2017-2018 Science Instructional Materials

Universal Design Learning (UDL) Questionnaire

Bid Number: 3386
Course: Science Grade 5
Title of Materials: Pearson Elevate Science, Florida Edition, Grade 5
Publisher: Pearson Education, Inc

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: The publisher reports that these features are available through the device or browser being used by the student, which makes it dependent on local capabilities. Consistency of accessibility cannot be predicted. Adjusting the type of fonts and colors can increase the readability of 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: The publisher reports that these features are available through the device or browser being used by the student, which makes it dependent on local capabilities. 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: The publisher reports that these features are available through the device or browser being used by the student, which makes it dependent on local capabilities. Text to speech tools can provide content access to learners with print disabilities.

- 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: Not addressed in the UDL Questionnaire. Alt tags and descriptions are important supports for learners 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: The publisher reports that all videos have closed caption functionality however, I was not able to verify or test this feature. Captioning is critical for students that 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 addressed in the UDL Questionnaire. Support for refreshable braille displays is needed for learners 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: General magnification of the entire screen is the only functionality available. Adjusting non-text navigation elements is not supported. 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: The keyboard can control navigation elements, but keyboard shortcuts are not addressed. 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: The publisher reports that the navigation information from the eText can be sent to refreshable braille displays. Support for refreshable braille displays is needed for learners 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, rose, and green. 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: Highlighted text cannot be extracted into another document. However, it can be extracted into another section of the eText for study support. Being able to extract highlighted information into another document gives learners 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: Publisher reports that a note-taking tool is available for online and offline use to organize and process information/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: Publisher reports that have tested for functionality of magnification, text-to-speech, and on-screen keyboards. Materials are also available in NIMAS formats through the NIMAC. Text-to-American Sign Language and switch scanning controls where not addressed. 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 matching print edition is available and digital resources, such as assessments and worksheets can be printed for students.