# 2016-2017 Instructional Material

# Universal Design Learning (UDL) Questionnaire

**Bid Number: 3151**
**Course: Social Studies Grade K**
**Title of Materials: Florida Studies Weekly - K**
**Publisher: Studies Weekly, 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 .

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:  Web based program that relies on browser features. Ability to change front size and type will depend upon the browser capabilities of the school. Colors can be adjusted. Consistency of accessibility cannot be predicted. 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:  High contrast options will depend upon the system being used by the student. Consistency of accessibility cannot be predicted. 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:  Text to speech tools are provided.

   - 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 on some but not all images. 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: Not available this year. Captioning is important for students who are deaf or hard of hearing.

- 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: Text, tags, and captioning can be sent to refreshable Braille displays but not all images have tags and videos are not captioned. 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: This will depend on the features in the browser used by the school and typically the flexibility is for text, not non-text navigational elements. Consistency of accessibility cannot be predicted. 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: No keyboard shortcuts 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 available. 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: Not 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: Not available. 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:   Not available. Note taking tools help students visually mark and record main ideas and specific content, supporting information organization 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:   None have been tested. 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:   Free print materials are made available with purchase of the digital program. Having printed versions available helps provide instructional materials in a timely manner to students who need print.