

2016-2017 Instructional Material

Universal Design Learning (UDL) Questionnaire

Bid Number: 3221

Course: M/J World History

Title of Materials: History Alive! The Ancient World

Publisher: Teachers' Curriculum Institute (TCI)

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: Adjustments can be made within the browser so the continuity of accessibility cannot be predicted from one district or school to another since the browser capabilities will be different. 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: Some color contrast changes can be made within the browser so the continuity of accessibility cannot be predicted from one district or school to another since the browser capabilities will be different. 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 to speech options are provided for all students in English and Spanish.

- 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 are available. 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

Comment: Videos are not captioned. Transcripts are available upon request. Video captioning is important for students who are deaf/hard of hearing and the captions should be present to support consistency of instruction across all students in a classroom.

- 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: This product is browser based so some text and other information can be sent to a braille display. However, there are no alt tags and the videos are not captioned so the curriculum content cannot be sent to a refreshable display.

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: Adjustment of elements depends upon the features of the browser being used. While text can be adjusted independently non-text navigation elements may not be adjustable except through magnification of the entire screen. 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: No keyboard shortcuts are noted other than what are already present within a web browser. 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: Web browser based navigation can be sent to a refreshable display as allowed by the browser but there is no report on any navigation elements in the curriculum content itself that can be sent to a braille display.

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: No highlighting tools are provided. Highlighting text 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: Tools for highlighting and extraction are not available. Students can copy and paste text into other documents.

- 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: Online note taking tools are 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
 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: Testing with specific technologies has not been done. However, NIMAS files are available from the NIMAC for all core content.

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 core instructional materials are available in print including the Student Edition, Interactive Student Notebook (ISN), handouts, placards, and assessments. Plus all core content is available in NIMAS format through the NIMAC.