

SKILLSCOMMONS ACCESSIBILITY CHECKPOINTS

METHODS FOR HTML FORMATS
(ASSISTIVE TECHNOLOGIES)

Evaluation time

Estimate evaluation time per book:

- Novice rater: Approx. 3 hours
- Experienced rater: 2.5 ~ 3 hours

Depending on book content and amount of material,

- STEM books
- Books with more pages
- Books with lots of images
- Complex web format

Takes longer to evaluate

Accessibility Checkpoints

1. Accessibility Documentation
2. Text Access
3. Text Adjustment
4. Reading Layout
5. Reading Order
6. Structural Markup/Navigation
7. Tables
8. Hyperlinks
9. Color and Contrast
10. Language
11. Images
12. Multimedia
13. Flickering
14. STEM
15. Interactive Elements

How to access texts

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How to access texts

STEPS:

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Introduction to Statistics

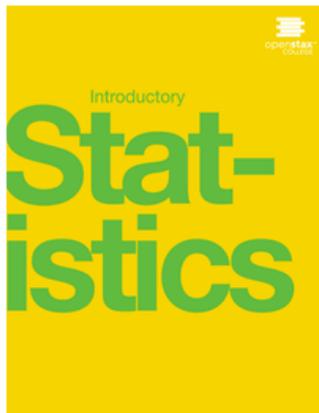


MATH 110

eTextbook	eTextbook Reviews
<i>Introductory Statistics From BC Campus</i>	Tami Matsumoto, CCC Faculty Andrew Noymer, UC Faculty Hasan Rahim, CCC Faculty
<i>Introductory Statistics From Open Stax College</i>	Tami Matsumoto, CCC Faculty Andrew Noymer, UC Faculty Hasan Rahim, CCC Faculty
<i>Online Statistics Education: An Interactive Multimedia Course of</i>	Tami Matsumoto, CCC

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Formats

Online texts are available in various formats and should be evaluated based on the following rankings:

1. EPUB3
2. HTML
3. Microsoft Word
4. PDF

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Formats

In other words, EPUB3 is ideal, but if it is not available, we move down the list and search for the next available format

4. Download textbook or open link (if applicable)

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Formats

Note: This is an OpenStax text. Although EPUB3 isn't listed, it is available!

To determine if there is an EPUB3 format for OpenStax texts, additional navigation is required.

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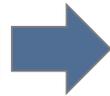
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Introductory Statistics

Book by: OpenStax College

 Contents +  Metadata +  Tools +

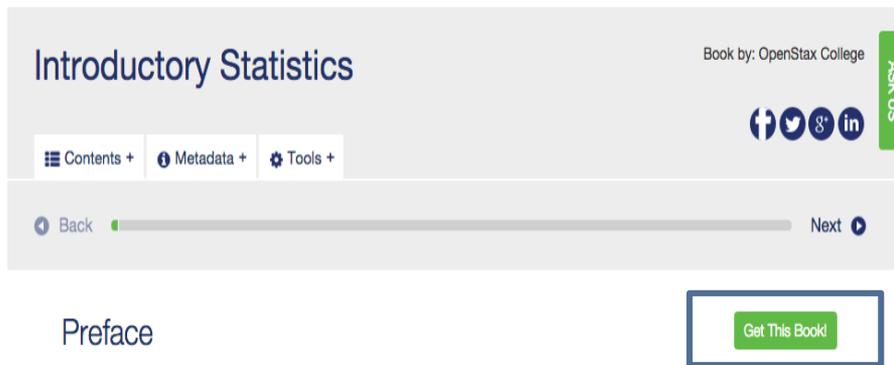
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Preface

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Introductory Statistics

Book by: OpenStax College

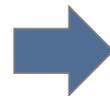
ASK US

Contents + Metadata + Tools +

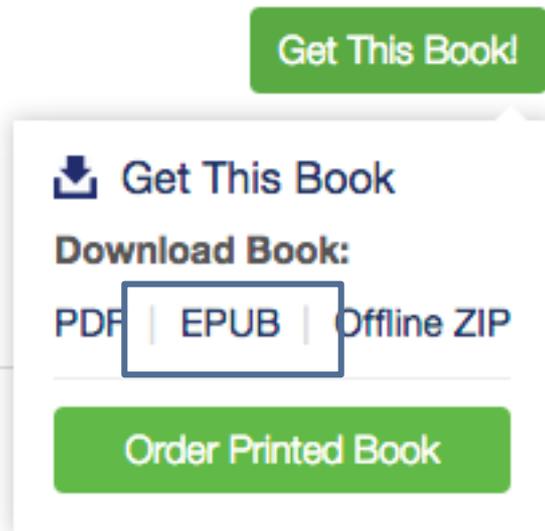
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Preface

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Note: At the time of this writing, only OpenStax texts have been found to need additional navigation. All other texts have been found to clearly list out all available formats.



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Checklist

All information obtained from textbook evaluation will be entered into checklists:

HTML Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
HTML					

Check point	Criteria	Amount of Material	Pass/Fail
1 Acc. Documentation	A. URL to Formal Accessibility Policy		
1 Acc. Documentation	B. URL to Accessibility Statement		
1 Acc. Documentation	C. URL to Accessibility Evaluation Report		
2 Text Access	Text to Speech	0	
3 Text Adjustment	A. Compatible		0
3 Text Adjustment	B. Adjust font and colors		0
4 Reading Layout	A. Reflow the text	30 web pages	
4 Reading Layout	B. Page # match printed material & reflow of text	30 web pages	
5 Reading Order	Digital resource layout		
6 Structural Markup	A. Navigation text		
6 Structural Markup	B. Lists		
6 Structural Markup	C. eReader application		
7 Table Markup	Table Markup		
8 Hyperlinks	Hyperlinks (within book)		
8 Hyperlinks	Hyperlink (live on internet)	20 links	
9 Color and Contrast	A. Color redundancy		
9 Color and Contrast	B. Contrast		
10 Language	A. Markup		
10 Language	B. Passage Markup		
11 Images	A. Non-decorative		
11 Images	B. Decorative		
11 Images	C. Complex		
12 Multimedia	A. Text Track		
12 Multimedia	B. Transcript		
12 Multimedia	C. Assistive Player		
13 Flickering	Flickering	10 links	
14 STEM	A. Markup (figures)	10 figures	
14 STEM	A. Markup (graphs)	10 graphs	
14 STEM	A. Markup (equation)	10 equations	
14 STEM	B. Notation Markup (figures)	10 figures	
14 STEM	B. Notation Markup (graphs)	10 graphs	
14 STEM	B. Notation (equation)	10 equations	
15 Interactive Elements	A. Keyboard		
15 Interactive Elements	B. Markup		
15 Interactive Elements	C. Text Prompts		

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
EPUB					
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
1	Acc. Documentation	A. URL to Formal Accessibility Policy			
1	Acc. Documentation	B. URL to Accessibility Statement			
1	Acc. Documentation	C. URL to Accessibility Evaluation Report			
2	Text Access	Text to Speech	0 pages		
3	Text Adjustment	A. Compatible	0 pages		
3	Text Adjustment	B. Adjust font and colors	0 pages		
4	Reading Layout	A. Reflow the text	0 pages		
4	Reading Layout	B. Page #s match printed material & reflow of text	0 pages		
5	Reading Order	Digital resource layout			
6	Structural Markup	A. Navigation text			
6	Structural Markup	B. Lists			
6	Structural Markup	C. eReader application			
7	Table Markup	Table Markup			
8	Hyperlinks	Hyperlinks (in-book)	30 links		
8	Hyperlinks	Hyperlink (live)	20 links		
9	Color and Contrast	A. Color redundancy			
9	Color and Contrast	B. Contrast			
10	Language	A. Markup			
10	Language	B. Passage Markup			
11	Images	A. Non-decorative			
11	Images	B. Decorative			
11	Images	C. Complex			
12	Multimedia	A. Text Track			
12	Multimedia	B. Transcript			
12	Multimedia	C. Assistive Player			
13	Flickering	Flickering	10 links		
14	STEM	A. Markup (figures)	10 figures		
14	STEM	A. Markup (graphs)	10 graphs		
14	STEM	A. Markup (equation)	10 equations		
14	STEM	B. Notation Markup (figures)	10 figures		
14	STEM	B. Notation Markup (graphs)	10 graphs		
14	STEM	B. Notation (equation)	10 equations		
15	Interactive Elements	A. Keyboard			
15	Interactive Elements	B. Markup			
15	Interactive Elements	C. Text Prompts			

Checklist

For every book, enter the following:

- Content area
- Name of book
- Format (i.e., EPUB, HTML, Word, or PDF)
- OS used (e.g., Microsoft; Windows)
- For EPUB, Word, and PDF formats: Total number of pages (obtained from Word or PDF format preferably, if available)
- For HTML only: Total number of chapters

Note: Only Windows will be used for analysis until Apple equivalents are decided upon.

Checklist

Example for the EPUB format of Introductory Statistics (PDF version has 863 pages)

The diagram shows a form titled "EPUB Accessibility Checklist" with several callout boxes:

- "Select content type from dropdown list" points to the "Content" column.
- "Select format and OS – note: each format has a different checklist" points to the "Format" and "OS Used" columns.
- "Only for HTML" points to the "Number of Chapters" column.
- "Enter name of book in its entirety" points to the "Name of book" column.

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	

Checklist

Note: When certain information is entered such as the number of pages or number of chapters, certain information in the checklist is updated:

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
1	Acc. Documentation	A. URL to Formal Accessibility Policy			
1	Acc. Documentation	B. URL to Accessibility Statement			
1	Acc. Documentation	C. URL to Accessibility Evaluation Report			
2	Text Access	Text to Speech	172.6 pages		
3	Text Adjustment	A. Compatible	86.3 pages		
3	Text Adjustment	B. Adjust font and colors	86.3 pages		
4	Reading Layout	A. Reflow the text	172.6 pages		
4	Reading Layout	B. Page #s match printed material & reflow of text	172.6 pages		

Checklist

This information is based upon predetermined values for the amount of information that needs to be evaluated. You only need to round up to the next page count (or link count).

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
1	Acc. Documentation	A. URL to Formal Accessibility Policy			
1	Acc. Documentation	B. URL to Accessibility Statement			
1	Acc. Documentation	C. URL to Accessibility Evaluation Report			
2	Text Access	Text to Speech	172.6 pages		
3	Text Adjustment	A. Compatible	86.3 pages		
3	Text Adjustment	B. Adjust font and colors	86.3 pages		
4	Reading Layout	A. Reflow the text	172.6 pages		
4	Reading Layout	B. Page #'s match printed material & reflow of text	172.6 pages		

➔

173 pages

87 pages

87 pages

173 pages

173 pages

Checklist

The percentages used are included in this presentation, but that is only for your reference – the checklist will fill out this information for you!

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
1	Acc. Documentation	A. URL to Formal Accessibility Policy			
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2	Text Access	Text to Speech	172.6 pages		
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3	Text Adjustment	B. Adjust font and colors	86.3 pages		
4	Reading Layout	A. Reflow the text	172.6 pages		
4	Reading Layout	B. Page #'s match printed material & reflow of text	172.6 pages		

173 pages
87 pages
87 pages
173 pages
173 pages

Skills Commons Accessibility Checkpoints

All information obtained from textbook evaluation will be entered into the checkpoints document:

3. *Text Adjustment*

PASS/FAIL: _____ Ranking: _____

- A. Text is compatible with assistive technology.
- B. The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser, media player, or reader) that offers this functionality).

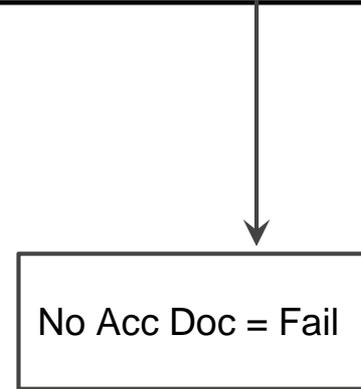
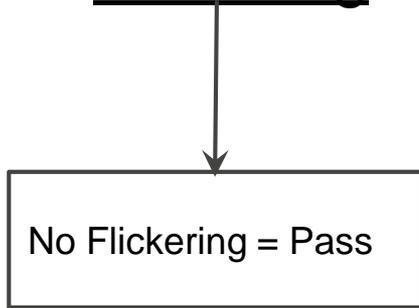
Additional Information: Please describe the technologies (hardware and software versions) and methodologies you used to evaluate the accessibility of the resource for this feature.

Enter info such as the pages you evaluated here as well.



