2017-2018 Science Instructional Materials

Universal Design Learning (UDL) Questionnaire

Bid Number: 3255
Course: Anatomy and Physiology Honors
Title of Materials: Introduction to Anatomy and Physiology
Publisher: Goodheart-Wilcox Publisher

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: Font types are imbedded and are not adjustable. Some changes can be made in colors but a 3rd party tool or extension will be needed. Since there are variations in what districts allow these features may or may not be available. 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: There are no built-in contrast tools. Some changes can be made in contrast but a 3rd party tool or extension will be needed. Since there are variations in what districts allow these features may or may not be available. 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: There are no built-in text-to-speech tools. The text can be selected and some 3rd party tools will work with the text content, but students will need to be careful in how they select the text they need to hear. Text in illustrations is also selectable. Text to speech tools are critical for students who have problems decoding 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: There are no alt tags for images in the instructional materials. 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 and animations are closed captioned and students can show or hide the captioning.

- 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: Content cannot be sent to refreshable braille displays. NIMAS files are available through the NIMAC or NIMAS/Florida service to be used for braille needs. Having content available to refreshable braille displays can help students with visual impairments access instructional materials at the same time as other students.

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: The entire book, including the feature and navigation buttons, respond to the built-in magnification tools of the web browser. Some overlap may occur depending on the amount of magnification. Alt tags and description tags are important supports for students who are blind or visually impaired.

- 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: Basic keyboard shortcuts are provided. Keyboard shortcuts are important when creating alternative keyboards, command overlays, and custom onscreen keyboards for students who have fine motor limitations.

- o TAB: to move to the next control area on the page and/or in the dialog box
- o SHIFT+ TAB: to move to the previous control area on the page and/or in the dialog box
- o ENTER: equivalent to clicking the selected button (the button with the outline)
- o RIGHT ARROW: within the online textbook goes to the next page
- o LEFT ARROW: within the on line textbook goes to previous page
- o CONTROL+ P: to print a page
- o ESC: equivalent to clicking the Cancel button

- 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: Navigation cannot be sent to refreshable braille displays. NIMAS files are available and navigation will depend on the software being used to render the NIMAS files.

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 highlighter tools are provided in the instructional materials. 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: No extraction tools are provided in the instructional materials. 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: Note taking tools are not available in the instructional materials. 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 – Windows Magnifier and Apple Zoom
   2. Text-to-speech – No recommendations available
   3. Text-to-American Sign Language – No recommendations available
   4. On-screen keyboards – Microsoft and Apple on-screen keyboards
   5. Switch scanning controls - No recommendations available
   6. Speech-to-text - No recommendations available

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

Comment: Testing seems to have been based on some of the accessibility tools available in the Windows and Apple operating systems. The publishing company was not able to make any recommendations for other accessibility tools or resources. 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: Printed textbooks are available for students who need them. NIMAS files are available from the NIMAC or NIMAS/Florida service to braille, large print, and other specialized formats.