

# 2017-2018 Science Instructional Materials

## Universal Design Learning (UDL) Questionnaire

**Bid Number: 3359**

**Course: M/J Life Science**

**Title of Materials: Issues and Life Science**

**Publisher: SEPUP**

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: There are controls located on the sides of the student materials for + and – in which will increase or decrease the zoom of the page. The font style and color are fixed and unable to be changed. Although the company reports a PDF may be downloaded and adjusted, the document is a locked PDF and would require subscription or purchase of third-party software that most students (and teachers) do not have access to traditionally. Using Adobe Pro and Kami, the PDF still offer little adjustment in font style and color, however size is easily adjusted.

- 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: There are no features within the resources to adjust contrast. Third party tools and device settings will allow for contrast and color adjustment, however will vary depending on the device in use. Accessing each setting for the different tools may provide a barrier for students and teachers who use the materials at home and then at school on different devices. To provide the best experience, controls should be built in to the materials to allow for color and contrast adjustments.

- Text-to-speech tools

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

Comment: There are no features within the resources to provide text to speech for students or teachers. Third party tools, such as extensions on browsers, and device settings, such as screen reading tools will allow for accessing most text in the resources. These tools often require additional steps (and a variety of ways to access the text to speech features) making the experience less than ideal for students who need text read to them. Those with visual impairments would require assistance to access and maintain text to speech features within this 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: The publisher reports no alt tags on images. None were detected upon review of student materials. Alt tags are vital for students with visual impairments in order to gain information from the images, charts, and graphics.

- All videos are captioned.

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

Comment: The publisher reports that some videos are not captioned. For students with auditory processing deficits and those with hearing impairments, captioning is required in order to gain information from the video. Furthermore, those students learning English or who are more visual learners benefit greatly from having the words provided on the screen as the video plays.

- 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 format of the online resources are presenting many errors when checked using accessibility checking software. These errors make it very challenging for screen readers and refreshable Braille displays to properly read the information in the correct order and to move appropriately across the page.

## 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: There is no feature available to adjust the size of the navigation tools. The arrows and links may be enlarged using browser features, which is not ideal as it is dependent on the device and browser abilities. Students with fine motor skill challenges or visual impairments would best benefit from predictable control settings within the resource.

- 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 publisher reports some shortcuts available. When reviewing the student materials, no obvious short cuts were available.

- 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 format of the online resources are presenting many errors when checked using accessibility checking software. These errors make it very challenging for screen readers and refreshable Braille displays to properly read the information in the correct order and to move appropriately across the page. The PDF materials are locked and work only with specialized software.

## 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 tools are available for these materials. Some third party tools and extensions do interact with the text online, but require several additional steps to save the highlighted material for future reference

- 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: Copy and Paste work with much of the text online, however not with the PDF materials without the support of third party software. Copy and Paste do not offer guaranteed appropriate and uniform formatting when saving copied information from the source to a word processing 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: No note-taking tools available with the resources. Student materials include PDF activities and challenge questions, however can not be typed directly on without third party software. None of the materials work with speech to text software.

**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 via browser and extensions
  2. Text-to-speech: yes via browser tools (however not always in proper order of text) and browser extension; does not work for PDF materials
  3. Text-to-American Sign Language : not available
  4. On-screen keyboards: device dependent, however no typing or writing opportunities evident other than for search features
  5. Switch scanning controls : somewhat, but not predictable and user must have assistance navigating to text before beginning the scan.
  6. Speech-to-text : does not work

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

Comment: Some third party software and tools work well with the online resources. Specialized software required for PDF materials to be supported by assistive technology tools.

**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: Print options built in to menu options on the screen for all materials, and many materials available in both Spanish and English.