

2017-2018 Science Instructional Materials

Universal Design Learning (UDL) Questionnaire

Bid Number: 3345

Course: M/J Comprehensive Science 2

Title of Materials: Amplify Science: Florida Edition – Comprehensive Science 2

Publisher: Amplify 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: Display options can be adjusted using tools available in-browser, or through browser add-ons, rather than through tools available in the materials. Consistency of these tools cannot be predicted from one device to another. These controls would improve access and readability for students, especially those with limited vision.

- 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: Color and contrast options can be adjusted using tools available in-browser, or through browser add-ons, rather than through tools available in the materials. Consistency of these tools cannot be predicted from one device to another. These controls would improve access and readability for some students, especially those with limited vision.

- Text-to-speech tools

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

Comment: Text to speech is available using device-specific screen tools rather than through tools available in the materials. Consistency of these tools cannot be predicted from one device to another. Text to speech support is vital to a number of students, such as students who are blind using screen readers, and students who have difficulty decoding printed 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: Publisher reports all images have alt tags. Alt Text, also called Text Alternatives or Descriptive Tags, are vital for students with visual impairments to access content presented in images, charts, and graphs.

- 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 reports all videos are closed-captioned. Captions were easily turned on and off with a button click. Captioned videos provide alternate access and support for students who are deaf, or who students who have audio processing difficulties.

- 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 all content, including text, alt tags, and captioning, can be sent to refreshable Braille displays that work with HTML. Braille display is vital for students who are blind or low-vision.

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: Navigational elements may only be resized with in-browser zoom tools. Being able to adjust the size of buttons and icons allows easier navigator for those students using a switch system to operate the 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: Publisher reports that keyboard shortcuts are available for most navigation elements. In addition, the tabbing function on a keyboard can also be used for navigation. Keyboard shortcuts are essential for alternate access, such as students using a switch system to operate the computer.

- 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 reports all content, including text, alt tags, and captioning, can be sent to refreshable Braille displays that work with HTML. Publisher report does not mention navigation tools in Braille. Braille display is vital for students who are blind or low-vision.

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: Highlighters are available in five colors (red, orange, yellow, green, blue), as well as text underlining. Use of multiple highlighting colors assists with executive functioning by allowing students to categorize information.

- 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: Not available. Publisher reports that highlights may be copy/pasted between documents. Allowing students to automatically extract their highlighted information puts all of their notes in a single location to make studying simpler.

- 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: Note-taking tool is available. Being able to take notes in the text allows students to quickly record their thoughts while reading.

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 the materials have been tested with browser and device based accessibility features, but that the materials do not provide support for Text-to-American Sign language, switch scanning controls and Speech-to-text. Adding support for assistive technology tools would allow all students to access the curriculum, and are therefore 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: Publisher reports that print versions of the materials are available, reproducing all lesson instructions and “non-digital essential” activities in a pre-printed and bound notebook.