

2015-2016 Instructional Material

Universal Design Learning (UDL) Rubric

Bid Number: 2955

Title of Materials: Deutsch Aktuell Level 1

Publisher: EMC Publishing, 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.

Instructions: Place an X in the cell below each rating. **Example:**

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

1. How are both flexibility and student choices provided for the following **presentation features** in the instructional materials:

- Fonts:
 - Type and size.

1- Very Poor/Not Aligned	2-Poor Alignment	3-Fair Alignment	4-Good Alignment	5-Very Good Alignment
		X		

Comment: There are zoom buttons provided in the system. This is a great start! Provide the feature of changing font type so students can create a customizable learning environment to meet their needs.

- Colors and background colors can be adjusted.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: Not available. Students with low vision and blindness can only access materials if they can view white or yellow text on a black or dark colored background. By providing these features students can minimize eye strain and increase the readability of the instructional materials.

- Background: High contrast color settings are available.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: Not available. Similar to adjustable colors and backgrounds, high contract provides students with a means of accessing the instructional materials.

- Text-to-speech tools

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: Not available. Text-to-speech tools provide students with a multiple means of representing and engaging the content. Students can read or listen to the text or both depending on the purpose of interacting with the instructional materials. Students who struggle with reading can access the same content with their auditory skills, thus minimizing their weaknesses and increasing their strengths.

- All images have alt tags.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: Not available. Alt tags provide descriptions of what information is provided within a picture, photo diagram, etc. This is a necessity for students who cannot see a picture or the details on a picture that is inferred.

- All videos are captioned.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment: Available upon request. Video captioning provides deaf and hard of hearing students with an alternative means to access the materials that they otherwise could not access. Other students also use captioning to provide support what they hear and concur that the information is correct.

- Text, image tags, and captioning sent to refreshable Braille displays.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment: All text is readable by screen readers and other accessibility devices via HTML code.

2. How are the following **navigation features** provided in the instructional materials:

- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: Not available. Navigation elements that can be resized provide access to students that use alternative keyboard and/or switches to access information.

- All navigation elements and menu items have keyboard shortcuts.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: Not available. Students with physical limitations rely on shortcuts to decrease the number of keystrokes that are needed. Other students rely on shortcuts to become more organized and efficient in engaging with the instructional materials.

- All navigation information can be sent to refreshable Braille displays.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
			X	

Comment: Questionnaire states that “yes” it is available, yet no information on how this is accomplished is provided and the above questions about Alt tags and navigation are answered “not available” then how can information be sent to refreshable braille unless it was in a text only format. Students using Braille displays rely on information that that can be read seamlessly on their devices to make their learning successful.

3. How are the following **study tools** provided in the instructional materials:

- Highlighters are provided in the four standard colors (yellow, rose, green, blue).

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment: Yellow is available at this time. It is great that one color is available but it would be even better (Very Good Alignment) if multiple colors are available so that students can organize, chunk and categorize information to review and practice with in the learning process.

- Highlighted text can be automatically extracted into another document.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
X				

Comment: Not available at this time. If highlights could be extracted then the students could utilize this information throughout the course in review, practice and assessment.

- Note taking tools are available for students to write ideas online; as they are processing curriculum content.

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment
		X		

Comment: Notes can be taken in eBook and information saved. This is a great start. Think of the type of formats that students can use these notes. Provide other customization (file type) in the save options so students can take these notes and use them as the foundation of other class projects or products with ease.

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

1 Very Poor/Not Aligned	Poor Alignment	Fair Alignment	Good Alignment	Very Good Alignment

Comment: Everything available in print. Printed materials only provide barriers to students. Provide alternative options that utilize the key tools listed above. These tools are often available online and for free trials.