2017-2018 Science Instructional Materials

Universal Design Learning (UDL) Questionnaire

Bid Number: 3404
Course: M/J Comprehensive Science 3
Title of Materials: STEMscopes Florida 2.0 - 8th Grade
Publisher: Accelerate Learning

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:
      o Type and size.
      o 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: *In the teacher settings, font size and font type can be adjusted with six font size options that will adjust the entire site. Largest font size available appears to be about an 18-24 pt size. Ideally, the font size would go even larger, making it more accessible and readable for students with visual impairments. Two font style options are available, a serif and san serif font. Other than the two options are also available background colors, the default and high-contrast, no other options are available.*

   ● 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: *Two options are available for adjusting the background colors, the default (white background with black text) and high-contrast (black background with white text). No other options are available. Ideally, a variety of options in text and background color would be provided.*

   ● Text-to-speech tools

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

Comment: *A text reading feature is available by clicking a PLAY button for embedded audio for particular section. In the teacher's settings, the feature can be adjusted for speed with set slow, regular, and fast options. There is also an option to have words highlighted as they are read aloud. To provide more accessibility and flexibility, the speech support would not be embedded but live and a sliding scale offering a range of speeds for users to choose would be available. When text was highlighted, the speech support seemed altered, choppy.*

   ● 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 that all images have alt-tags and a few were observed..*

- 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 that all videos are caption and a few were observed.*

- 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 that all content can be sent to a refreshable Braille display when used with an applicable screen reader but was not observed.*

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: *Unable to locate options for adjusting size of non-text navigation features. These elements may only be adjusted through browser based zoom features, which change the entire screen, or with a computer's accessibility settings. This limits the features that are available to the local systems. Consistency of accessibility cannot be predicted. Being able to adjust the size of buttons and inconsistencies 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: *Keyboard shortcuts are limited. 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: *Publisher reports that all content can be sent to a refreshable Braille display when used with an applicable screen reader but was not observed.*

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: *Highlighting tools are available in the for standard colors mentioned above. 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: *An export feature is available that downloads and extracts highlighted content into a digital PDF file and printed. Being able to extract highlighted information into another document gives students 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: *A comment/annotation tools was observed. Comments can be erased or downloaded to a PDF file and printed. Note taking tools help students visually mark and record main ideas and specific content, supporting information organizations skills.*

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 tested misted of these features using only the operating system on a Mac. Magnification, dictation, switch scanning, and onscreen keyboard was dependent on the computer operating system and browser accessibility features. Audio files are embedded for speech support but are not a true text-to-speech feature. A text to ASL feature does not exist in the product. Support for assistive technologies is critical to ensure all students are included in 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: *All student content can be downloaded and printed. Assessments are downloadable in an editable format for modification. Print books can be purchased separately for convenience.*