



Phase II: In-Depth Program Review Fourth Grade

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Submission Information

Name of Provider *

Product Title and Edition *

Publication Year *

First Name of Contact Person for Notification of Review Decision *

Last Name of Contact Person for Notification of Review Decision *

Email *

Telephone *

Address *

Address 2

City/Town *

State/Province *

ZIP/Postal Code *

VA Locations Where Product and Edition is Currently Being Used *

Please list any locations in Virginia where this exact product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

Provider Webpage *

Product Webpage *

The webpage that is specifically related to the program materials for review.

Instructional Focus

You must confirm that all of the following components are included in the scope and sequence by checking ALL of the boxes:

Phonological Awareness *

Phonics *

Vocabulary *

Comprehension *

Fluency *

SAVE DRAFT

NEXT

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Fourth Grade

Phase II Worksheet: Science-Based or Evidence-Based Reading Programs

*This worksheet must be completed for **each grade level of each program** submitted for review.*

CRITERION 1: Foundational Reading Skills

Indicator

Evidence

1.1 The program provides a detailed scope and sequence that supports the development of advanced word language skills and word analysis skills, beginning with words that are relatively simple in terms of length, roots and affixes, and/or syllabication patterns to words that are morphemically complex and/ or multisyllabic.

1.2 The reading and spelling of new/unfamiliar words are explicitly taught by integrating prior knowledge of the alphabetic principle, syllabication types, etymological influences, high-utility morphological patterns, and/or word forms (e.g., affixes, roots) to increase fluency of word recognition; they are introduced in isolation (prior to student application) and taught using multiple examples, models, and demonstrations.

1.3 The reading and spelling of irregular, high-utility words are introduced by drawing attention to both regular and irregular sounds and practiced to increase fluency of word recognition; they are introduced in isolation (prior to student application) and taught using multiple examples, models, and demonstrations

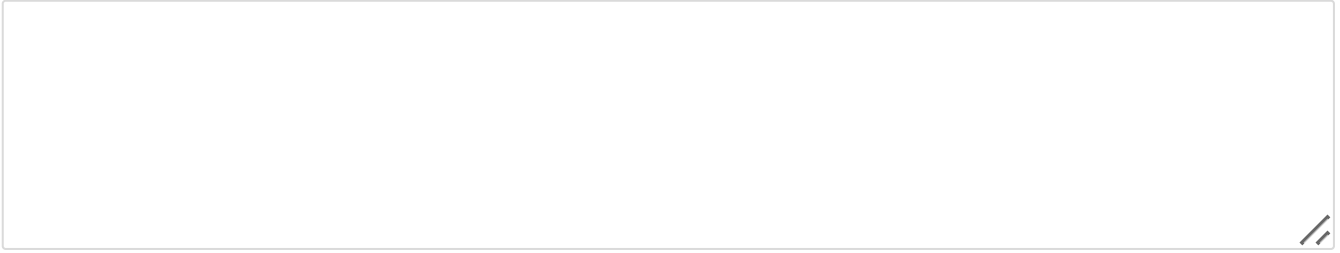
1.4 There are opportunities across a lesson or a unit for students to practice decoding and encoding (e.g., reading, hearing, spelling, writing, and saying) new/ unfamiliar/ irregular words with planned teacher feedback.

1.5 Lessons include specific and precise teacher language for immediate and corrective feedback.

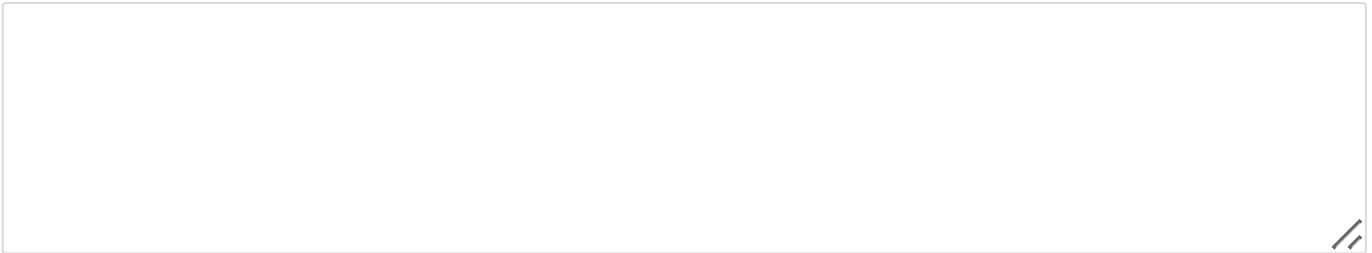
1.6 Activities and materials are designed to elicit high levels of student response and engagement.

1.7 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction of foundational reading skills based on students' needs and progress,

including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.

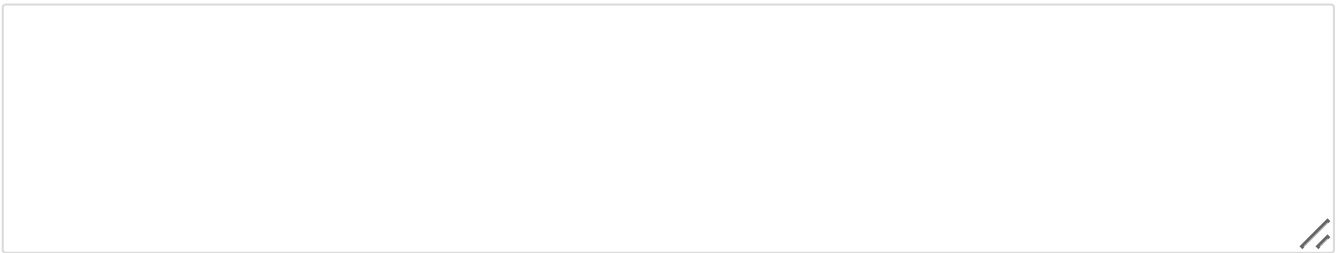


Comments

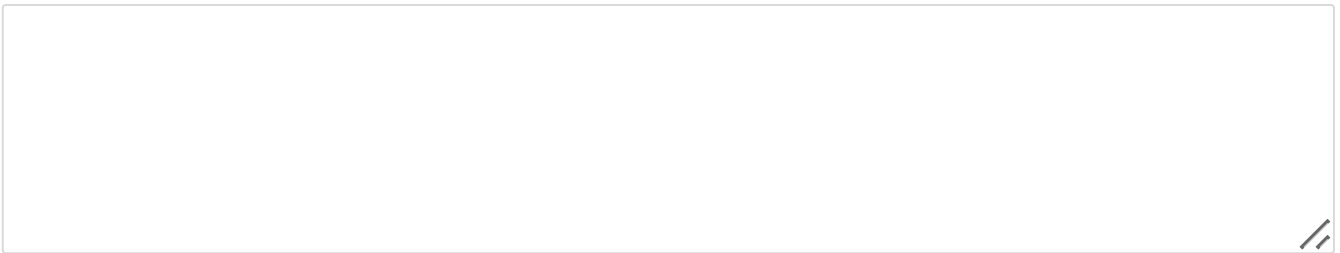


CRITERION 2: Vocabulary Development & Language Skills

2.1 The program provides a detailed scope and sequence that supports the development of vocabulary and language skills.



2.2 Words selected for vocabulary instruction are rich, high-utility words (Tier 2 and Tier 3) that will appear in complex texts (e.g., reading and writing activities) and in conversation (e.g., speaking and listening activities), including grade-appropriate academic words and phrases, domain-specific words and phrases, words and phrases required for conceptual understanding, figurative language, and/ or technical language.



2.3 The program provides guidance on how to examine word relationships, tone (e.g., denotation and connotation), semantic gradience, and nuances in word meanings.

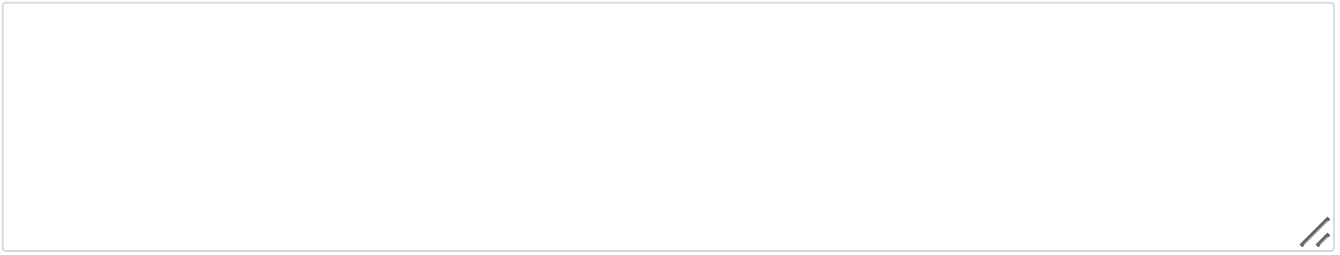
2.4 Students are taught new/ unfamiliar words through explicit, teacher-led modeling and student-friendly definitions; new/ unfamiliar words are integrated into multiple example and non-example sentences and repeated multiple times in a variety of contexts.

