learning (UDL) Questionnaire

Bid Number: 3180

Course: M/J United States History & Career Planning

Title of Materials: Discovery Education Social Studies Techbook - United States History and Career Planning (Prehistory - Reconstruction)

Publisher: Discovery 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.

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: Font adjustment tools are provided and the product has been designed to respond to browser plug-ins to adjust colors. It will depend on local browser capabilities as to what features a student has access to. Consistent accessibility cannot be predicted. Adjusting the type of fonts and colors can increase the readability of the content for some students.

- 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: Adjusted through browser plug-ins. Adjusting the contrast can increase the readability of the content for some students.

- 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 to speech tools are provided and supported.

- 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: Images have alt tags.

- All videos are captioned.

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

Comment: Videos are captioned.

- 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: The publisher recommends using JAWS as an accessibility pathway screen reader that supports braille displays.

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: Non-text navigation elements can only be adjusted by magnifying the entire screen. Being able to adjust the size of buttons and icons helps students who use switch systems 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: No keyboard shortcuts are available. Tabbing through the layout is supported. Keyboard shortcuts are important when creating alternative keyboards, command overlays, and custom onscreen keyboards for students who have 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: The publisher recommends using JAWS as an accessibility pathway screen reader that supports braille displays.

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: All four colors are supported.

- 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: No extraction tools are noted in the questionnaire. Copy and paste is supported. Being able to extract highlighted information into another document gives students a way to focus on main ideas and study specific information.

- 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: Students can create and color code notes next to curriculum 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

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

Comment: Other products are not listed in the questionnaire as having been tested. JAWS is mentioned earlier in the questionnaire so it is assumed that JAWS has been tested. Support for assistive technologies is critical to ensuring that all students are included in the instructional activities.

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: All online text can be printed; online PDFs are printable and videos can be downloaded for offline use. Having printed versions available helps provide instructional materials in a timely manner to students who need print.