# 2017-2018 Science Instructional Materials

## Universal Design Learning (UDL) Questionnaire

**Bid Number: 3272**
**Course: Anatomy and Physiology (9-12)**
**Title of Materials: Applied Anatomy & Physiology: A Case Study Approach**
**Publisher: EMC Publishing, LLC.**

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:  The entire screen can be magnified using browser-based tools; however, text and color attributes cannot be adjusted. These controls would improve access and readability for some 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:  No color adjustment tools available. 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:  No built-in text-to-speech tools available; paragraph text is available in HTML source code, for screen reader access. 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:  Alt text is not utilized. 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:   Although captioned versions of videos are available, these must be requested. (Publisher does not specify if this is by student, teacher, or district level request) 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:   Text can be read by screen readers, but there is no alternate text for images, and video captions are only available "by request." No specific testing of refreshable Braille displays is noted, which 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:   Not available. 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:   Not available. 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 states that navigation elements can be sent to a refreshable Braille display

**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:   Only yellow highlighting is available. 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. Allowing students to 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.

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: No specific products have been tested at this time. 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: All materials are also available in print versions.