2.5 Students are taught more than one strategy for determining or clarifying the meaning of unknown and multiple-meaning words, including predicting meaning using antonyms and synonyms, analyzing meaningful word parts, using syntactical clues, and consulting general and specialized reference materials (including digital), as appropriate.

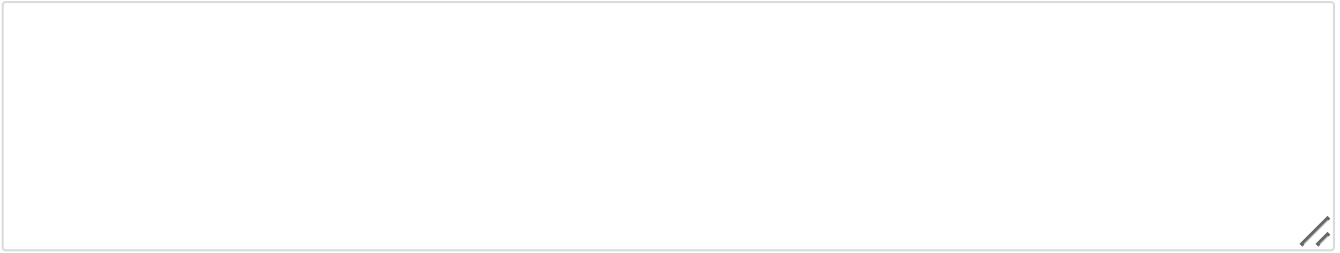
2.6 Students are explicitly and systematically taught morphemic analysis strategies to support the understanding of word meaning through knowledge of root words, prefixes and suffixes.

2.7 There are opportunities for students to demonstrate understanding of new high-utility, grade appropriate words and phrase through practice in reading, hearing, spelling, writing, and using new words in conversation.

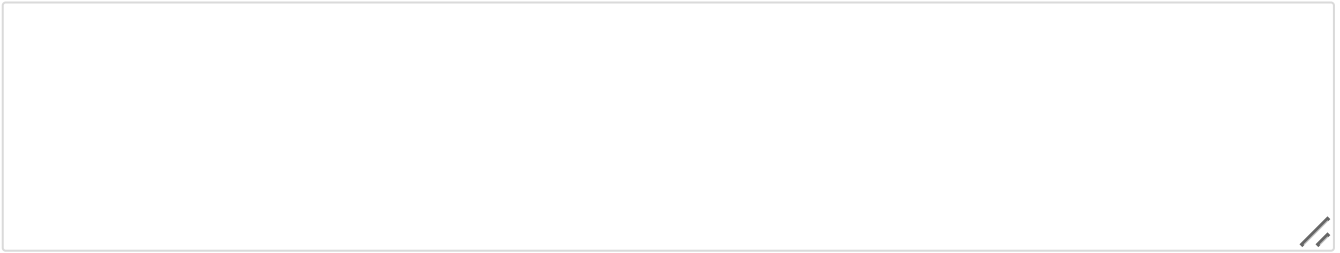
2.8 There is cumulative review and practice of previously learned words.



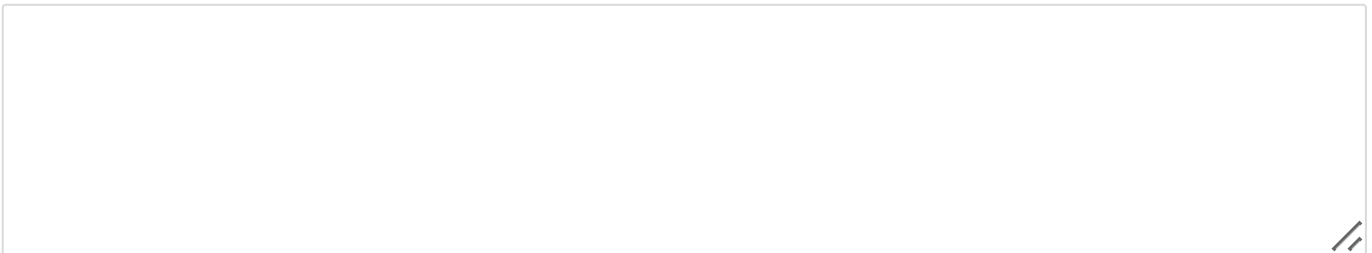
2.9 Activities and materials are designed to elicit high levels of student response and engagement.



2.10 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction of vocabulary development and language skills based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.



Comments



CRITERION 3: Fluency Development

3.1 There are more than one, grade-appropriate connected texts for students to practice fluency (i.e., accuracy, rate, and expression).

3.2 Fluency lessons include teacher-led modeling, oral reading by students, and immediate feedback; in addition to receiving immediate feedback from their teacher, students also have opportunities to self-monitor to confirm or self-correct word errors while practicing fluency.

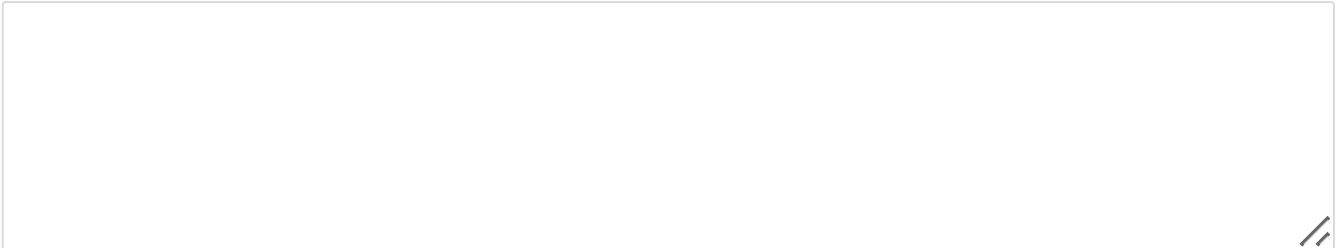
3.3 Materials provide more than one way for students to practice fluency through a variety of activities (e.g., paired reading, readers' theater, poetry).

3.4 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction of fluency development based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.

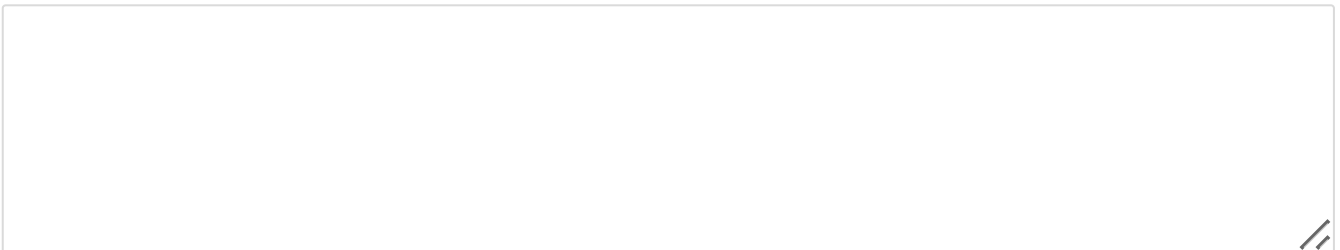
Comments

CRITERION 4: Developing Comprehension & Background Knowledge

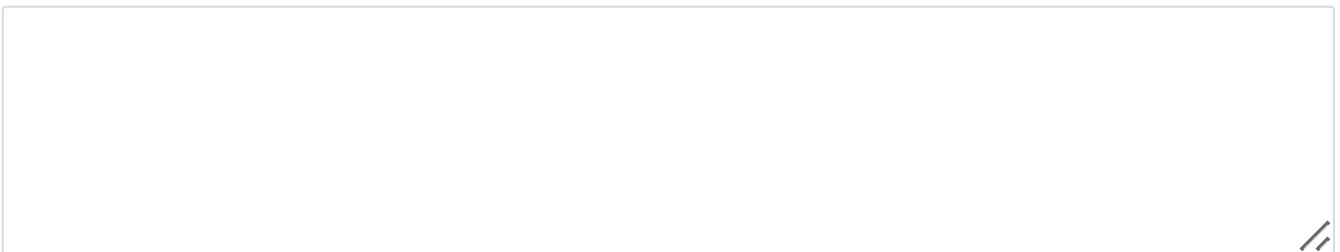
4.1 The program provides detailed scope and sequence that supports the development of reading comprehension and background knowledge; previously taught content, skills, and strategies are connected with new texts.



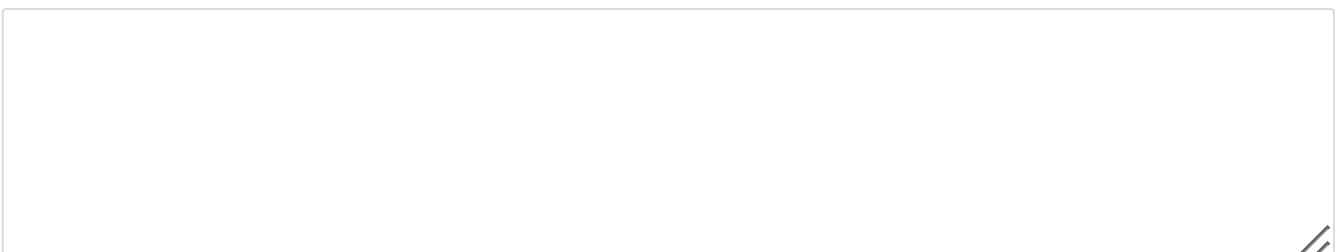
4.2 The texts and levels of text complexity are appropriate for the students' grade level.