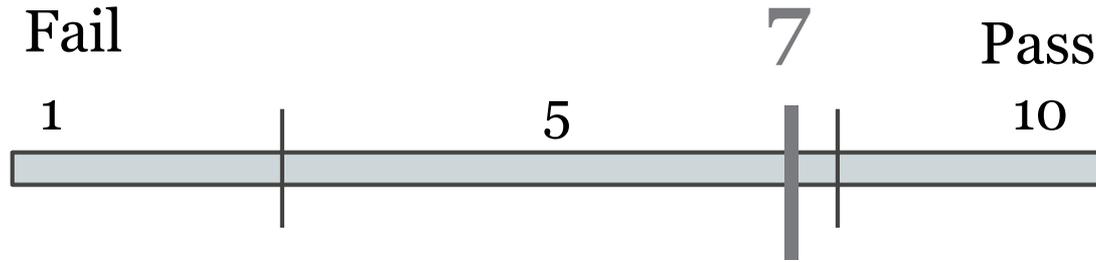
Pass, Fail, or N/A?

- Evaluate material based on the amount of material included in the checklist.
- If there is no related materials, mark N/A for that checkpoint. The only exception are Acc Documentation and Flickering.



Ratings

- Ratings are on a scale of 1-10



- Failure to meet a checkpoint (Fail) should not be rated above a 7
- Meeting a checkpoint (Pass) should not be rated below a 7

HTML

HTML Evaluation Requirements

OS

- Windows OS (XP or above)

Require Downloading

- NVDA ([Download](#))
- Google Chrome ([Download](#))
- Care your eyes (Google Chrome extensions) ([Download](#))
- Color Contrast Analyzer- CCA ([Download](#))

NVDA

Keep in mind when using NVDA:

- Make sure that NumLock is off.
- Try using only the keyboard.
- For more keyboard shortcut ([Click here](#))



Note

The **NVDA** key is set to the **Insert** key by default, but it can be changed to the **Caps lock** key when installing NVDA for the first time. If you want to change your NVDA key preference later, press **Ctrl** + **NVDA** + **K**.

1. Accessibility Documentation

For the textbooks' organizations, find the following:

- URL to formal Accessibility Policy
- URL to accessibility statements
- URL to Accessibility Evaluation Report

Look on the Merlot website for the links.

Accessibility Documentation: Checkpoint 1 parts A, B, and C

Pass =

There was a URL address found for the formal accessibility policy/accessibility statement/accessibility evaluation report. Google Chrome was used to access and evaluate this text.

Fail =

There was no URL address found for the formal accessibility policy/accessibility statement/accessibility evaluation report. Google Chrome was used to access and evaluate this text.

2. Text Access

- The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality

Text Access

STEPS:

1. Download NVDA
2. Open the book with Google Chrome
3. Activate NVDA
(Ctrl + Alt + N)
4. Use NVDA to read from top of the page (Numpad +)
Use Ctrl to stop

Note: make sure your speaker is on!

2. Text Access

5. The text content should be read in a manner that is clear and understandable to the listener.
6. If elements of the text are not read adequately take that into account when scoring this checkpoint
7. Base your score off of the amount of passing material

Text Access: Checkpoint 2 Text to Speech

Pass =

3/3 chapters pass for text to speech. Chapters 1 through 3 were used for this checkpoint. All evaluated chapters were read by the screen reader NVDA completely and correctly. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/3 chapters pass for text to speech. Chapters 1 through 3 were used for this checkpoint. All evaluated chapters failed to be read by the screen reader NVDA correctly. NVDA would skip bolded text, spell out random words, and not read entire paragraphs if a figure was present. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

3. Text Adjustment (Size)

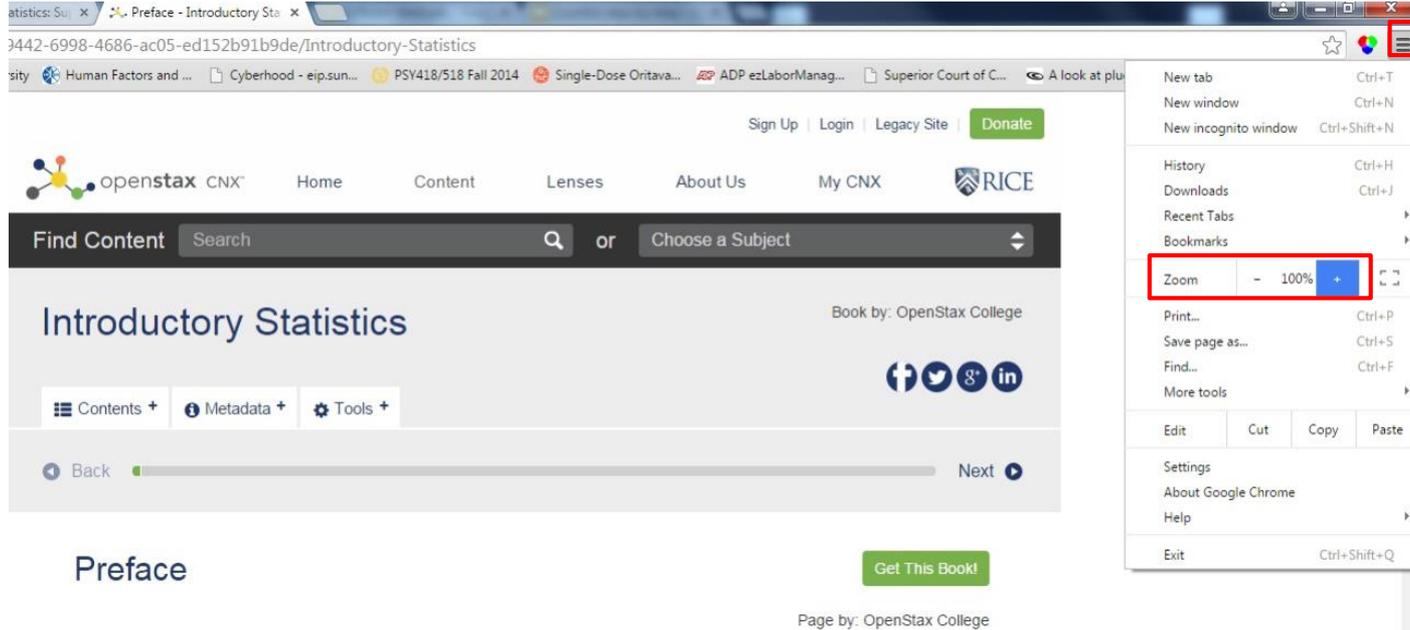
The text allows the user to adjust the font size

STEPS:

1. Open the book with Google Chrome
2. Click on Menu > Zoom "+" for increase, "-" for decrease
3. Check text size between the range of 50% to 200%
4. Do not check for text reflow in this checkpoint

3. Text Adjustment (size)

1. Open the book with Google Chrome
2. Click on Menu > Zoom "+" for increase, "-" for decrease



The screenshot shows a Google Chrome browser window displaying the OpenStax website. The address bar shows the URL: <https://3442-6998-4686-ac05-ed152b91b9de/introductory-statistics>. The page title is "Introductory Statistics" and it is attributed to "OpenStax College". The website header includes the OpenStax logo, navigation links (Home, Content, Lenses, About Us, My CNX), and a "Donate" button. A search bar is present with the text "Find Content" and "Search". Below the search bar, there are buttons for "Contents +", "Metadata +", and "Tools +". The main content area shows "Introductory Statistics" and "Book by: OpenStax College". At the bottom, there is a "Preface" link and a "Get This Book!" button. The Chrome menu is open on the right side, and the "Zoom" option is highlighted with a red box, showing a zoom level of 100%.

Page by: OpenStax College

Text Adjustment: Checkpoint 3 A, Compatible (Size)

Fail =

0/5 chapters pass for text size adjustment. Chapters 1, 4, 6, 8, and 12 were used for this checkpoint. Text size was able to be adjusted between 75% to 200% zoom on all chapters; however, text size was not able to be adjusted below 75% zoom. Google Chrome was used to access and evaluate this text.

Pass =

5/5 chapters pass for text size adjustment. Chapters 1, 4, 6, 8, and 12 were used for this checkpoint. Text size was able to be adjusted between 50% to 200% zoom on all chapters. Google Chrome was used to access and evaluate this text.

3. Text Adjustment (Color)

- The text allows the user to adjust the font and background color

STEPS:

1. Download "Care your Eyes"
2. Open the book with Google Chrome and click on the Care your eyes icon
3. > Select Night Mode > See if the font/background color changes
4. > Select Reseda Mode > See if the font/background color changes
5. Base your score off of the Night Mode but include a statement regarding what happens when in Reseda Mode

3. Text Adjustment (color)

1. Download "Care your Eyes" @

<https://chrome.google.com/webstore/detail/care-your-eyes/fidmpnedniahpneomejhnpmbdamlhl?hl=en>

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Apps

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All

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Runs Offline

By Google

Free

Available for

Works with

RATINGS

★★★★★ & up

Care your Eyes

offered by Sprath

★★★★★ (284) | Accessibility | 12,235 users

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Change the page's background color to the reseda or night mode and you can click a block to make it changing color.

Change a webpage's background color to reseda or night mode to protect your eyes from intensity of white or other lightness color.

You can custom the setting of which webpage element's background image and font color by yourself.

You can right click to change some block's

Report Abuse

Version: 6.0.6

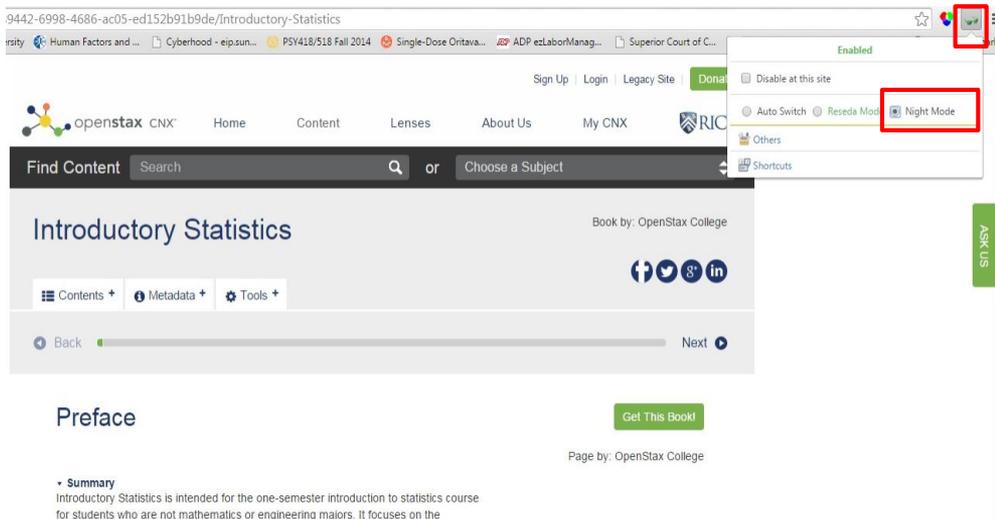
Updated: May 25, 2015

Size: 199KB

Languages: See all 2

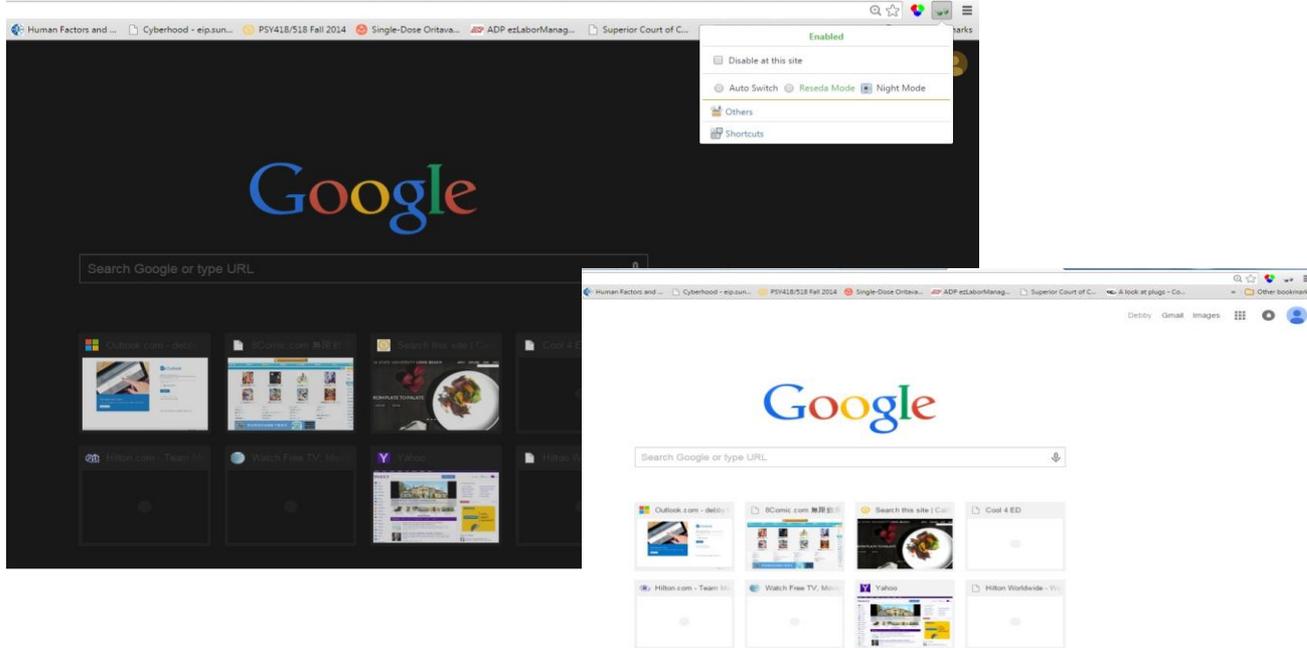
3. Text Adjustment (color)

2. Open the book with Google Chrome and click on the Care your eyes icon > Select Night Mode > See if the font/background color changes > Score accordingly > Select Reseda Mode



3. Text Adjustment (color)

Example: Accessible website for font/background



Text Adjustment: Checkpoint 3 B, Adjust font and colors

Pass =

3/3 chapters pass for adjustment of the font and background color. Chapters 1 through 3 were used for this checkpoint. All evaluated chapters accurately changed the font and background color when “Night mode” was selected in Care your Eyes. All chapters failed to change font and background colors when Reseda mode was selected. Google Chrome and the Google extension Care Your Eyes were used to access and evaluate this text.

