

General Requirements and Considerations for Procurement of Instructional Materials, Resources and Digital Assets to Ensure Value and Usability for All Students

Purchasing, selecting or evaluating instructional materials, resources and/or digital assets?

This tool will guide the selection of materials that give **all students** equal opportunities to learn, and ensure responsible and efficient use of funds. *Instructional materials, resources and digital assets* must be evaluated to determine the extent to which their elements are aligned with Universal Design for Learning (UDL) principles, guidelines and checkpoints.

This checklist should be used during any OPCS formal curricular asset adoption.

Full product name:	
Edition/date/version:	
Additional information (e.g. product website):	

UDL criteria	Rating	Notes
	<i>1 = unacceptable, 2 = acceptable, 3 = excellent</i>	
Home Use of Digital Versions of Text <i>(ease with which students can access a digital copy of the material from home)</i>		
Online version available if primary product is paper text	1 2 3	
Online version is easily accessible for students from home <small>(note method by which students access online version, if procedures teachers need to follow are time consuming)</small>	1 2 3	
Digital copy available to share with students at school and home but not online (note how it can be shared)	1 2 3	
Digital copy is fully accessible for text to speech, screen-reader	1 2 3	
Platforms in which the content is available (ie: web-based, app (ios/android), and does it require flash? This makes a difference for accessibility)	1 2 3	
Text Usability <i>(allow text to be read by students with varied reading, vision, language or comprehension needs or preferences)</i>		
Read aloud function built-in	1 2 3	
• Highlighting word by word or sentence by sentence	1 2 3	
• Adjustable read aloud speed	1 2 3	
• Adequate quality of read aloud voice	1 2 3	
• Able to have individual words read aloud	1 2 3	

• Read aloud options easily useable by students	1 2 3	
• Compatible with JAWS	1 2 3	
If read aloud function not built-in, text is able to be selected with mouse and read aloud by text reader software (e.g. Natural Reader)	1 2 3	
Translation in other languages (note languages)	1 2 3	
Screen zoom easily adjustable by students	1 2 3	
Ability to change color, contrast and text formatting	1 2 3	
Modified copy of content available for students on alternate standards	1 2 3	

UDL criteria	Rating	Notes
	<i>1 = unacceptable, 2 = acceptable, 3 = excellent</i>	
Ability to choose to reduce content on a page	1 2 3	
“Printable version” with a clean copy (no ads)	1 2 3	
Text able to be copied and pasted into word processor	1 2 3	
If read aloud function not built-in, text is able to be selected with the mouse and read aloud by text reader software or in an accessible PDF format	1 2 3	
Options for Vocabulary/Background Knowledge <i>(tools to help define vocabulary and support background knowledge so students can better understand content)</i>		
Dictionary built-in for selected words	1 2 3	
Bilingual dictionaries (note languages)	1 2 3	
Links to additional information for background knowledge or extension resources	1 2 3	
Options for Flexible Searching <i>(search function provides students options for learning about a topic in a variety of methods)</i>		
Searches generate options for information that include multi-media	1 2 3	
Searches generate information with various reading levels of text	1 2 3	
Options for Multimedia Content <i>(audio, video, and graphic content is provided and is usable by diverse learners)</i>		
Video and graphic content paired with text resources	1 2 3	
Videos and graphics have captioning	1 2 3	
Pre-recorded audio paired with text resources (e.g. interviews, songs, speeches)	1 2 3	
Video and audio content in multiple languages	1 2 3	
Options for Active Reading/Research <i>(built-in annotation, note taking and pre-writing tools that support varied learning needs and preferences)</i>		

Able to highlight/annotate on digital copy and save for later viewing	1 2 3	
Options to take and save notes online	1 2 3	
Teacher able to highlight/annotate and share annotated text with students	1 2 3	
Can export annotations/highlights (e.g. to MS Word document)	1 2 3	
Provided worksheets and graphic organizers allow for typing and printing for writing by hand	1 2 3	
Variety of worksheets and graphic organizers provided that differentiate for diverse learners	1 2 3	
Supplemental resources (i.e. "printables") have text that can be selected and read aloud with text reader software (e.g. Natural reader)	1 2 3	
Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials and physical manipulatives	1 2 3	
Provide alternatives for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil or mouse control)	1 2 3	
Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard	1 2 3	
Map, graphs, and non-textual images can be converted to alternate text	1 2 3	
Ink-prints are provided for conversion to Braille	1 2 3	
Platforms in which the content is available (ie: web-based, app (ios/android), and does it require flash? This makes a difference for accessibility		

Using this checklist does not take the place of the OCPS formal curricular asset adoption process. This checklist should be used in the process of adopting curricular assets/instructional materials & programs. Web applications and software programs need to be submitted and approved following established guidelines.

Name of reviewer:		Date:	
School/office/contact:			