4.3 The program provides a carefully planned sequence guiding teachers in how to scaffold students' reading of complex text and understanding of complex topics.

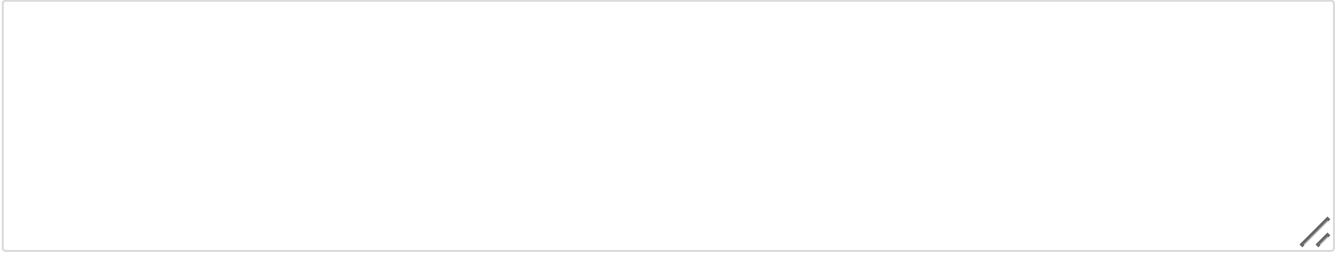


4.4 Materials provide opportunities for students to read grade-appropriate, complex texts in a variety of genres and structures (e.g., narrative, informational, technical, fantasy, prose, poetry, plays) that reflect relatable experiences of all students.

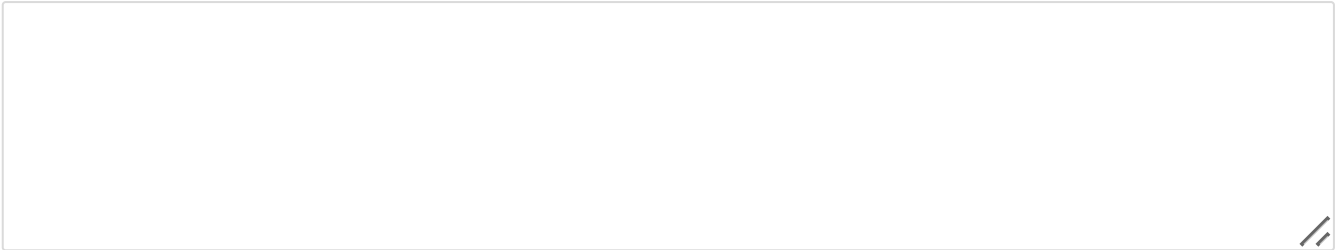


4.5 Materials provide opportunities for students to read grade-appropriate, complex cross-disciplinary texts (e.g., presidential speeches, scientific articles, charts, and graphs) as well as those with relatable experiences drawn from

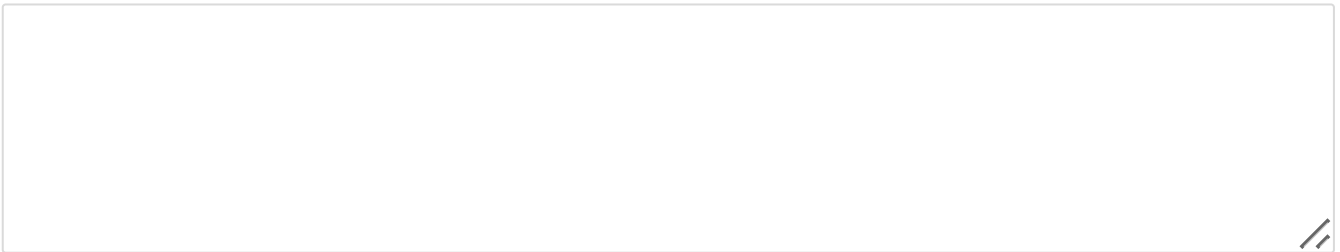
students' everyday lives (e.g., social media posts, fan fiction, etc.).



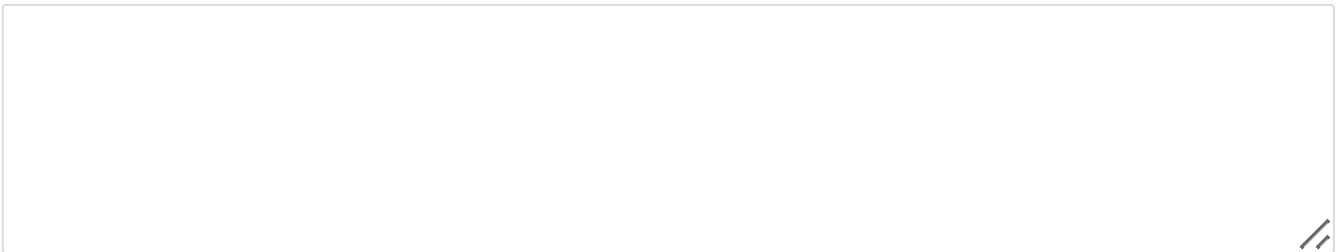
4.6 There are grade-appropriate texts for teachers' use in whole-class contexts for the purposes of reading aloud, modeling fluency, building vocabulary, and developing background knowledge



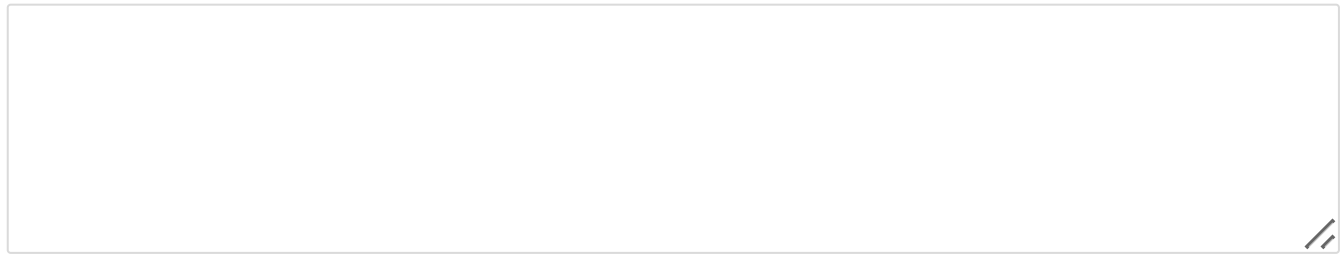
4.7 There are grade-appropriate texts for students to read in small groups (e.g., literature circles, book clubs) that appeal to students' interests, provide opportunities for students to practice previously taught reading comprehension and language development skills collaboratively, and enhance understanding of related concepts, topics, or themes.



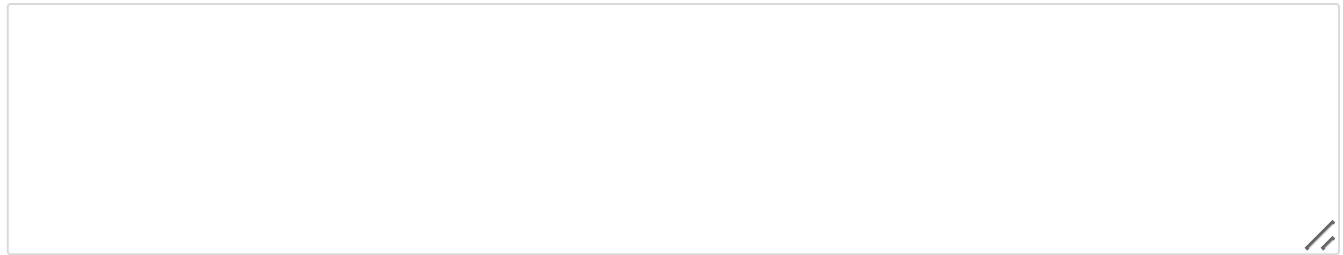
4.8 Modeling, think alouds, and/or gradual release of responsibility (e.g., I do, we do, you do) are used to develop metacognitive reading habits, discipline-specific practices, and comprehension strategies (e.g., monitoring comprehension, using graphic organizers, answering questions, generating questions, summarizing) with particular emphasis on citing textual evidence.