Fail =

0/3 chapters pass for adjustment of the font and background color. Chapters 1 through 3 were used for this checkpoint. All evaluated chapters failed to accurately change the font and background color when “Night mode” was selected in Care your Eyes. Large portions of the text were embedded within white text boxes. All chapters changed font and background colors when Reseda mode was selected. Google Chrome and the Google extension Care Your Eyes were used to access and evaluate this text.

4. Reading Layout (Reflow)

- Text of the digital resource allows the user to reflow the text by specifying the margins and line spacing

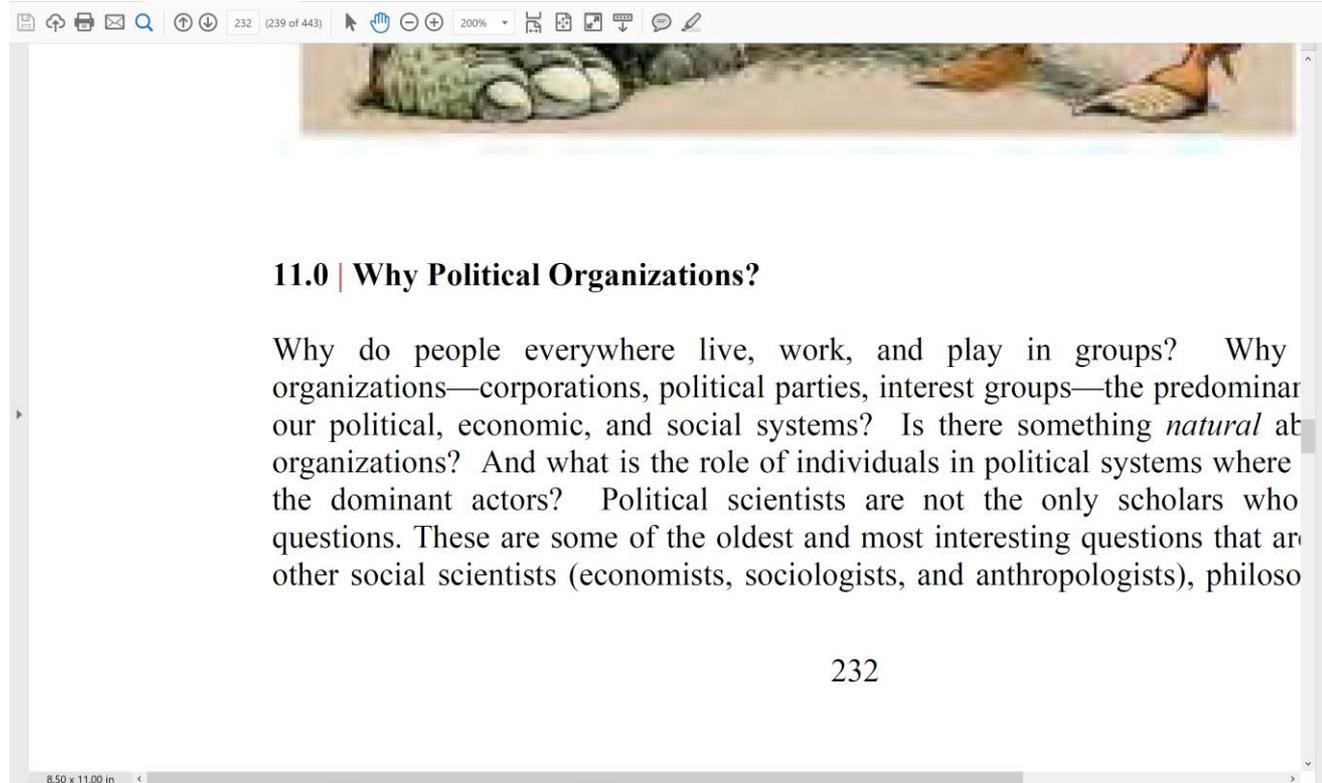
STEPS:

1. Open the book with Google Chrome
2. Click on Menu > Zoom "+" for increase, "-" for decrease
3. Check if the text reflows (wraps without being cutoff or requiring a horizontal scroll bar)
4. Check text size between 50% to 200%

Text Adjustment vs. Reflow

Passes for text adjustment because text is adjustable up to 200%

BUT it does not reflow, therefore it fails for reflow.



232 (239 of 443) 200%



11.0 | Why Political Organizations?

Why do people everywhere live, work, and play in groups? Why organizations—corporations, political parties, interest groups—the predominant our political, economic, and social systems? Is there something *natural* at organizations? And what is the role of individuals in political systems where the dominant actors? Political scientists are not the only scholars who questions. These are some of the oldest and most interesting questions that ar other social scientists (economists, sociologists, and anthropologists), philoso

232

8.50 x 11.00 in

Reading Layout: Checkpoint 4 A, Reflow the Text

Pass =

3/3 chapters pass for reflow of the text. Chapters 1 through 3 were used for this checkpoint. All evaluated chapters successfully reflowed the text without resulting in cutoff text or the use of horizontal scrollbars when the font size was adjusted between 50% to 200% zoom. Google Chrome was used to access and evaluate this text.

Fail =

1/3 chapters pass for reflow of the text. Chapters 1 through 3 were used for this checkpoint. Chapter 2 successfully reflowed the text without resulting in cutoff text or the use of a horizontal scrollbar when the font size was adjusted between 50% to 200% zoom. Chapters 1 and 3 required horizontal scrollbars to view the text at 150% zoom and above. Google Chrome was used to access and evaluate this text.

4. Reading Layout (Page # match)

If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material

***Compare pages numbers (or chapter content if no page numbers provided) with printed material page numbers (PDF if no hard copy)

***If printed material not available, mark N/A

4. Reading Layout (Page # match)

Do the page numbers correspond to the printed text?

Or does the chapter content match if there are no page numbers?

STEPS:

1. Randomly select TEN pages from your online text from each third of the book (i.e., middle, beginning, and end)
2. Find corresponding pages in printed book or in PDF version
3. Determine if page numbers are the same in both versions or determine if the text content is the same if no page numbers are provided

4. Reading Layout (Page # match)

HTML Book – Page 44

De Anza College			Foothill College		
	Number	Percent		Number	Percent
Full-time	9,200	40.9%	Full-time	4,059	28.6%
Part-time	13,296	59.1%	Part-time	10,124	71.4%
Total	22,496	100%	Total	14,183	100%

Fall Term 2007 (Census day)

Tables are a good way of organizing and displaying data. But graphs can be even more helpful in understanding the data. There are no strict rules concerning which graphs to use. Two graphs that are used to display qualitative data are pie charts and bar graphs.

In a **pie chart**, categories of data are represented by wedges in a circle and are proportional in size to the percent of individuals in each category.

In a **bar graph**, the length of the bar for each category is proportional to the number or percent of individuals in each category. Bars may be vertical or horizontal.

A **Pareto chart** consists of bars that are sorted into order by category size (largest to smallest).

Look at [Figure 1.5](#) and [Figure 1.6](#) and determine which graph (pie or bar) you think displays the comparisons better.

It is a good idea to look at a variety of graphs to see which is the most helpful in displaying the data. We might make different choices of what we think is the “best” graph depending on the data and the context. Our choice also depends on what we are using the data for.

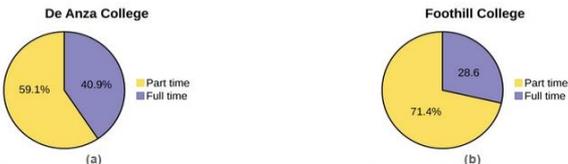


Figure 3.

Printed Book – Page 14

14 CHAPTER 1 | SAMPLING AND DATA

Qualitative Data Discussion

Below are tables comparing the number of part-time and full-time students at De Anza College and Foothill College enrolled for the spring 2010 quarter. The tables display counts (frequencies) and percentages or proportions (relative frequencies). The percent columns make comparing the same categories in the colleges easier. Displaying percentages along with the numbers is often helpful, but it is particularly important when comparing sets of data that do not have the same totals, such as the total enrollments for both colleges in this example. Notice how much larger the percentage for part-time students at Foothill College is compared to De Anza College.

De Anza College			Foothill College		
	Number	Percent		Number	Percent
Full-time	9,200	40.9%	Full-time	4,059	28.6%
Part-time	13,296	59.1%	Part-time	10,124	71.4%
Total	22,496	100%	Total	14,183	100%

Table 1.2 Fall Term 2007 (Census day)

Tables are a good way of organizing and displaying data. But graphs can be even more helpful in understanding the data. There are no strict rules concerning which graphs to use. Two graphs that are used to display qualitative data are pie charts and bar graphs.

In a **pie chart**, categories of data are represented by wedges in a circle and are proportional in size to the percent of individuals in each category.

In a **bar graph**, the length of the bar for each category is proportional to the number or percent of individuals in each category. Bars may be vertical or horizontal.

A **Pareto chart** consists of bars that are sorted into order by category size (largest to smallest).

Look at [Figure 1.5](#) and [Figure 1.6](#) and determine which graph (pie or bar) you think displays the comparisons better.

It is a good idea to look at a variety of graphs to see which is the most helpful in displaying the data. We might make different choices of what we think is the “best” graph depending on the data and the context. Our choice also depends on what we are using the data for.

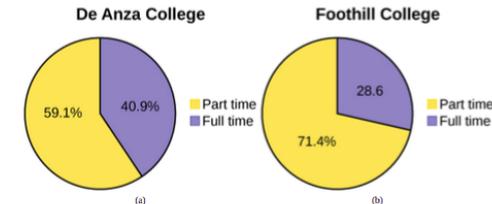


Figure 1.5



Reading Layout: Checkpoint 4 B, Page # match printed material & reflow of text

Pass =

3/3 chapters pass for page number match. Chapters 1 through 3 were used for this checkpoint. The HTML version of the text did not have page numbers so chapter content was compared to the PDF version of the text. All chapter content matched the PDF text chapter content. Google Chrome and Adobe Acrobat XI Pro were used to access and evaluate this text.

Fail =

0/3 chapters pass for page number match. Chapters 1 through 3 were used for this checkpoint. The page numbers in HTML did not match the corresponding PDF page numbers. Google Chrome and Adobe Acrobat XI Pro were used to access and evaluate this text.

N/A =

There was no PDF or printed version of this text available. Google Chrome was used to access and evaluate this text.

