

# 2016-2017 Instructional Material

## Universal Design Learning (UDL) Questionnaire

**Bid Number: 3219**

**Course: United States Government**

**Title of Materials: Active Classroom United States Government Teacher License with Florida Standards Based Curriculum Map**

**Publisher: Nystrom 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](mailto: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: Features available.

- 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: Only if available in the web browser. Consistency of accessibility cannot be predicted. 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: Available.

- 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: Available.

- All videos are captioned.

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

Comment: Most of the videos are captioned but not all. Captioning is critical for students who are deaf or hard of hearing.

- 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 available. Support for refreshable braille displays is needed by students who are blind.

## 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: The publisher states that this is available through the browser features but it should be noted that these features typically deal with text. Consistency of accessibility cannot be predicted. 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: Only if available in the web browser. Consistency of accessibility cannot be predicted. 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: Not available. Support for refreshable braille displays is needed by students who are blind.

## 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: Available

- 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: Available

- 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: Available

## 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 - Yes
  2. Text-to-speech – Yes - TextHelp
  3. Text-to-American Sign Language - No

4. On-screen keyboards - No
5. Switch scanning controls - No
6. Speech-to-text – Yes
- 7.

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

Comment: Some technologies have been tested and work. Other technologies have not been tested but the success of programs like TextHelp indicates that others may work also. 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: Materials can be printed from the program. School will have to prepare paper based instructional materials. Having printed versions available helps provide instructional materials in a timely manner to students who need print.