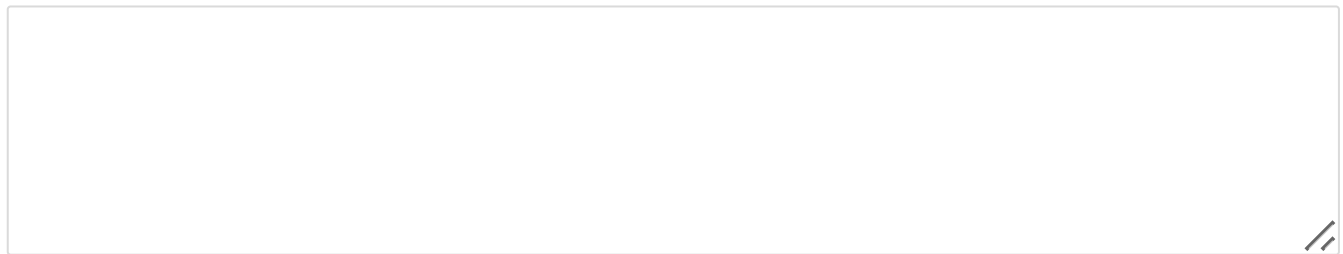
4.9 Modeling, think alouds, and graphic organizers are used to identify components of text structure (e.g., problem-solution, cause-effect, compare-contrast, sequencing) at both the text level (e.g., argument structure, plot structure) and paragraph level (e.g., paragraph organization, signal words), to aid in careful reading and comprehension of narrative and informational texts.



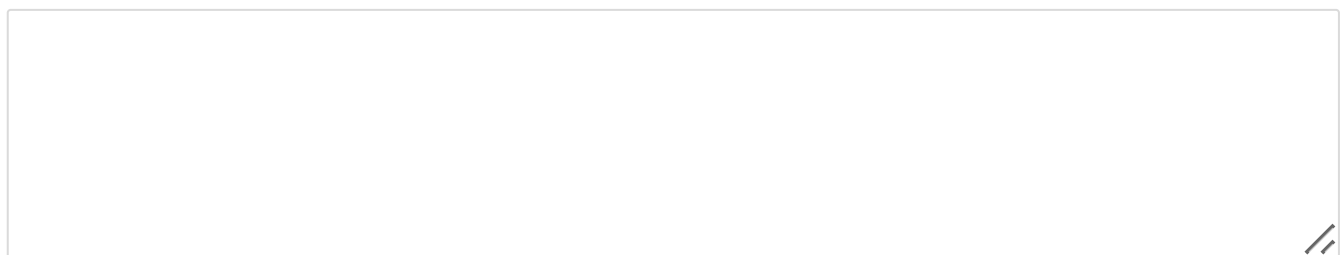
4.10 Lessons include explicit instruction in identifying two or more themes or main ideas of a narrative and/ or informational text, explaining how the ideas are supported by key details, and in developing summaries.



4.11 Lessons include explicit instruction in using text features to acquire meaning in narrative texts (e.g., chapters, scenes) and informational texts (e.g., titles, headings, and information from graphs, charts, and photographs), in comparing and contrasting text features (e.g., meaning, tone) within and across texts, and in applying strategies for integrating information from two texts with connected concepts, topics, or themes.



4.12 There are opportunities for students to engage in extended, productive, conversations about the meaning of texts and a wide variety of topics in order to expand and deepen their background knowledge and language skills; materials provide suggestions for teachers for facilitating productive conversations.



4.13 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction on developing comprehension and background knowledge based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.

Comments

CRITERION 5: Writing

5.1 There are opportunities for students to gain familiarity and practice with a wide range of authentic writing processes (e.g., taking notes, brainstorming, creating outlines, revising, incorporating multimedia components, publishing)

5.2 There are opportunities for students to gain familiarity and practice with a wide range of authentic writing products (e.g., writing summaries, writing short-answer responses, writing formal essays of various genres) that include multimedia component (e.g., graphics, sounds) and visual displays when appropriate to enhance ideas.

5.3 There are opportunities for students to use text-based tasks (e.g., analyzing, synthesizing, citing textual evidence accurately) that require them to present well-defended claims about the text, provide logically ordered reasons that are supported by facts and details, and use grade-level language, conventions, and vocabulary.

5.4 There are opportunities for students to gain familiarity and practice with writing in a variety of genres for a variety of purposes, contexts, and audiences.

5.5 Materials include graphic organizers to generate organizational structures in which ideas are logically grouped to support the writer's purpose and to promote executive functioning.

5.6 Lessons include explicit instruction in idea generation and planning that leads to opinion/ argumentative compositions, informative compositions, and narrative compositions; there are multiple opportunities for students to practice planning and composing independently.

5.7 Lessons include explicit instruction in idea generation and planning that leads to research papers and/or projects; there are multiple opportunities for students to practice the research process extensively including conducting research independently, drawing on several sources, assessing the credibility and accuracy of sources, and incorporate the sources by paraphrasing and summarizing.

5.8 Lessons include explicit instruction in grade-level appropriate skills (e.g., conveying ideas concisely, constructing simple, compound, and complex sentences with appropriate punctuation, constructing paragraphs, applying grammatical conventions etc.) and provides multiple opportunities for students to practice using grade-level grammar and language conventions.

5.9 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction on writing based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.

Comments

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Supporting Documents

Essential Program Components

Please fill out all 3 textboxes below to fulfill the Essential Program Components requirement.

1. Provide a bulleted list of the essential program components (program materials) necessary to ensure effective results and improve outcomes when implemented as demonstrated.

2. Provide a description of how components (program materials) are sold (e.g., as an all-inclusive-kit, ala carte/individually etc.).

3. Provide information about the PD materials for teacher implementation.

Instructional Materials

Please provide a link to your Instructional Materials. For Phase II, please remember that reviewers need access to all teacher and student materials.

Instructional Materials URL *

Login Information (if required)

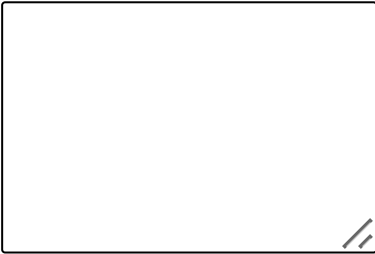

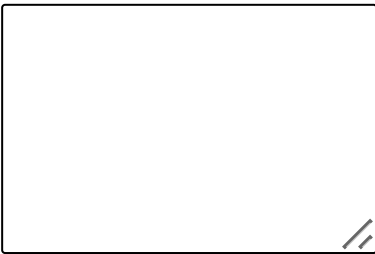
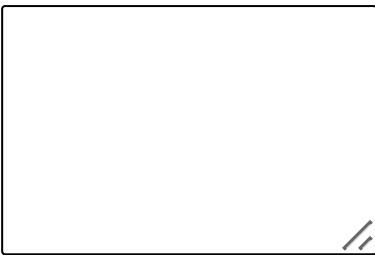
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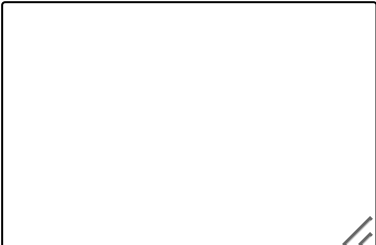



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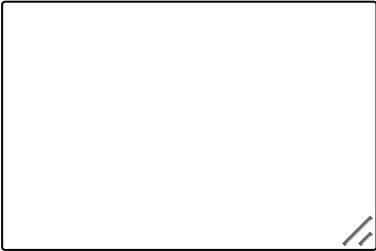
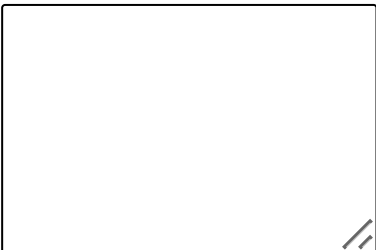

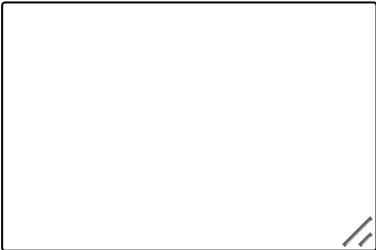
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Phase II: In-Depth Program Review Fourth Grade

Assurance of Accessibility Standards

Standard (check all that apply)	Comment or Explanation	Organization That Maintains the Standard
<input type="checkbox"/> Available in PDF Format		Adobe
<input type="checkbox"/> Available in ePub Format		<u>International Digital Publishing Form</u>
<input type="checkbox"/> Accessible Course within an Open Learning Management System (LMS)		<u>Moodle</u>
<input type="checkbox"/> Accessible Course within another Learning Management System (LMS)		LMS Provider

<input type="checkbox"/> Available in an accessible media format and includes alternative text or subtitles		Provider
<input type="checkbox"/> Includes alternative text (image)		Provider
<input type="checkbox"/> Includes captions and subtitles (video)		Provider
<input type="checkbox"/> Includes flash accessibility functions (SWF)		Adobe
<input type="checkbox"/> Includes functionality that provides accessibility		Provider
<input type="checkbox"/> Complies with W3C Recommendations for web page		Evaluating Web Accessibility. Overview Web Accessibility Initiative (WAI) W3C

<input type="checkbox"/> Is a 508 compliant website		<u>U. S. Government</u>
<input type="checkbox"/> Available in the National Accessible Instructional Materials Standard (NIMAS) Format - Accessible XML		<u>NIMAC</u>
<input type="checkbox"/> Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web, and Multimedia		<u>National Center for Accessible Media</u>
<input type="checkbox"/> Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blu-ray Disk, materials comply with production standards		ITA Standards DVD Forum Specification UDF 2.5 Blu-ray Disk Association

Accessibility Assurances Signature *

Please type your full first and last name below to act as your signature confirming that the Accessibility Assurances is complete.