5. Reading Order

- Reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology

STEPS:

1. Open the book with Google Chrome
2. Locate 5 pages (include page # in the reports) that contains a more complicated layout
3. Use the NVDA to read from top of the page (Numpad +) and check if the reading order is logical

Reading Order: Checkpoint 5, Digital Resource Layout

Pass =

3/3 chapters pass for reading order of the digital resource layout. Chapters 1 through 3 were used for this checkpoint. All chapters were read by the screen reader NVDA in a manner that followed the visual layout of the webpage without skipping text content. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/3 chapters pass for reading order of the digital resource layout. Chapters 1 through 3 were used for this checkpoint. All chapters failed to read in a manner that followed the visual layout of the webpage without skipping text content. The screen reader NVDA would start to read and then it would skip to an image or content in the margin before returning to the previous location or would leave out entire text sections. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

6. Structural Markup / Navigation Text

- ☑ The text of the digital resource includes markup (e.g. tags or styles) that allows for navigation by key structural elements (chapters, headings, pages) using assistive technology

STEPS:

1. Open the book with Google Chrome and activate NVDA
2. Use heading quick keys (H & 1-6) to check for all heading levels

Use the Shift key to search previous headings

Headings and Lists

Command	Description
H	Headings Quick Key
1-6	Headings Level 1-6
L	List Quick Key
I	List Item Quick Key

Structural Markup: Checkpoint 6 A, Navigation Text

Pass =

3/3 chapters pass for structural markup navigation of the text. Chapters 1 through 3 were used for this checkpoint. The screen reader NVDA was able to identify text headings for chapters and sections using the NVDA hot key “H” for all evaluated chapters. Heading levels were also identified. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/3 chapters pass for structural markup navigation of the text. Chapters 1 through 3 were used for this checkpoint. The screen reader NVDA was not able to identify text headings for chapters and sections using the NVDA hot key “H” for all evaluated chapters. Heading levels were also not identified. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

6. Structural Markup / Lists

- ☑ The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology

STEPS:

1. Open the book with Google Chrome and activate NVDA
1. Locate a list
2. Use List quick keys (L) to check if the program can recognize it as a list.
3. Use List quick keys (I) to check if the program can recognize each item in the list

****Repeat the steps for 10 lists*****

Headings and Lists

Command	Description
H	Headings Quick Key
1-6	Headings level 1-6
L	List Quick Key
I	List Item Quick Key

Structural Markup: Checkpoint 6 B, Navigation Lists

Pass =

10/10 lists pass for structural markup navigation. Chapters 1 through 3 were used for this checkpoint. Lists were found in chapter 1 section 4(3), section 6(2), chapter 2 section 2(4), and chapter 3 section 6(1). The screen reader NVDA was able to identify all lists and list items using the NVDA hot keys “L” and “I”. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/10 lists pass for structural markup navigation. Chapters 1 through 3 were used for this checkpoint. Lists were found in chapter 1 section 4(3), section 6(2), chapter 2 section 2(4), and chapter 3 section 6(1). The screen reader NVDA was not able to identify all lists and list items using the NVDA hot keys “L” and “I”. However, the lists were still read by the screen reader NVDA which is why although this checkpoint fails it was scored with a 6. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

6. Structural Markup / eReader Application

- If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology

Not using reader application, mark N/A on the reports

Structural Markup: Checkpoint 6 C, eReader Application

N/A =

We are not using an additional ereader application in this evaluation. Google Chrome was used to access and evaluate this text.

7. Tables

- ☑ Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology

STEPS:

1. Open the book with Google Chrome and activate NVDA
1. Locate a table
2. Use Table quick keys (T) to check if the program can recognize it as a table, then use other quick keys to check for all cells.

Repeat the steps for 10 tables

Tables

Command	Description
T	Table Quick Key
Ctrl + Alt + →	Cell to Right
Ctrl + Alt + ←	Cell to Left
Ctrl + Alt + ↓	Cell Below
Ctrl + Alt + ↑	Cell Above

Structural Markup: Checkpoint 7, Table Markup

Pass =

10/10 tables pass for structural markup. Tables were found in chapter 5 section 2(3), section 4(5), and chapter 7 section 3(2). All tables were recognized by the screen NVDA when using the hot key “T” and allowed navigation through the table with the use of NVDA key commands. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/10 tables pass for structural markup. Tables were found in chapter 5 section 2(3), section 4(5), and chapter 7 section 3(2). None of the evaluated tables were recognized by the screen NVDA when using the hot key “T”. However, all tables allowed navigation through the table with the use of NVDA key commands which is why this checkpoint received the score of 6. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

8. Hyperlinks (Within Book)

- For within-book hyperlinks, mark the Pass/Fail cell as N/A
- All links in HTML are considered to be live

Hyperlinks: Checkpoint 8, Within-book Hyperlinks

N/A =

All links within the HTML format are considered to be live hyperlinks.
Google Chrome was used to access and evaluate this text.

8. Hyperlinks (Live)

STEPS:

1. Navigate through hyperlinks using TAB key
2. Use ENTER key to select hyperlink
3. Check the location to which the link redirects to ensure that it is correct

For within-book hyperlinks, mark N/A: ALL links in HTML are considered to be live and on the internet

8. Hyperlinks (Live)

- Functionality**: Links (e.g. website or email addresses) within the text of the digital resource are rendered as active hyperlinks in a manner that allows them to be detected (using the tab key) and activated (using the enter key) with assistive technology.
- Check that the link redirects to the correct location
- If the link is not accessed when using the tab button then fail this sub category
- If the link does not redirect when the enter button is clicked then fail this sub category

8. Hyperlinks (Live)

Descriptive: The link is descriptive enough for the users to know where the link will take them. If the link appears as an URL = fail this sub-category.

- E.g. CSULB homepage 
www.csulb.edu 

Checking for live hyperlinks (in-book links are live too)

If the link appears as an URL = fail this sub category

If the link itself is not descriptive enough to indicate the location then fail this sub category

8. Hyperlinks (Live)

1. Open the book with Google Chrome and activate NVDA
2. Locate a few hyperlinks
3. Use Links quick keys (TAB or Shift TAB) to check if the program can recognize it as a link, then press enter to see if the link functions correctly (takes you to the right location)
4. Tab through a total of 50 links from different section of the book to check for both functionality and descriptive name.

**If nothing happens then the link doesn't work

Hyperlinks: Checkpoint 8, Hyperlink Functionality (Live)

Pass =

50/50 live links pass for hyperlink functionality. Chapter 1 through 4 were used for this checkpoint. Passing links were found in chapter 1 section 2(15), section 3(12),section 4(13), chapter 2 section 3(3), chapter 3 section 1(2) and chapter 4 section 5(5). All links were able to be selected using both the "Tab" and "Enter" keys and redirected to the correct locations. Google Chrome was used to access the links online and evaluate this text.

Fail =

0/50 live links pass for hyperlink functionality. Chapter 1 through 4 were used for this checkpoint. Passing links were found in chapter 1 section 2(15), section 3(12),section 4(13), chapter 2 section 3(3), chapter 3 section 1(2) and chapter 4 section 5(5). None of the links could be accessed using the tab key. Google Chrome was used to access the links online and evaluate this text.

Hyperlinks: Checkpoint 8, Hyperlink Descriptiveness (Live)

Pass =

50/50 live links pass for hyperlink descriptiveness Chapter 1 through 4 were used for this checkpoint. Passing links were found in chapter 1 section 2(15), section 3(12),section 4(13), chapter 2 section 3(3), chapter 3 section 1(2) and chapter 4 section 5(5). All evaluated links clearly describe the location to which they redirect the user. Google Chrome was used to access the links online and evaluate this text.

Fail =

0/50 live links pass for hyperlink descriptiveness. Chapter 1 through 4 were used for this checkpoint. Passing links were found in chapter 1 section 2(15), section 3(12),section 4(13), chapter 2 section 3(3), chapter 3 section 1(2) and chapter 4 section 5(5). All of the links failed because they were in the form of URL addresses. Google Chrome was used to access the links online and evaluate this text.

9. Color & Contrast (Color Redundancy)

- ✓ Color redundancy (information is not conveyed by color alone) needs to be checked manually
- ✓ Text content should not be distinguishable by color alone
- ✓ Consider the amount of failing content in each chapter/section when determining the score

n changes in classrooms has several other effects. One, for example, is that it can tempt teachers to think that what is taught is equivalent to what is learned—even e different. If I assign a reading to my students about the Russian Revolution, it would be nice to assume not only that they have read the same words, but also lear read and learned all of what I assigned; others may have read everything but misunderstood the material or remembered only some of it; and still others, unfortunat firm this picture, if asked confidentially. There are ways, of course, to deal helpfully with such diversity of outcomes; for suggestions, see especially [Section 10](#).¹¹ If educational strategies I adopt, they cannot include assuming that what I teach is the same as what students understand or retain of what I teach.

as dependent on sequencing and readiness

Even teaching and learning creates a secondary issue for teachers, that of educational **readiness**. Traditionally the concept referred to students' preparedness to c start school for example, if he or she was in good health, showed moderately good social skills, could take care of personal physical needs (like eating lunch or i n. [Table 2.6](#) shows a similar set of criteria for determining whether a child is "ready" to learn to read (Copple & Bredekamp, 2006). At older ages (such as in high To take a course in physics, for example, a student must first have certain prerequisite experiences, such as studying advanced algebra or calculus. To begin work to mention also studying educational psychology!).

E.g.
Links are presented
with color (blue) and
underline.

Color and Contrast: Checkpoint 9 A, Color Redundancy

Pass =

5/5 chapters pass for color redundancy. Chapters 1 through 3 and 12 through 13 were used for this checkpoint. The evaluated chapters were color redundant. The only text content that required color redundancy were links which were both underlined and in brackets. Google Chrome was used to access and evaluate this text.

Fail =

0/5 chapters pass for color redundancy. Chapters 1 through 3 and 12 through 13 were used for this checkpoint. The evaluated chapters were color not redundant. The only text content that required color redundancy were links which were not distinguishable from surrounding text aside from their blue coloring. Google Chrome was used to access and evaluate this text.

9. Color & Contrast (Contrast Ratio)

- The visual presentation of text and images of text in the digital resource has a contrast ratio of at least 4.5:1 (AA)
- Make sure your active window is in full screen and that you are at 100% zoom
- Large text (18 point +) has a contrast ratio of at least 3:1 (AA)

Normal text

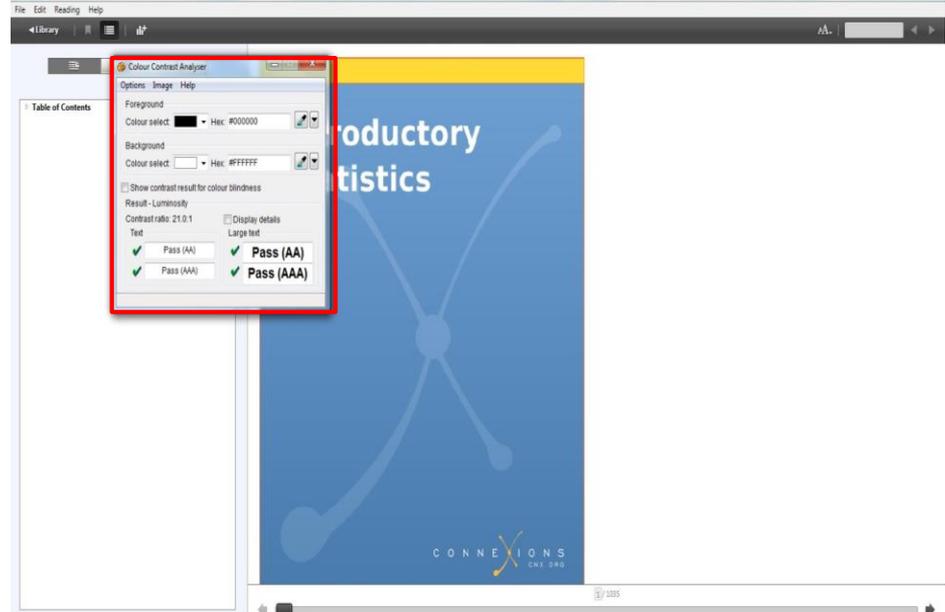
Large text

- Provide color combinations for passing and failing content
- Provide contrast ratios only for failing content

Color & Contrast (Contrast Ratio)

