

2016-2017 Instructional Material

Universal Design Learning (UDL) Questionnaire

Bid Number: 3237

Course: United States Government

Title of Materials: US Government

Publisher: McGraw-Hill School Education

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: There are some font adjustments that can be made within the program. Additional font adjustments may be available through the browser settings. Some narrative font colors may be adjustable through the browser settings. Consistency of accessibility cannot be predicted due to dependence on local browsers. 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: Current color settings are set by the design and are not adjustable. 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: Audio recordings of the narrative are available to listen to in the program. However, students cannot select specific 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. Text selection is important.

- 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 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: Videos are captioned.

- 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 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: Nothing in the questionnaire addressed non-text navigation elements. Being able to adjust the size of buttons and icons helps students who use switch systems 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: Not available. Keyboard shortcuts are important when creating alternative keyboards, command overlays, and custom onscreen keyboards for students who 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: Not tested by publisher. 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: Yellow highlighting tools are available. Highlighters 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: Selected text can be cut and pasted into another document. Automatic extraction of highlighted text is an important tool for students who have problems organizing 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: An integrated notepad is available where students can write and save notes.

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 – not tested
 2. Text-to-speech – not tested
 3. Text-to-American Sign Language – not tested
 4. On-screen keyboards – Operating system on-screen keyboards have been tested
 5. Switch scanning controls – not tested
 6. Speech-to-text

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

Comment: Third part assistive technologies have not been tested other than on-screen keyboards built into the operating system. However, if these on-screen keyboards work then other third party technologies may also work. Support for assistive technologies is critical to ensuring 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. The online narrative can be printed but images cannot be printed. Worksheets, tests, and quizzes are also printable. Having printed versions available helps provide instructional materials in a timely manner to students who need print.