I understand the VLA Requirements. *

I agree to the Terms of Service. *

For questions, please contact: VLP-VLA@virginia.edu

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PREVIEW

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Submission Information

Name of Provider *

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Telephone *

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ZIP/Postal Code *

VA Locations Where Product and Edition is Currently Being Used *

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Provider Webpage *

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Instructional Focus

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Phonological Awareness *

Phonics *

Vocabulary *

Comprehension *

Fluency *

SAVE DRAFT

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Fifth Grade

Phase II Worksheet: Science-Based or Evidence-Based Reading Programs

*This worksheet must be completed for **each grade level of each program** submitted for review.*

CRITERION 1: Foundational Reading Skills

Indicator

Evidence

1.1 The program provides a detailed scope and sequence that supports the development of advanced word language skills and word analysis skills, beginning with words that are relatively simple in terms of length, roots and affixes, and/or syllabication patterns to words that are morphemically complex and/ or multisyllabic.

1.2 The reading and spelling of new/ unfamiliar words are explicitly taught by integrating prior knowledge of the alphabetic principle, syllabication types, etymological influences, high-utility morphological patterns, and/or word forms (e.g., affixes, roots) to increase fluency of word recognition; they are introduced in isolation (prior to student application) and taught using multiple examples, models, and demonstrations.

1.3 The reading and spelling of irregular, high-utility words are introduced by drawing attention to both regular and irregular sounds and practiced to increase fluency of word recognition; they are introduced in isolation (prior to student application) and taught using multiple examples, models, and demonstrations.

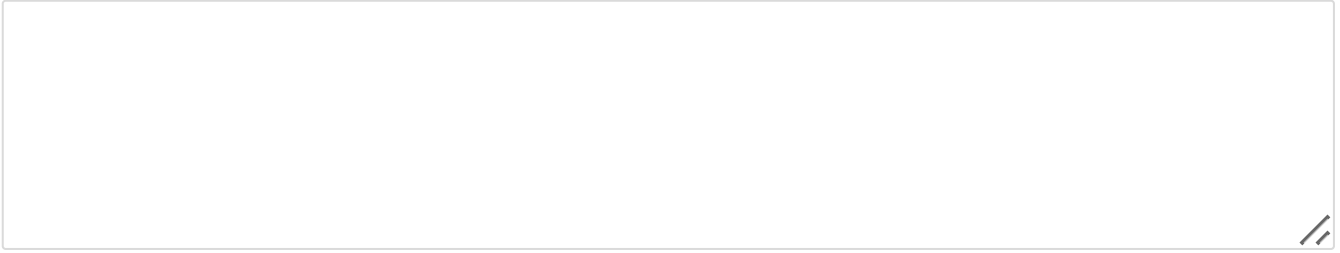
1.4 There are multiple opportunities for students to practice decoding and encoding (e.g., reading, hearing, spelling, writing, and saying) new/ unfamiliar/ irregular words with planned teacher feedback.

1.5 Lessons include specific and precise teacher language for immediate and corrective feedback.

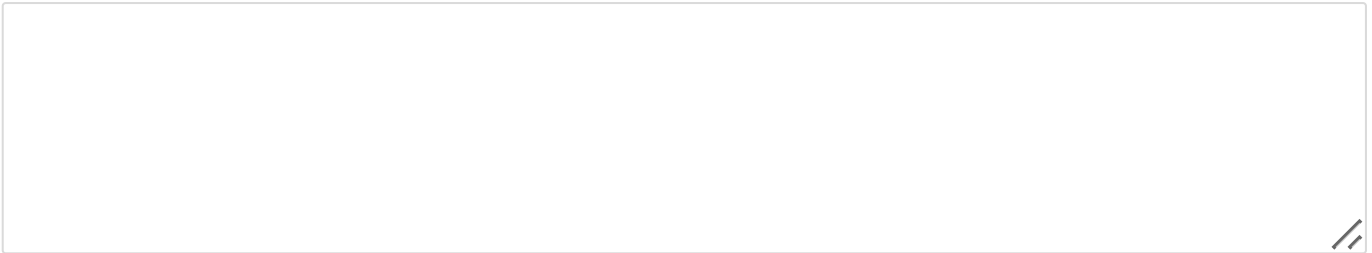
1.6 Activities and materials are designed to elicit high levels of student response and engagement.

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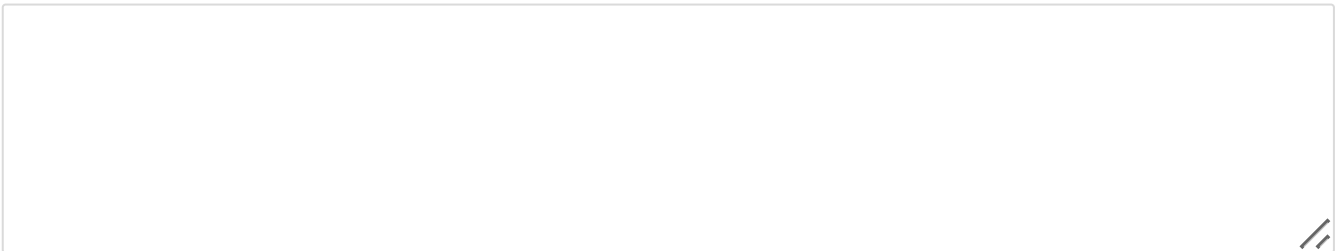


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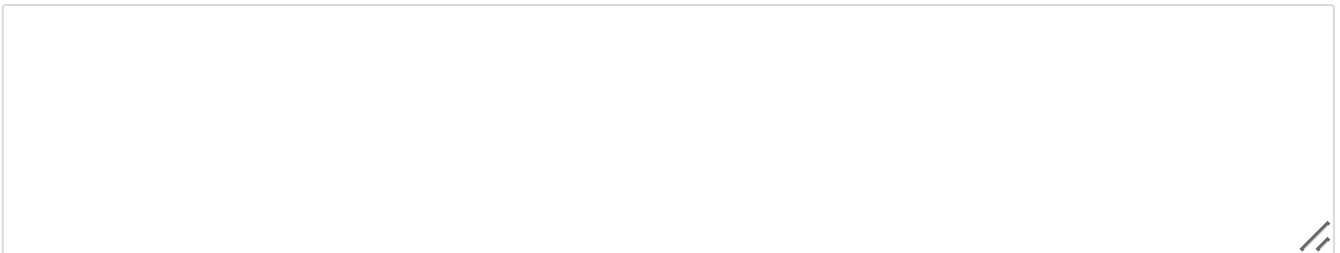


CRITERION 2: Vocabulary Development & Language Skills

2.1 The program provides a detailed scope and sequence that supports the development of vocabulary and language skills.



2.2 There is a wide breadth of vocabulary instruction; words selected for instruction are rich, high-utility words (Tier 2 and Tier 3) that will appear in complex texts (e.g., reading and writing activities) and in conversation (e.g., speaking and listening activities), including grade-appropriate academic words and phrases, domain-specific words and phrases, words and phrases required for conceptual understanding (e.g., conjunctive adverbs and/ or words that signal logical relationships), figurative language, and/ or technical language.



2.3 There is depth of vocabulary instruction; the program provides guidance on how to examine word relationships, tone (e.g., denotation and connotation), semantic gradience, and nuances in word meanings.

2.4 Students are taught new/ unfamiliar words through explicit, teacher-led modeling and student-friendly definitions; new/ unfamiliar words are integrated into multiple example and non-example sentences and repeated multiple times in a variety of contexts.

2.5 Students are taught a variety of strategies for determining or clarifying the meaning of unknown and multiple-meaning words, including predicting meaning using antonyms and synonyms, analyzing meaningful word parts (e.g. affixes, words in compound words) and syntactical clues (e.g. appositive phrases), and/or consulting general and specialized reference materials (including digital), as appropriate.

2.6 Students are taught morphemic analysis strategies explicitly and systematically to support the understanding of word meaning through knowledge of root words, prefixes and suffixes.

2.7 There are multiple opportunities for students to practice reading, hearing, spelling, writing, and saying high-utility, grade-appropriate words and phrases and demonstrate understanding of them and using them in contexts requiring complete sentences.