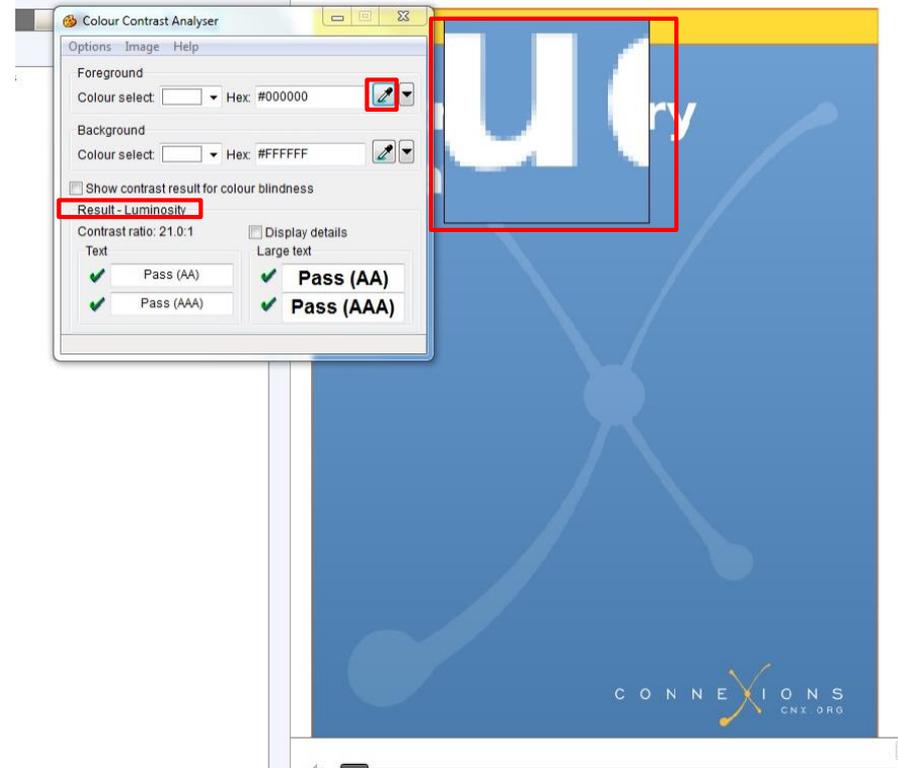
Colour Contrast Analyzer (CCA)

1. Download Colour Contrast Analyzer Tool
2. Open the document you want to evaluate
3. Open the application



Color & Contrast (Contrast Ratio)

4. Make sure you are in the **Result -- Luminosity** mode.
5. Click the **Foreground eye dropper** tool, hover over and click the foreground color to select it.



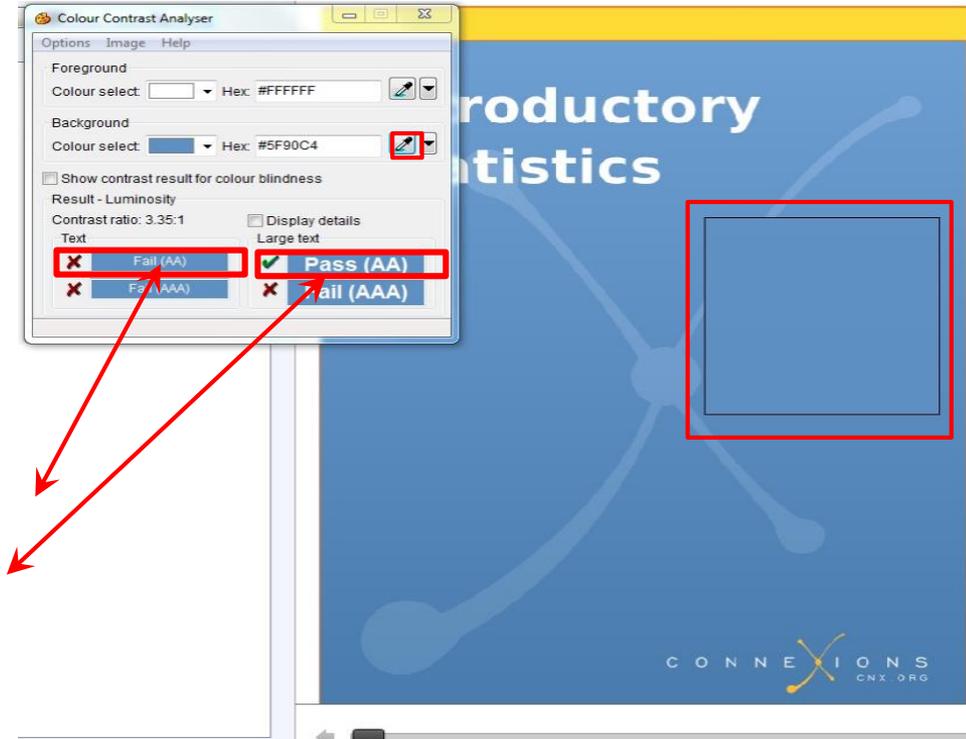
Color & Contrast (Contrast Ratio)

6. Click the **Background eye dropper** tool, hover over and click the background color.

7. Determine if the text is greater than 18 points (e.g. Header).

Small text: Check under "Text" (AA)

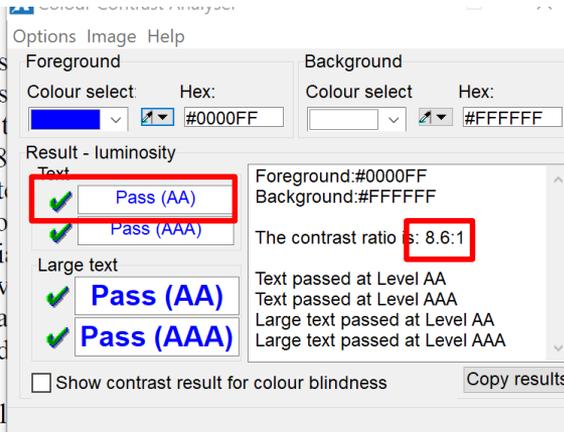
Large text (18+): Check under "Large text" (AA)



Reporting Contrast results

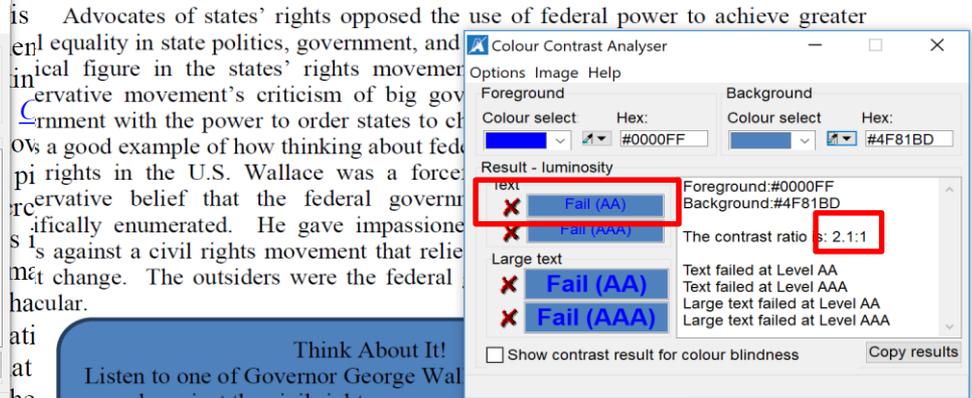
When content passes, report the color combination but not the ratio:

“The blue text on white background passed.”



When content fails, report the color combination and the ratio:

“The blue text on blue background fails with a ratio of 2.1:1.”



Think About It!

Listen to one of Governor George Wallace's speech against the civil rights movement.

<http://www.youtube.com/watch?v=QW6ikSCDaRQ&feature=endscreen&NR=1>

The first era of federalism of federalism that describes equal sovereigns. Each is Supreme Court endorsed *Board of Port Wardens* (18 could require that ships enter Constitution gives the nation the states. The Philadelphia commerce. The Court developed for local or national regulation their nature national, or adjusted justly be said to...require national and require local Doctrine assumes that the national and state governments have separate responsibility. For example, the national government would have exclusive power

Advocates of states' rights opposed the use of federal power to achieve greater equality in state politics, government, and political figure in the states' rights movement. The conservative movement's criticism of big government with the power to order states to change. A good example of how thinking about federal rights in the U.S. Wallace was a forceful conservative belief that the federal government specifically enumerated. He gave impassioned speeches against a civil rights movement that relied on change. The outsiders were the federal hacular.

Example Simple Image

When content passes, report the color combination but not the ratio:
“The simple image was found on page 45 and the black on white background passed with the Colour Contrast Analyzer.”

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.
EDITION FOR GREATER NEW YORK
NEW YORK JOURNAL AND ADVERTISER
VOL. 4475
NO. 1475
NEW YORK, THURSDAY, FEBRUARY 15, 1915. PAGES
PRICE ONE CENT
DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY
\$50,000! Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.
\$50,000! For the Detection of the Perpetrator of the Maine Outrage!
\$50,000! For the Detection of the Perpetrator of the Maine Outrage!
The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was Destroyed.
NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SUBMARINE
Shells—Survivors Brought to Key West Scout the Idea of Accident—Spanish Officials Protest Too Much—Our Cabinet Orders a Searching Inquiry—Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.

Executive
Legislative
Bureaucratic

Colour Contrast Analyser
Options Image Help
Foreground Background
Colour select Hex: Colour select Hex:
#000000 #4F81BD
Result - luminosity
Text
✓ Pass (AA)
✗ Fail (AAA)
The contrast ratio is: 5.2:1
Large text
✓ Pass (AA)
✓ Pass (AAA)
Text passed at Level AA
Text failed at Level AA
Large text passed at Level AA
Large text passed at Level AAA
 Show contrast result for colour blindness Copy results

“The simple image found on page 91 passed with the black text on the blue background.”

Color and Contrast: Checkpoint 9 A, Headers

Contrast =

This is a combined average of the following three subsections (Header, Text, and Simple Images). Google Chrome was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

A) Contrast – Headers =

Pass =

3/3 Header color combinations pass for color contrast. Chapters 5 through 8 were used for this checkpoint. The passing header color combinations were black text on a white background, black text on a light green background, and dark blue text on a light grey background. Google Chrome was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Fail =

1/3 Header color combinations pass for color contrast. Chapters 5 through 8 were used for this checkpoint. The passing header color combination was black text on a white background. The failing header color combinations were light green text on a light blue background with a contrast ratio of 1.27:1, and light orange text on a light blue background with a contrast ratio of 1.18:1. Google Chrome was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Color and Contrast: Checkpoint 9 B, Text

B) Contrast – Text =

Pass =

3/3 Text color combinations pass for color contrast. Chapters 5 through 8 were used for this checkpoint. The passing text color combinations were black text on a white background, black text on a light green background, and dark blue text on a light grey background. Google Chrome was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Fail =

1/3 Text color combinations pass for color contrast. Chapters 5 through 8 were used for this checkpoint. The passing text color combination was black text on a white background. The failing text color combinations were light green text on a light blue background with a contrast ratio of 1.27:1, and light orange text on a light blue background with a contrast ratio of 1.18:1. Google Chrome was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Color and Contrast: Checkpoint 9 C, Simple Images

C) Contrast – Simple Images =

Pass =

2/2 Simple images pass for color contrast. Chapters 5 through 8 were used for this checkpoint. Simple images were found in chapter 5 section 2.1 and chapter 8 section 2.9. The passing color combinations for simple images was black on a white background. Google Chrome was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Fail =

1/2 Simple images pass for color contrast. Chapters 5 through 8 were used for this checkpoint. Simple images were found in chapter 5 section 2.1 and chapter 8 section 2.9. The passing color combination for the simple image in chapter 5 section 2.1 was black on a white background. The failing color combination for the simple image in chapter 8 section 2.9 was light green on a light blue background with a contrast ratio of 1.27:1. Google Chrome was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

10. Language

Part A, Markup:

- The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology

Part B, Passage Markup:

- If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a manner that is compatible with assistive technology

