

# 2017-2018 Science Instructional Materials

## Universal Design Learning (UDL) Questionnaire

**Bid Number: 3288**

**Course: Science – Grade Kindergarten**

**Title of Materials: Inspire Science, Grade K, Florida Edition**

**Publisher: McGraw-Hill School Education, LLC**

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: Option for font size is provided within the program with very minimal variability. Other text attributes and colors are set by the design and cannot be adjusted by users. Publisher reports that additional features are available through the device or browser being used by the student. Consistency of 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: Publisher reports that background colors are part of the design of the online course and cannot be adjusted by users. Adjusting the contract can increase the readability of 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: Some sections of audio recording of the text may be selected by the user. This feature is inconsistent and does not provide text-to-speech for critical directions in the student center portion. The user is not able to choose specific words or phrases to listen to. Text to speech support is important for students who have problems decoding text but may not need to hear everything in audio. Self-selection of specific words is an important feature for decoding.

- 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: Publisher reports that this functionality is not available. Alt tags and description tags are important supports for students who are blind or 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: Publisher reported that all videos were captioned however on further exploration only videos in the media tab were found to be captioned. The videos provided on the main page of each section that sets the stage for the content to be taught did not have the caption option available.

- 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: Publisher reports that this functionality is 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: Publisher states that this feature is based on the student’s browser. Being able to adjust the size of buttons and icons helps students who use switch systems to control the computer. Consistency of accessibility cannot be predicted.

- 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: Publisher states that this functionality is not available. Keyboard shortcuts are an important when creating alternative keyboards, command overlays and custom onscreen keyboards for students that 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: Publisher states that this functionality has not been tested and is 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: Text highlighting is only available in yellow in the Student Center portion. All highlighter colors were available in the Paired Read Aloud portion. Highlighter in various colors provide students a way to visually organize the instructional content, an important support for students who struggle with 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: Publisher reports that this function must be completed through (cut/pasted) into another document.

- 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: Some 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 – Third party software has not been tested. Does have function of CTRL + keys to magnify.
  2. Text-to-speech – Third party software not been tested.
  3. Text-to-American Sign Language - Has not been tested.
  4. On-screen keyboards – Available in iOS, Mac OS, Android and Windows
  5. Switch scanning controls – Has not been tested.
  6. Speech-to-text – Has not been tested.

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

Comment: Publisher reports that with the exception of On-screen keyboards they have not tested for functionality of the listed assistive technology supports. Support for assistive technologies is critical to ensure 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: A printed student edition is available. Lessons can be printed but photos and illustrations will not print so only part of the content (the narrative) can be printed. Having printed versions available helps provide instructional materials in a timely manner to student who may need a print version.