2.8 There is cumulative review and practice of previously learned words.

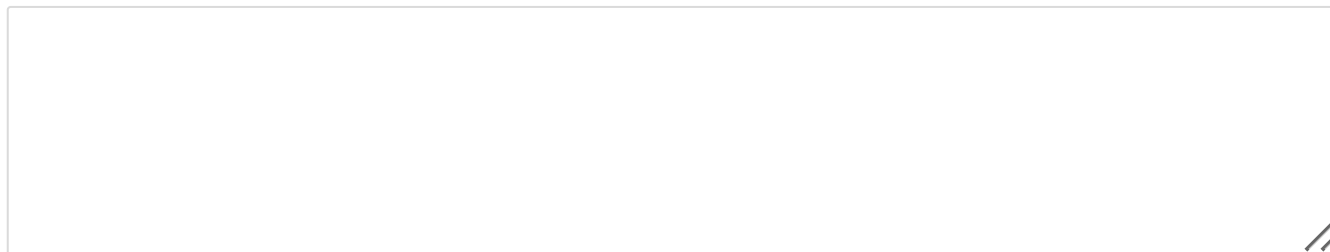
2.9 Activities and materials are designed to elicit high levels of student response and engagement.

2.10 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction of vocabulary development and language skills based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.

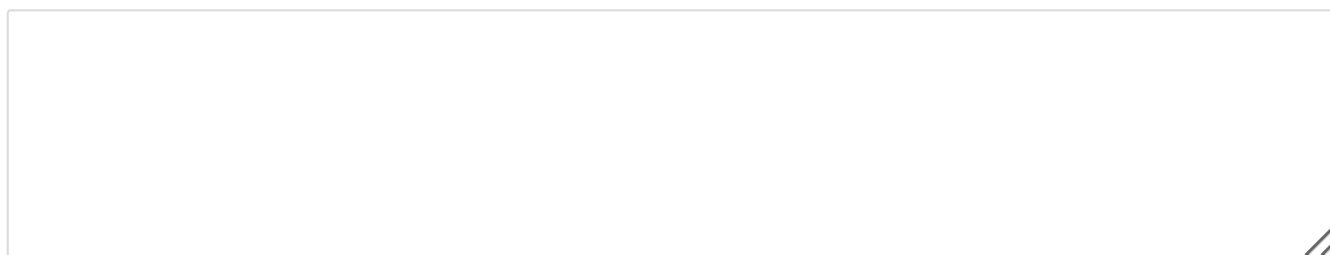
Comments

CRITERION 3: Fluency Development

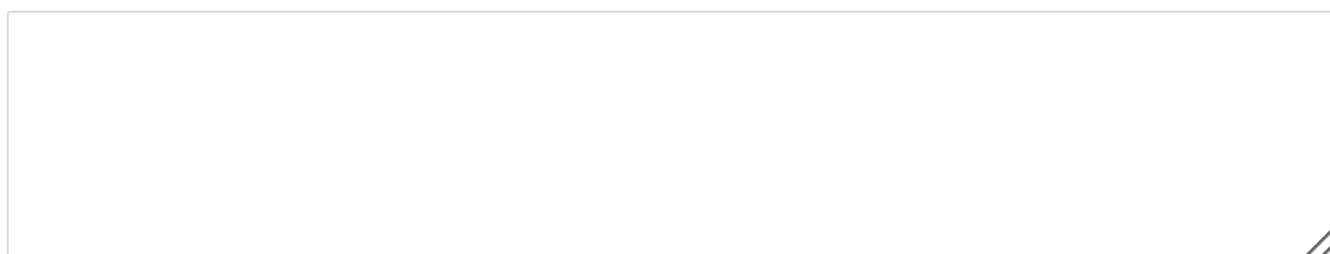
3.1 There are multiple, grade-appropriate connected texts for students to practice fluency (e.g., accuracy, rate, and expression) and that allow teachers to assess students' accuracy, rate, and expression.



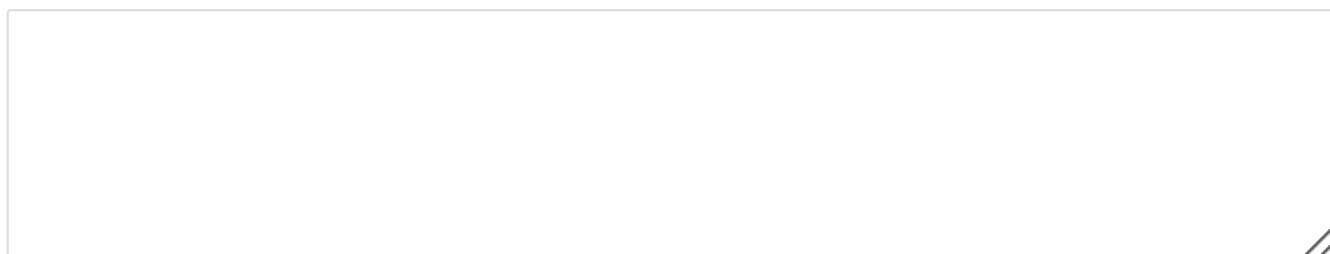
3.2 Fluency lessons include teacher-led modeling, oral reading by students, and immediate feedback; in addition to receiving immediate feedback from their teacher, students also have opportunities to self-monitor to confirm or self-correct word errors while practicing fluency.



3.3 Materials provide a variety of genres of connected texts (e.g., decodable texts, poems, speeches) for students to practice fluency through a variety of activities (e.g., paired reading, readers' theater).



3.4 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction of fluency development based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.



Comments

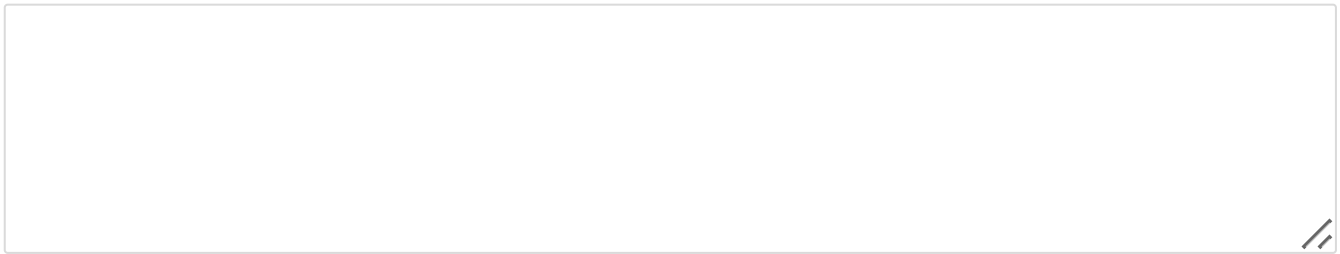
CRITERION 4: Developing Comprehension & Background Knowledge

4.1 The program provides detailed scope and sequence that supports the development of reading comprehension and background knowledge; previously taught content, skills, and strategies are connected with new texts.

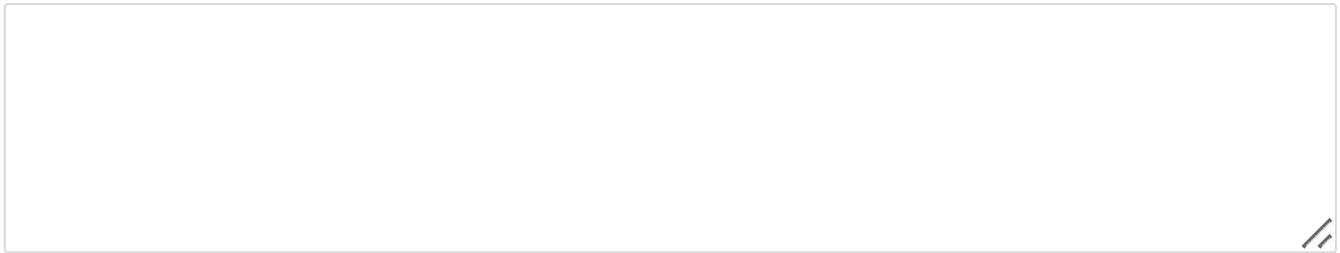
4.2 The texts and levels of text complexity are appropriate for the students' grade level.

4.3 The program provides a carefully planned sequence guiding teachers in how to scaffold students' reading of complex text and understanding of complex topics.

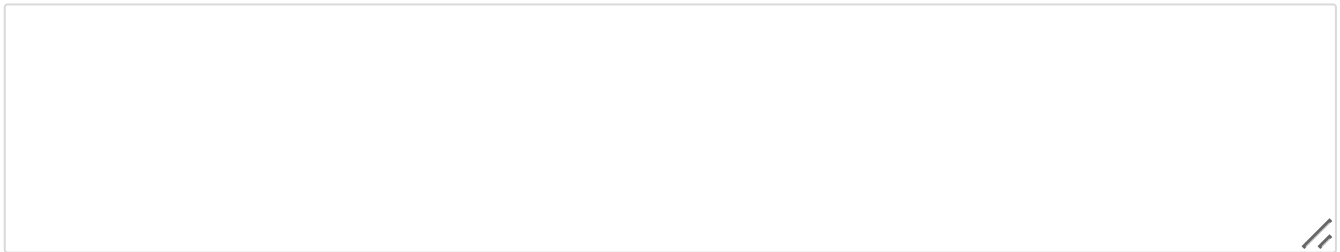
4.4 Materials provide opportunities for students to read grade-appropriate, complex texts in a variety of genres and structures (e.g., narrative, informational, technical, fantasy, prose, poetry, plays) that reflect relatable experiences of all students.