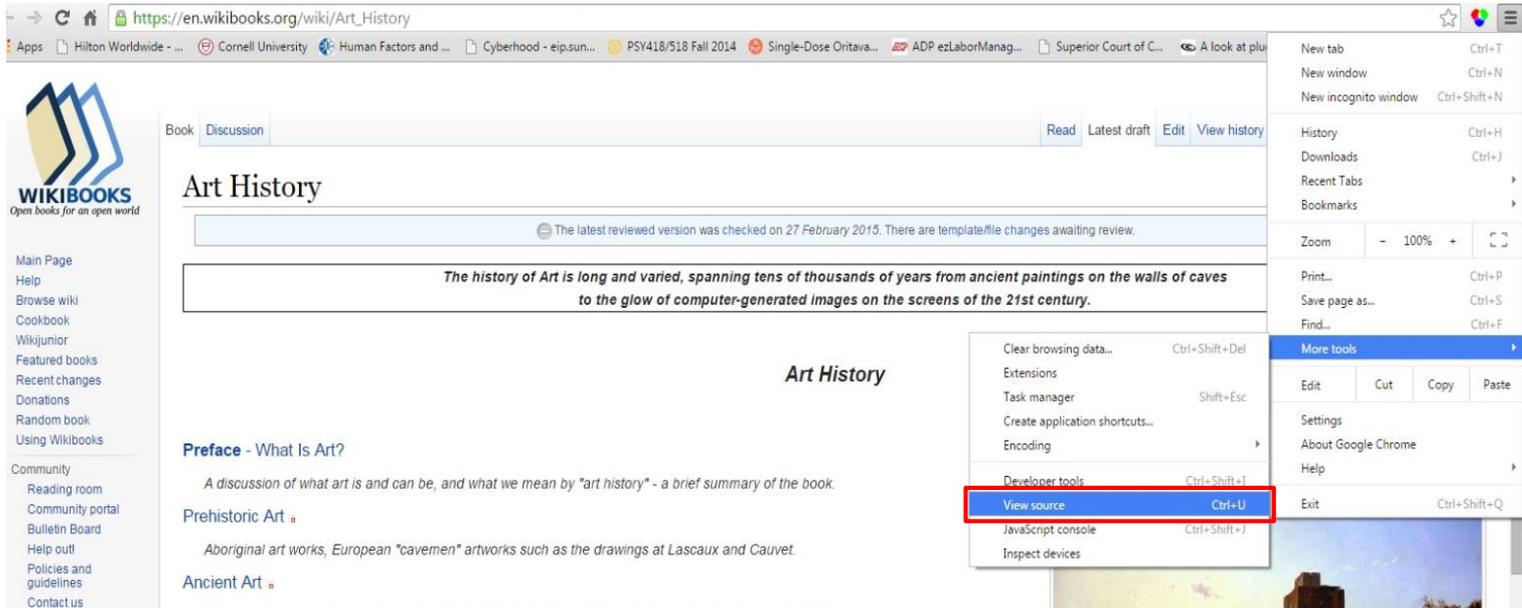
10. Language

STEPS:

1. Open the book you want to evaluate in your browser
2. Click on Browser Menu > more tools > view source
(If you prefer: simply press the "ctrl" key and the "U" key)
3. Press on Ctrl + F to search
4. Type in lang=
5. Look for lang=language code
ex: lang="en"

10. Language

1. Open the book you want to evaluate in your browser
2. Click on Browser Menu > more tools > view source (or Ctrl+U)



The screenshot shows a web browser window with the URL https://en.wikibooks.org/wiki/Art_History. The page content includes the Wikibooks logo, a navigation bar with 'Book', 'Discussion', 'Read', 'Latest draft', 'Edit', and 'View history', and the main title 'Art History'. Below the title, there is a notice about a reviewed version and a quote: "The history of Art is long and varied, spanning tens of thousands of years from ancient paintings on the walls of caves to the glow of computer-generated images on the screens of the 21st century." The page also has sections for 'Preface - What Is Art?', 'Prehistoric Art', and 'Ancient Art'. The browser's 'More tools' menu is open, and the 'View source' option is highlighted with a red box.

Browser Menu:

- New tab Ctrl+T
- New window Ctrl+N
- New incognito window Ctrl+Shift+N
- History Ctrl+H
- Downloads Ctrl+J
- Recent Tabs
- Bookmarks
- Zoom - 100% +
- Print... Ctrl+P
- Save page as... Ctrl+S
- Find... Ctrl+F
- More tools
- Edit Cut Copy Paste
- Settings
- About Google Chrome
- Help
- Exit Ctrl+Shift+Q

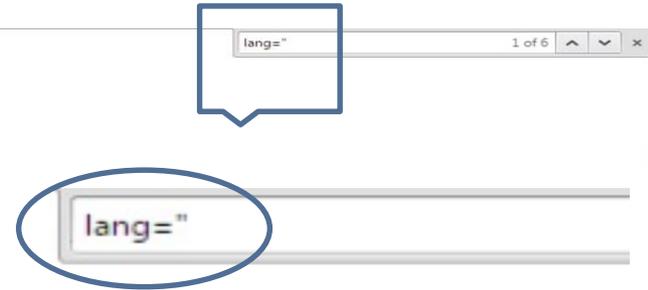
Developer tools:

- Clear browsing data... Ctrl+Shift+Del
- Extensions
- Task manager Shift+Esc
- Create application shortcuts...
- Encoding
- Developer tools Ctrl+Shift+I
- View source Ctrl+U**
- JavaScript console Ctrl+Shift+J
- Inspect devices

10. Language

4. Press on Ctrl + F to search
5. Type in lang=""
6. Look for lang="language code"
ex: lang="en"

```
1 <!DOCTYPE html>
2 <html lang="en" dir="ltr" class="client-nojs">
3 <head>
4 <meta charset="UTF-8" />
5 <title>Art History - Wikibooks, open books for an open world</title>
6 <meta name="generator" content="MediaWiki 1.26wmfl1" />
7 <link rel="alternate" type="application/x-wiki" title="Edit" href="/w/index.php?title=Art_History&action=edit" />
8 <link rel="edit" title="Edit" href="/w/index.php?title=Art_History&action=edit" />
9 <link rel="shortcut icon" href="/static/favicon/wikibooks.ico" />
10 <link rel="search" type="application/opensearchdescription+xml" href="/w/opensearch_desc.php" title="Wikibooks (en)" />
11 <link rel="EditURI" type="application/rsd+xml" href="//en.wikibooks.org/w/api.php?action=rsd" />
```



```
1 <!DOCTYPE html>
2 <html lang="en" dir="ltr" class="client-nojs">
3 <head>
4 <meta charset="UTF-8" />
5 <title>Art History - Wikibooks, open books for ai
6 <meta name="generator" content="MediaWiki 1.26wm
7 <link rel="alternate" type="application/x-wiki"
8 <link rel="edit" title="Edit" href="/w/index.php
```

Language: Checkpoint 10 A, Markup

A – Markup:

Fail =

Language markup failed. There is not a language declaration present in the source code of the text indicating which language is used. Google Chrome was used to access and evaluate this text.

Pass =

Language markup passed. There is a language declaration present in the source code of the text indicating which language is used. The language is marked-up as Lang="en". Google Chrome was used to access and evaluate this text.

Language: Checkpoint 10 B, Passage Markup

B – Passage Markup:

N/A =

There were no passages found within the text that were in a foreign language. Google Chrome was used to access and evaluate this text.

Fail =

Language markup failed. There is not a language declaration present in the source code of the text indicating which language is used for the foreign language passages. Google Chrome was used to access and evaluate this text.

Pass =

Language markup passed. There is a language declaration present in the source code of the text indicating which language is used for the foreign language passages. The language is marked-up as Lang="sp" and "fr". Google Chrome was used to access and evaluate this text.

11. Images

- Non-decorative** images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality)

- A non-decorative image is an image that is directly related and relevant to the text content

11. Images

- Decorative images** are marked with null alternate text or contain markup that allows them to be ignored by assistive technology
- Decorative images are images that are not related in any way to the content of the text
- Complex images**, charts, and graphs have longer text descriptions that are compatible with assistive technology

11. Images

- Check manually: Make sure the descriptions for the images are descriptive enough for both non-decorative images and complex images.
- Rule of thumb: if the image cannot be described in one sentence, it's complex!
- The NVDA command key to identify images is “G”
 - Use this command key to determine if the image is recognized by NVDA

11. Images

- For both Non-decorative and Complex images:
 - There should be an alt tag that contains a description of the image content
 - To check the alt tag:
 - Have the Google Extension read the image and see if the image contains a description
 - Manually right click on the image using the mouse and select inspect image and check the alt tag ``. The description should be within the quotation marks.
- If there is not an alt tag but the image is described within the surrounding text then the image would pass but you must include a statement that the image does not have an alt tag in your write-up and lower the passing score

Non-decorative/Complex Images

- A description of the image should be found within the image alt tag quotations: ``



James Tissot, *London Visitors*, 1874, oil on canvas, 160 x 114 cm (Toledo Art Museum)

A central premise of Postmodern criticism is that we are constructed in the codes, discourses, and languages of our cultural contexts. These codes do not seem to be artificial to us—instead, they seem natural. But this is an effect of the power of culture in defining us and the way we look at the world. Culture "naturalizes" codes of identity, and we forget that how we define ourselves—and others—depends on choices we make. We imagine instead that things "have always been this way." Postmodern art criticism offers a way to challenge that idea, by showing how visual (i.e., cultural) representations of race, class, gender, and sex are created, how they change, and how they shape identity.

The Rise of the Museum

```
<p><span class="image-wrapper  
inline-image">  
  
<span class="image-caption">James  
Tissot, <em>London Visitors</em>,  
1874, oil on canvas, 160 x 114 cm  
(Toledo Art Museum)  
</span></span>
```

11. Images Additional Check

STEPS:

1. Open W3C Markup Validation Service in your browser
2. Open the eBook you want to evaluate in your browser
3. Copy the eBook URL and paste it into the URL address box within the W3C validator tool to evaluate
4. Look for error messages related to images.
If there are no error messages, the page passes.
5. You must copy the eBook URL for each page evaluated

Images (Additional Check)

1. Open W3C in your browser

https://validator.w3.org/#validate_by_uri



The screenshot shows the W3C Markup Validation Service interface. At the top, there is a blue header with the W3C logo and the text "Markup Validation Service" and "Check the markup (HTML, XHTML, ...) of Web documents". Below the header, there are three tabs: "Validate by URI", "Validate by File Upload", and "Validate by Direct Input". The "Validate by URI" tab is selected. Underneath, there is a section titled "Validate by URI" with the text "Validate a document online:". Below this, there is a label "Address:" followed by a text input field. To the left of the input field, there is a link "More Options". At the bottom of the form, there is a "Check" button.

This validator checks the [markup validity](#) of Web documents in HTML, XHTML, SMIL, MathML, etc. If you wish to validate specific content such as [RSS/Atom feeds](#) or [CSS stylesheets](#), [MobileOK content](#), or to [find broken links](#), there are [other validators and tools](#) available. As an alternative you can also try our [non-DTD-based validator](#).



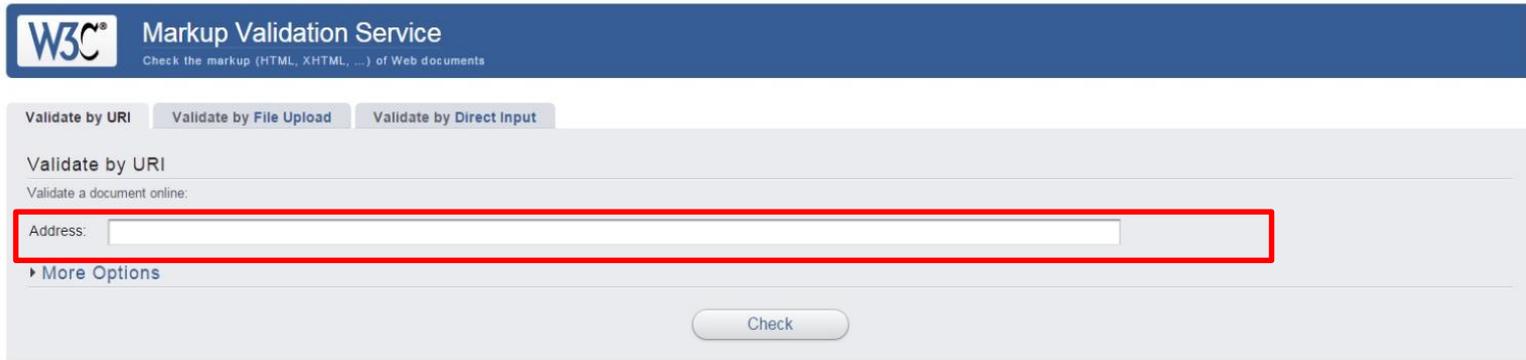
[Try now the W3C Validator Suite™](#) premium service that checks your entire website and evaluates its conformance with W3C open standards to quickly identify those portions of your website that need your attention.



The W3C validators are developed with assistance from the Mozilla Foundation, and supported by community donations. Donate and help us build better tools for a better web.

Images (Additional Check)

2. Open the eBook you want to evaluate in your browser
3. Copy the eBook URL into the URL address box



W3C[®] Markup Validation Service
Check the markup (HTML, XHTML, ...) of Web documents

Validate by URI Validate by File Upload Validate by Direct Input

Validate by URI

Validate a document online:

Address:

▸ More Options

Check

This validator checks the [markup validity](#) of Web documents in HTML, XHTML, SMIL, MathML, etc. If you wish to validate specific content such as [RSS/Atom feeds](#) or [CSS stylesheets](#), [MobileOK content](#), or to [find broken links](#), there are [other validators and tools](#) available. As an alternative you can also try our [non-DTD-based validator](#).

