

## 2017-2018 Science Instructional Materials Universal Design Learning (UDL) Questionnaire

**Bid Number: 3377**

**Course:** Chemistry 1 Honors

**Title of Materials:** Essential Chemistry Student Edition (Chemistry 1 Honors)

**Publisher:** PASCO scientific

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: The publisher UDL report could not be found. Such features could not be found and rely on 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 therefore increase engagement with the content.

- 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: Such features could not be found and rely on 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 settings can increase the readability of content for some students therefore increase engagement with the content.

- Text-to-speech tools

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

Comment: No Text-to-Speech features were available. Such features could not be found and rely on 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 text to speech settings can increase the readability of content for some students therefore increase engagement with the content.

- 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: Alt tags were found.

- All videos are captioned.

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

Comment: No closed captioning was available for videos

- 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 publisher UDL report could not be found.

## 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: 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: Keyboard arrows can move the reader forward or backwards within the text pages.

- 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 UDL report could not be found.

## 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 highlighters were found. Highlighting and other study tools enable students to save, organize and review important concepts as needed.

- 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: No highlighting tools were available and thus extraction of main concepts or big ideas were not possible.

- 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 notetaking tools were available; thus, students could not interact with the text and save ideas and concepts as needed. Having such note taking and study tool features enables the student to organize, manipulate and store information to later review.

**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: The publisher UDL report could not be found. Support for assistive technologies is critical to ensure that all students are included in the instructional activities. Ability for the chapters to work with the support of assistive technology provides students with essential customization for success.

**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 states in introductory video that a matching print edition is available and digital resources, such as assessments and worksheets can be printed for students.