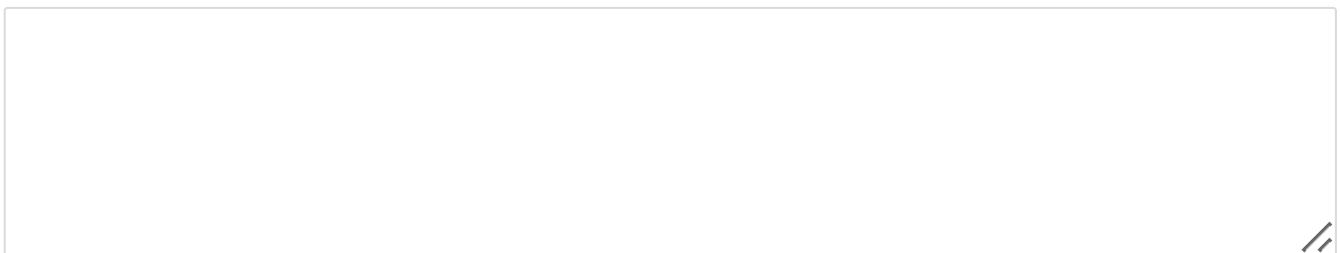
4.5 Materials provide opportunities for students to read grade-appropriate, complex cross-disciplinary texts (e.g., presidential speeches, scientific articles, charts, and graphs) as well as those with relatable experiences drawn from students' everyday lives (e.g., social media posts, fan fiction, etc.).



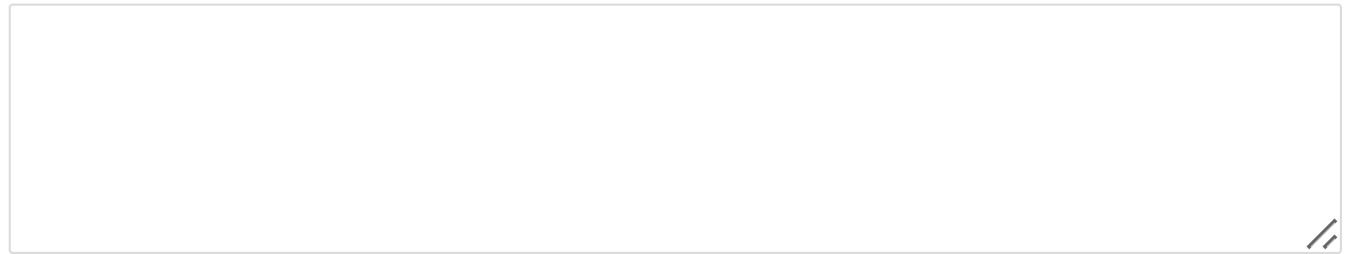
4.6 There are multiple, grade-appropriate texts for teachers' use in whole-class contexts for the purposes of reading aloud, modeling fluency, building vocabulary, and developing background knowledge



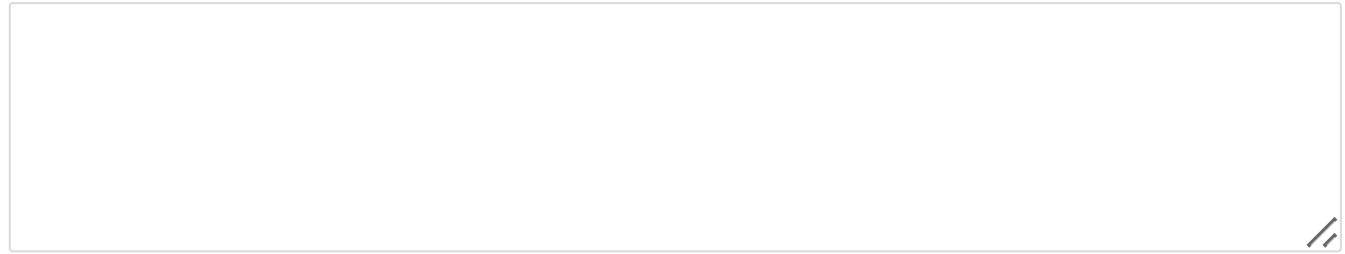
4.7 There are multiple, grade-appropriate texts for students to read in small groups (e.g., literature circles, book clubs) that appeal to students' interests, provide opportunities for students to practice previously taught reading comprehension and language development skills collaboratively, and enhance understanding of related concepts, topics, or themes.



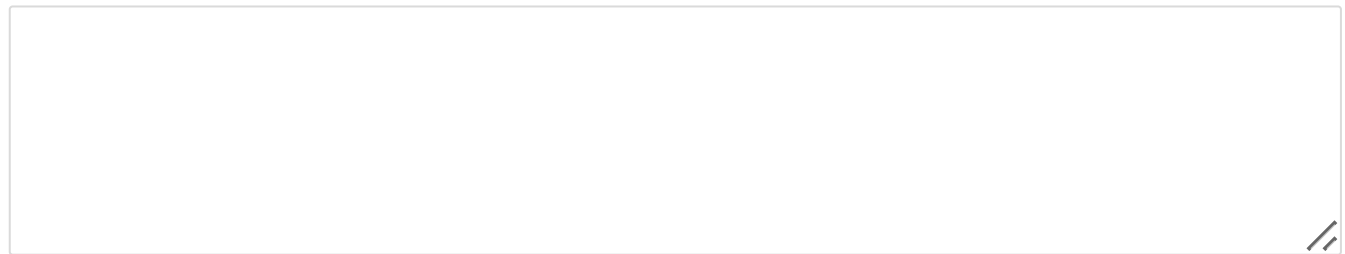
4.8 Modeling, thinking alouds, and/or gradual release of responsibility (e.g., I do, we do, you do) are used to develop metacognitive reading habits, discipline-specific practices, and comprehension strategies (e.g., monitoring comprehension, using graphic organizers, answering questions, generating questions, summarizing) with particular emphasis on citing textual evidence.



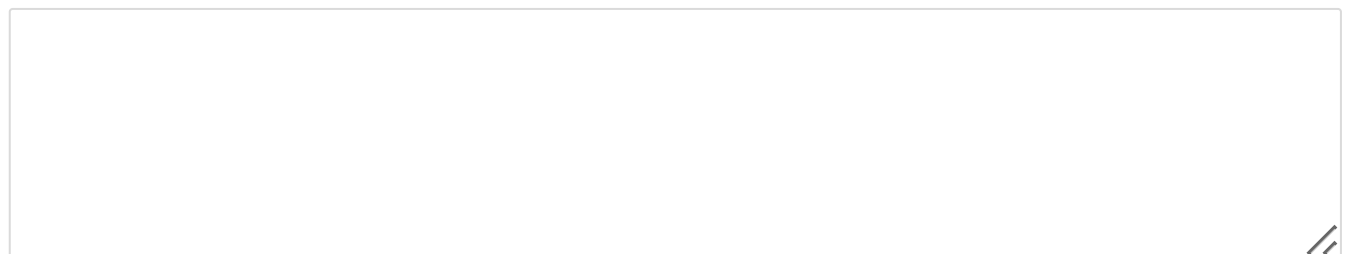
4.9 Modeling, thinking alouds, and graphic organizers are used to identify components of text structure (e.g., problem-solution, cause-effect, compare-contrast, sequencing) at both the text level (e.g., argument structure, plot structure) and paragraph level (e.g., paragraph organization, signal words), to aid in careful reading and comprehension of narrative and informational texts.



4.10 Lessons include explicit instruction in identifying two or more themes or main ideas of a narrative and/ or informational text, explaining how the ideas are supported by key details, and developing summaries.



4.11 Lessons include explicit instruction in using text features to acquire meaning in narrative texts (e.g., chapters, scenes), informational texts (e.g., titles, headings, and information from graphs, charts, and photographs), and/ or in digital sources, in comparing and contrasting text features (e.g., meaning, tone) within and across two or more texts, and in applying strategies for integrating information from two or more texts with connected concepts, topics, or themes



4.12 There are multiple opportunities for students to engage in extended, productive, conversations about the meaning of texts and a wide variety of topics in order to expand and deepen their background knowledge and language skills; materials provide suggestions for teachers for facilitating productive conversations.

4.13 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction on developing comprehension and background knowledge based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.

Comments

CRITERION 5: Writing

5.1 There are multiple opportunities for students to gain familiarity and practice with a wide range of authentic writing processes (e.g., taking notes, brainstorming, creating outlines, revising, incorporating multimedia components, publishing)

5.2 There are multiple opportunities for students to gain familiarity and practice with a wide range of authentic writing products (e.g., writing summaries, writing short-answer responses, writing formal essays of various genres) that include multimedia component (e.g., graphics, sounds) and visual displays when appropriate to enhance ideas.