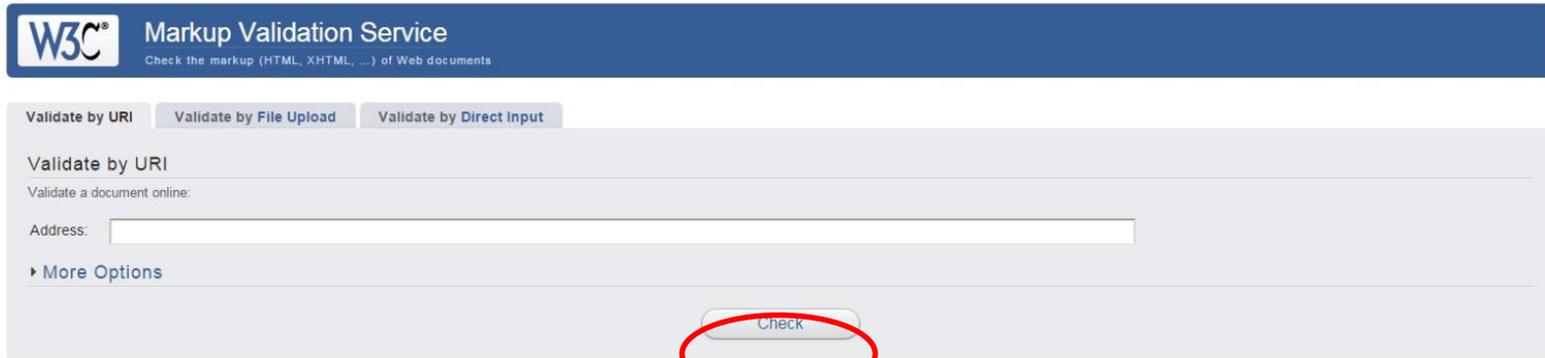


[Try now the W3C Validator Suite™](#) premium service that checks your entire website and evaluates its conformance with W3C open standards to quickly identify those portions of your website that need your attention.



Images (Additional Check)

4. Click on Check
5. Look for error messages related to what you want to check for



The screenshot shows the W3C Markup Validation Service interface. At the top, there is a blue header with the W3C logo and the text 'Markup Validation Service' and 'Check the markup (HTML, XHTML, ...) of Web documents'. Below the header, there are three tabs: 'Validate by URI', 'Validate by File Upload', and 'Validate by Direct Input'. The 'Validate by URI' tab is selected. Underneath, there is a text input field labeled 'Address:' and a 'More Options' link. A 'Check' button is located at the bottom of the form, and it is circled in red.

This validator checks the [markup validity](#) of Web documents in HTML, XHTML, SMIL, MathML, etc. If you wish to validate specific content such as [RSS/Atom feeds](#) or [CSS stylesheets](#), [MobileOK content](#), or to [find broken links](#), there are [other validators and tools](#) available. As an alternative you can also try our [non-DTD-based validator](#).



[Try now the W3C Validator Suite™](#) premium service that checks your entire website and evaluates its conformance with W3C open standards to quickly identify those portions of your website that need your attention.



The W3C validators are developed with assistance from the Mozilla Foundation, and supported by community donations. Donate and help us build better tools for a better web.

Images (Additional Check)

6. Look for error messages related to images. If there are no error messages, the page passes.

7. Include the number of errors found in the report

 Line 102, Column 8: The big element is obsolete. Use CSS instead.

```
<p><big><a href="/wiki/Art_History/Movements" title="Art History/Movements"><b>
```

 Line 103, Column 8: The big element is obsolete. Use CSS instead.

```
<p><big><a href="/wiki/Art_History/Authors" title="Art History/Authors"><b>Auth
```

 Line 105, Column 4: Element dl is missing a required child element.

```
<dd><i>Participants helping to develop this text.</i>
```

Content model for element [dl](#):

Zero or more groups each consisting of one or more [dt](#) elements followed by one or more [dd](#) elements, optionally intermixed with [script-supporting elements](#).

 Line 278, Column 178: Element link is missing required attribute property.

```
..gadget.extlinks%7Cext.wikimediaBadges&amp;only=styles&amp;skin=vector&amp;*" />
```

Attributes for element [link](#):

Global attributes
href
crossorigin
rel
media
hreflang
type
...

Images: Checkpoint 11 A, Non-Decorative Images

Non-decorative images present:

Pass =

3/3 non-decorative images pass. Chapters 1 through 3 were used for this checkpoint. All 3 images were found in chapter 3. No errors were found by the W3C evaluator in chapters 1 through 3. All images have text descriptions that are sufficiently read by the screen reader NVDA. All 3 images had alt tags that contained descriptions of the image. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text

Fail =

0/3 non- decorative images pass Chapters 1 through 3 were used for this checkpoint. All 3 images were found in chapter 3. Three image errors were found by the W3C evaluator in chapter 3 relating to the images alt tag. Text description for all of the images were not sufficiently read by the screen reader NVDA and the alt tags contained URL addresses. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text.

Non-decorative images not present:

N/A =

There were no non-decorative images found within this text. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text.

Images: Checkpoint 11 B, Decorative Images

Decorative images present:

Pass =

3/3 decorative images pass. Chapters 1 through 3 were used for this checkpoint. All 3 images were found in chapter 3. No errors were found by the W3C evaluator in chapters 1 through 3. All images are skipped and not read by the screen reader NVDA. All 3 images had alt tags that were empty allowing the images to be ignored. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text

Fail =

0/3 decorative images pass Chapters 1 through 3 were used for this checkpoint. All 3 images were found in chapter 3. No errors were found by the W3C evaluator in chapters 1 through 3. The the alt tags contained URL addresses that were read by the screen reader NVDA instead of skipping the images. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text

Decorative images not present:

N/A =

There were no decorative images found within this text. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text.

Images: Checkpoint 11 C, Complex Images

Complex images present:

Pass =

3/3 complex images pass. Chapters 1 through 3 were used for this checkpoint. All 3 images were found in chapter 3. No errors were found by the W3C evaluator in chapters 1 through 3. All images have longer text descriptions that are sufficiently read by the screen reader NVDA. All 3 images had alt tags that contained descriptions of the image. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text

Fail =

0/3 complex images pass Chapters 1 through 3 were used for this checkpoint. All 3 images were found in chapter 3. Three image errors were found by the W3C evaluator in chapter 3 relating to the images alt tag. Text description for all of the images were not sufficiently read by the screen reader NVDA and the alt tags contained URL addresses. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text.

Complex images not present:

N/A =

There were no complex images found within this text. Google Chrome, NVDA and the W3C validator service were used to access and evaluate this text.

12. Multimedia

- Part A: A synchronized text track (e.g. open or closed captions) is provided with all video content
- Part B: A transcript is provided with all audio content
- Part C: Audio/video content is delivered via a media player that is compatible with assistive technology

12. Multimedia (Text Track)

1. Find multimedia
2. Search for availability of a text track

Opera narendra modi - YouTube x Impressed with Narendra | x +

www.youtube.com/watch

YouTube

Subscribe to NDTV

NDTV

THE BILL CLINTON INTERVIEW

Impressed with Narendra Modi's economic policies: Bill Clinton to NDTV

NDTV

Subscribe

Click on a Video that you would like to watch.

CC

Settings

Full Screen

Autoplay

Annotations

Speed Normal

Subtitles/CC (1) English (United Kingdom)

Quality Auto 720p HD

Autoplay

Annotations

Speed Normal

Subtitles/CC (1) English (United Kingdom)

Quality Auto 720p HD

CC

Settings

Full Screen

Multimedia: Checkpoint 12 A, Text Track

Multimedia (Text track) present:

Pass =

3/3 multimedia pass for text track. The entire text was used for this checkpoint. Only three multimedia were found and they were in chapter 4 section 3, chapter 9 section 2, and chapter 15 section 5. All multimedia included a text track that could be enabled by the user. Google Chrome was used to access and evaluate this text.

Fail =

0/3 multimedia pass for text track. The entire text was used for this checkpoint. Only three multimedia were found and they were in chapter 4 section 3, chapter 9 section 2, and chapter 15 section 5. The multimedia did not include a text track that could be enabled by the user. Google Chrome was used to access and evaluate this text.

Multimedia (text track) not present:

N/A =

There were no multimedia found within this text. Google Chrome was used to access and evaluate this text.

12. Multimedia (Transcript)

1. Find multimedia
2. Search for availability of a transcript

Why look at art?
Total energy points **266**



0:54 / 0:00

Why look at art? This was the question we posed to several of our colleagues at a conference for museum professionals. Special thanks to Laura Mann, Anna Velez, an anonymous professional, and David Torgersen whose voices and insights are included here.

Options Share Info



Options Share

1/4x 1/2x 1x 1 1/2x 2x

Interactive transcript

Embedded questions

12. Multimedia (Transcript)

Why look at art? This was the question we posed to several of our colleagues at a conference for museum professionals. Special thanks to Laura Mann, Anna Velez, an anonymous professional, and David Torgersen whose voices and insights are included here.

 Options ▾  Share ▾  Info

0:00 [MUSIC PLAYING]

0:05 SPEAKER 1: I think it's important

0:07 that people look at art because we live in a visual world.

0:11 And understanding, and looking at,

0:14 and thinking about the way images

0:16 communicate in all kinds of ways is important to being alive

0:21 today.

0:22 SPEAKER 2: If one has heightened visual acumen, which

0:26 you get from spending time looking at things, whether it's

Multimedia: Checkpoint 12 B, Transcript

Multimedia (Transcript) present:

Pass =

3/3 multimedia pass for transcript. The entire text was used for this checkpoint. Only three multimedia were found and they were in chapter 4 section 3, chapter 9 section 2, and chapter 15 section 5. All multimedia included a transcript of the audio content that could be enabled by the user. Google Chrome was used to access and evaluate this text.

Fail =

0/3 multimedia pass for transcript. The entire text was used for this checkpoint. Only three multimedia were found and they were in chapter 4 section 3, chapter 9 section 2, and chapter 15 section 5. The multimedia did not include a transcript of the audio content that could be enabled by the user. Google Chrome was used to access and evaluate this text.

Multimedia (Transcript) not present:

N/A =

There were no multimedia found within this text. Google Chrome was used to access and evaluate this text.

12. Multimedia Assistive Player

- Audio/video content is delivered via a media player that is compatible with assistive technology

Mark as N/A: We are not using an assistive player for this evaluation

Multimedia: Checkpoint 12 C, Assistive Player

N/A =

We are not using as assistive player for this evaluation. Google Chrome was used to access and evaluate this text.

13. Flickering

- Resources should not contain anything that flashes more than three times in any one-second period
- If any content within the eBook flashes more than 3 times in a 1 seconds period then Fail this checkpoint

Flickering: Checkpoint 13, Flickering

Pass =

No content was found to flicker during the evaluation of this text. The entire text was used for this checkpoint. Google Chrome was used to access and evaluate this text.

Fail =

During the evaluation of this text certain content was found to flicker. The entire text was used for this checkpoint. Flickering content was found on the table of contents page and on the introduction page of chapters 3, 7, and 12. The specified locations contained advertisements in the margins that flashed. Google Chrome was used to access and evaluate this text.

14. STEM

STEM: Science, Technology, Engineering, and Math

- Markup**: STEM content is marked up in a manner that is compatible with assistive technology
- Notation Markup**: The resource conveys both the notation (presentation) and meaning (semantics) of the STEM content

14. STEM

For BOTH Markup and Notation:

1. Select a STEM content in the text
 2. Use NVDA to read the STEM content
 3. Repeat the steps to check for 10 STEM content in each subsection (figures, graphs, tables, and equations)
- Only evaluate 10 each and if there are not 10 then indicate how many were evaluated and the reason
 - Check the entire eBook for STEM content

STEM Figures

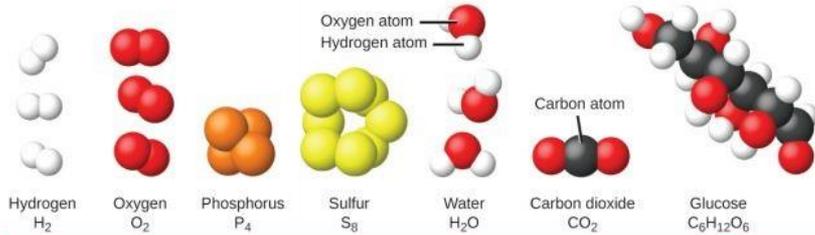


Figure 1.11 The elements hydrogen, oxygen, phosphorus, and sulfur form molecules consisting of two or more atoms of the same element. The compounds water, carbon dioxide, and glucose consist of combinations of atoms of different elements.