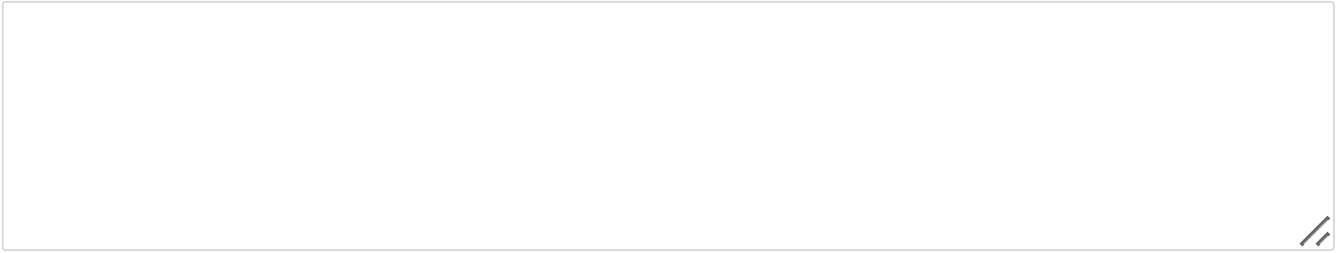
5.3 There are multiple opportunities for students to use text-based tasks (e.g., analyzing, synthesizing, citing textual evidence accurately) that require them to present well-defended claims about the text, provide logically ordered reasons that are supported by facts and details, and use grade-level language, conventions, and vocabulary.

5.4 There are multiple opportunities for students to gain familiarity and practice with writing in a variety of genres for a variety of purposes, contexts, and audiences.

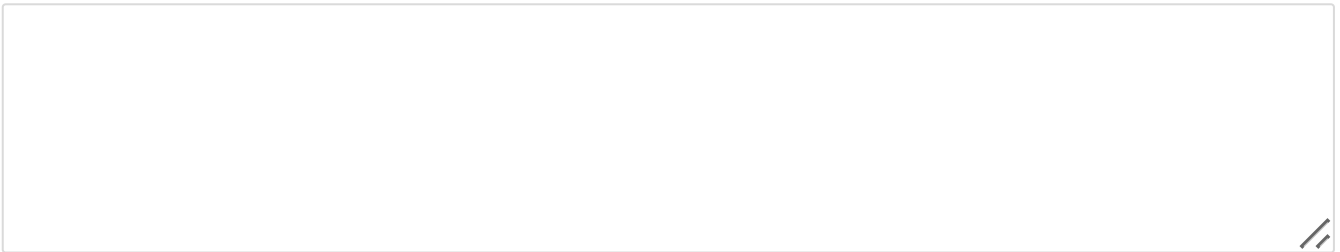
5.5 Materials include graphic organizers to generate organizational structures in which ideas are logically grouped to support the writer's purpose and to promote executive functioning.

5.6 Lessons include explicit instruction in idea generation and planning that leads to opinion/ argumentative compositions, informative compositions, and narrative compositions; there are multiple opportunities for students to practice planning and composing independently.

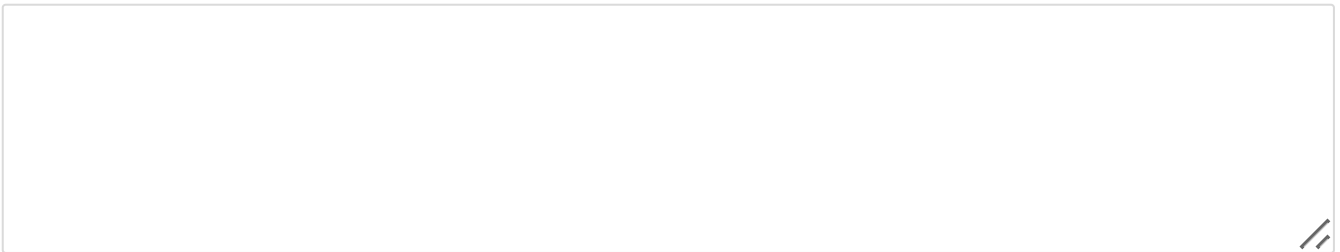
5.7 Lessons include explicit instruction in idea generation and planning that leads to research papers and/or projects; there are multiple opportunities for students to practice the research process extensively including conducting research independently, drawing on several sources, assessing the credibility and accuracy of sources, and incorporate the sources by paraphrasing and summarizing.



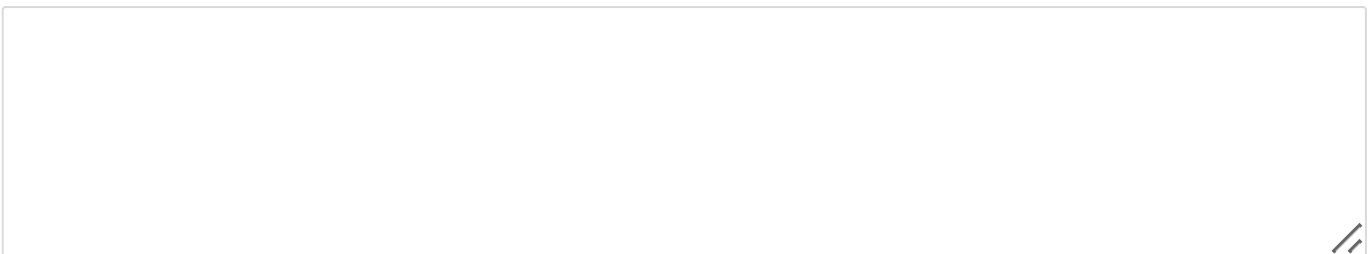
5.8 Lessons include explicit instruction in grade-level appropriate skills (e.g., selecting words and phrases to convey ideas precisely, expanding/ combining/ reducing sentences for meaning and style, using appropriate punctuation and conjunctions, constructing paragraphs, applying grammatical conventions etc.) and provides multiple opportunities for students to practice using grade-level grammar and language conventions.



5.9 The program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to provide small group, differentiated instruction on writing based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.



Comments



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Supporting Documents

Essential Program Components

Please fill out all 3 textboxes below to fulfill the Essential Program Components requirement.

1. Provide a bulleted list of the essential program components (program materials) necessary to ensure effective results and improve outcomes when implemented as demonstrated.

2. Provide a description of how components (program materials) are sold (e.g., as an all-inclusive-kit, ala carte/individually etc.).

3. Provide information about the PD materials for teacher implementation.

Instructional Materials

Please provide a link to your Instructional Materials. For Phase II, please remember that reviewers need access to all teacher and student materials.

Instructional Materials URL *

Login Information (if required)




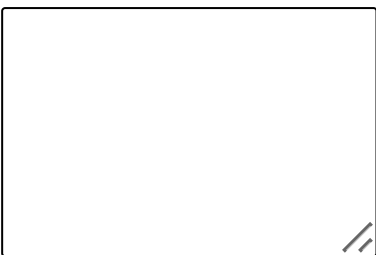
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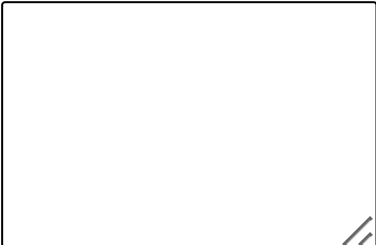



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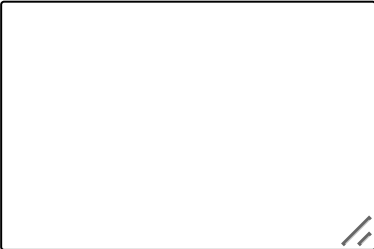



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Phase II: In-Depth Program Review Fifth Grade

Assurance of Accessibility Standards

Standard (check all that apply)	Comment or Explanation	Organization That Maintains the Standard
<input type="checkbox"/> Available in PDF Format		Adobe
<input type="checkbox"/> Available in ePub Format		<u>International Digital Publishing Form</u>
<input type="checkbox"/> Accessible Course within an Open Learning Management System (LMS)		<u>Moodle</u>
<input type="checkbox"/> Accessible Course within another Learning Management System (LMS)		LMS Provider

<input type="checkbox"/> Available in an accessible media format and includes alternative text or subtitles		Provider
<input type="checkbox"/> Includes alternative text (image)		Provider
<input type="checkbox"/> Includes captions and subtitles (video)		Provider
<input type="checkbox"/> Includes flash accessibility functions (SWF)		Adobe
<input type="checkbox"/> Includes functionality that provides accessibility		Provider
<input type="checkbox"/> Complies with W3C Recommendations for web page		Evaluating Web Accessibility. Overview Web Accessibility Initiative (WAI) W3C

<input type="checkbox"/> Is a 508 compliant website		<u>U. S. Government</u>
<input type="checkbox"/> Available in the National Accessible Instructional Materials Standard (NIMAS) Format - Accessible XML		<u>NIMAC</u>
<input type="checkbox"/> Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web, and Multimedia		<u>National Center for Accessible Media</u>
<input type="checkbox"/> Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blu-ray Disk, materials comply with production standards		ITA Standards DVD Forum Specification UDF 2.5 Blu-ray Disk Association

Accessibility Assurances Signature *

Please type your full first and last name below to act as your signature confirming that the Accessibility Assurances is complete.

I understand the VLA Requirements. *

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For questions, please contact: VLP-VLA@virginia.edu

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PREVIEW