Markup

Markup Notation

Enzymes can be regulated in ways that either promote or reduce their activity. There are many different kinds of molecules that inhibit or promote enzyme function, and various mechanisms exist for doing so. In some cases of enzyme inhibition, for example, an inhibitor molecule is similar enough to a substrate that it can bind to the active site and simply block the substrate from binding. When this happens, the enzyme is inhibited through **competitive inhibition**, because an inhibitor molecule competes with the substrate for active site binding (Figure 6.17). On the other hand, in noncompetitive inhibition, an inhibitor molecule binds to the enzyme in a location other than an allosteric site and still manages to block substrate binding to the active site.

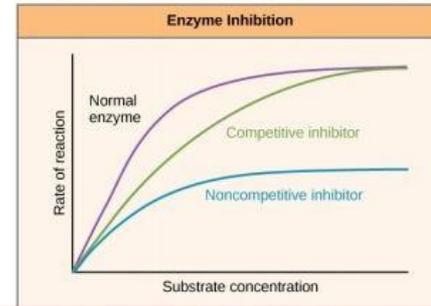
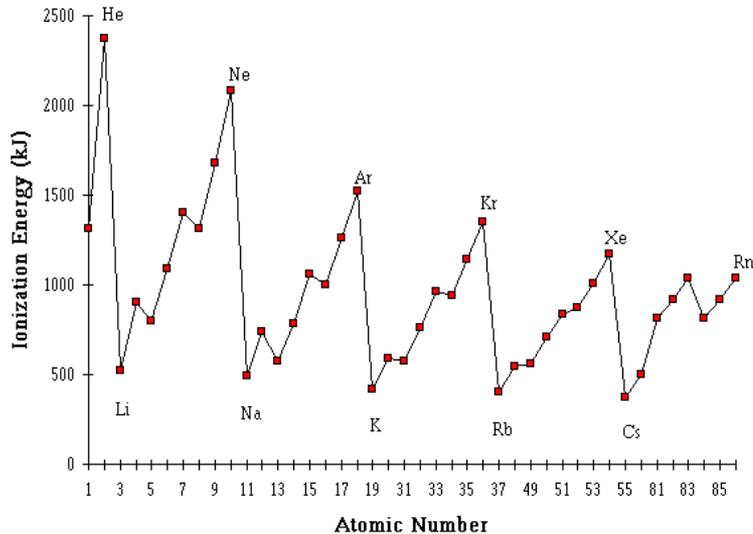


Figure 6.17 Competitive and noncompetitive inhibition affect the rate of reaction differently. Competitive inhibitors affect the initial rate but do not affect the maximal rate, whereas noncompetitive inhibitors affect the maximal rate.

Some inhibitor molecules bind to enzymes in a location where their binding induces a conformational change that reduces the affinity of the enzyme for its substrate. This type of inhibition is called **allosteric inhibition** (Figure 6.18). Most allosterically regulated enzymes are made up of more than one polypeptide, meaning that they have more than one protein subunit. When an allosteric inhibitor binds to an enzyme, all active sites on the protein subunits are changed slightly such that they bind their substrates with less efficiency. There are allosteric activators as well as inhibitors. Allosteric activators bind to locations on an enzyme away from the active site, inducing a conformational change that increases the affinity of the enzyme's active site(s) for its substrate(s).

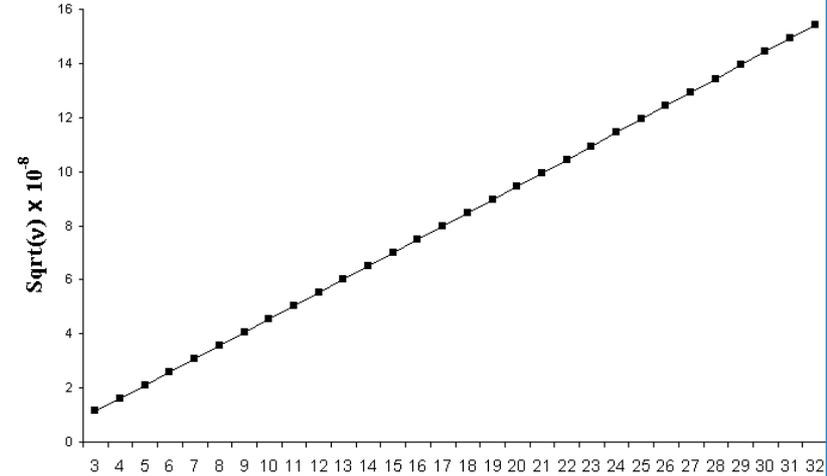
Classifying STEM

Remember, the markup will tell you how to classify content. If it is marked as Figure, it is a Figure.



Atomic Number

Figure 4.3.



Atomic Number

Figure 4.2. X-ray Frequencies Versus Atomic Number

Table 2.1. Mass Relationships for Hydrogen, Nitrogen, Oxygen Compounds

Compound	Total Mass	Mass of Hydrogen	Mass of Nitrogen	Mass of Oxygen	"Expected" Relative Atomic Mass of Hydrogen	"Expected" Relative Atomic Mass of Nitrogen	"Expected" Relative Atomic Mass of Oxygen
Nitric Oxide	15.0 g	-	7.0 g	8.0 g	-	7.0	8.0
Ammonia	8.5 g	1.5 g	7.0 g	-	1.5	7.0	-
Water	9.0 g	1.0 g	-	8.0 g	1.0	-	8.0

14. STEM Markup

- STEM content is marked up in a manner that is compatible with assistive technology (NVDA)

STEPS:

1. Manually check that the following have a label, description or tag that can be accessed by NVDA
 - STEM: Figures, Graphs, Equations, and Tables

14. STEM Markup

Successive Ionization Energies (kJ/mol)

	Na	Mg	Al	Si	P	S	Cl	Ar
IE ₁	496	738	578	787	1012	1000	1251	1520
IE ₂	4562	1451	1817	1577	1903	2251	2297	2665
IE ₃	6912	7733	2745	3231	2912	3361	3822	3931
IE ₄	9543	10540	11575	4356	4956	4564	5158	5770
IE ₅	13353	13630	14830	16091	6273	7013	6542	7238
IE ₆	16610	17995	18376	19784	22233	8495	9458	8781
IE ₇	20114	21703	23293	23783	25397	27106	11020	11995

Table 4.1



Figure 6.2

The STEM content should have a label, description or tag

14. STEM Mark-up

This equation would fail for markup (none present), but it could pass for notation mark up if it was read correctly using the screen reader NVDA.

Every chemical reaction involves a change in free energy, called delta G (ΔG). The change in free energy can be calculated for any system that undergoes such a change, such as a chemical reaction. To calculate ΔG , subtract the amount of energy lost to entropy (denoted as ΔS) from the total energy change of the system. This total energy change in the system is called **enthalpy** and is denoted as ΔH . The formula for calculating ΔG is as follows, where the symbol T refers to absolute temperature in Kelvin (degrees Celsius + 273):

$$\Delta G = \Delta H - T\Delta S$$

The standard free energy change of a chemical reaction is expressed as an amount of energy per mole of the reaction product (either in kilojoules or kilocalories, kJ/mol or kcal/mol; 1 kJ = 0.239 kcal) under standard pH, temperature, and pressure conditions. Standard pH, temperature, and pressure conditions are generally calculated at pH 7.0 in biological systems, 25 degrees Celsius, and 100 kilopascals (1 atm pressure), respectively. It is important to note that cellular conditions vary considerably from these standard conditions, and so standard calculated ΔG values for biological reactions will be different inside the cell.

STEM: Checkpoint 14 A, Markup

If STEM is present:

Pass =

10/10 STEM figures/graphs/equations/tables pass for markup. The STEM figures were found in chapters 4 section 3(4), chapter 7 section 4(2) and section 6(2), and chapter 9 section 1(2). All figures included a markup that was able to be read using the screen reader NVDA. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/10 STEM figures/graphs/equations/tables pass for markup. The STEM figures were found in chapters 4 section 3(4), chapter 7 section 4(2) and section 6(2), and chapter 9 section 1(2). All figures failed to provide a markup that was able to be read using the screen reader NVDA. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

If STEM is not present:

N/A =

There were no STEM Figures/*Tables/Graphs/Equations* found within this text. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

14. STEM Notation Markup

- The resource conveys both the notation (presentation) and meaning (semantics) of the STEM content

- Manually check that the following have a description that conveys notation and meaning
 - Figures
 - Graphs
 - Tables
 - Equations

14. STEM

STEPS:

1. Open up the book with Google Chrome
2. Locate a STEM content
3. Select the sentence right before the content
4. Use NVDA + ↓ to start reading at current location
5. Check if the reader reads the content correctly

Reading Text

Command	Description
← or Numpad 1	Say Prior Character
→ or Numpad 3	Say Next Character
Numpad 2	Say Current Character
Numpad 5	Say Word
Numpad 5 twice quickly	Spell Word
Ctrl + ← or Numpad 4	Say Prior Word
Ctrl + → or Numpad 6	Say Next Word
↑ or Numpad 7	Say Prior Line
↓ or Numpad 9	Say Next Line
NVDA + ↑ or Numpad 8	Say Current Line
NVDA + ↑ twice quickly	Spell Current Line
NVDA + ↓ or Numpad +	Read all starting at current position
Shift + Numpad 7	Top line
Shift + Numpad 9	Bottom Line
Shift + Numpad 1	Start of Line
Shift + Numpad 3	End of Line

STEM

If the image itself does not contain an Alt tag but the content/text around it does have a notation (presentation) and meaning (semantics) of the STEM content with good description then we may PASS it with a note included.

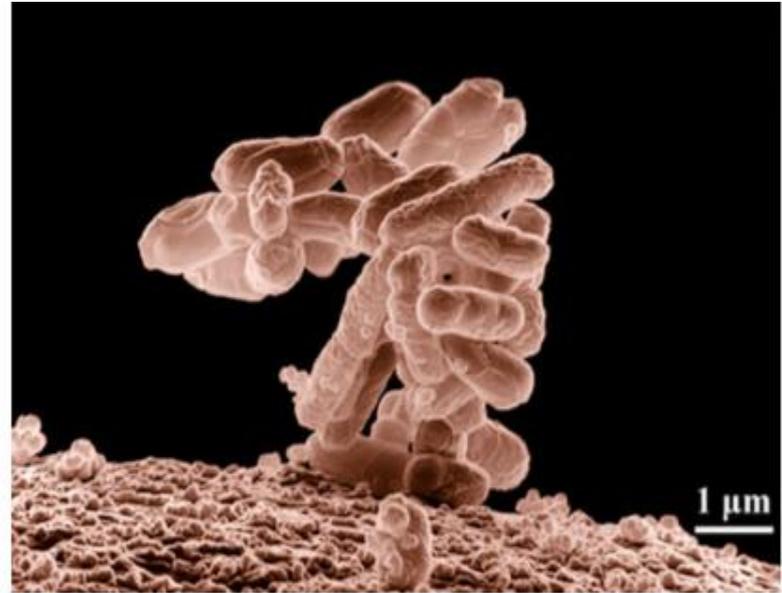


Figure 1.15 Biologists may choose to study *Escherichia coli* (*E. coli*), a bacterium that is a normal resident of our digestive tracts but which is also sometimes responsible for disease outbreaks. In this micrograph, the bacterium is visualized using a scanning electron microscope and digital colorization. (credit: Eric Erbe; digital colorization by Christopher Pooley, USDA-ARS)

STEM: Checkpoint 14 B, Markup Notation

If STEM is present:

Pass =

10/10 STEM figures/graphs/equations/tables pass for markup notation. The STEM figures were found in chapters 4 section 3(4), chapter 7 section 4(2) and section 6(2), and chapter 9 section 1(2). All figures included text descriptions that were able to be read using the screen reader NVDA. All STEM content failed to provide alt tags which is why although this checkpoint passed it received a score of 8. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/10 STEM figures/graphs/equations/tables pass for markup notation. The STEM figures were found in chapters 4 section 3(4), chapter 7 section 4(2) and section 6(2), and chapter 9 section 1(2). All figures failed to provide text descriptions that were able to be read using the screen reader NVDA. None of the STEM content provided alt tags. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

If STEM is not present:

N/A =

There were no STEM Figures/*Tables/Graphs/Equations* found within this text. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

15. Interactive Elements

Keyboard

Interactive elements allow for keyboard-only operation
WITH and WITHOUT assistive tech

STEPS:

1. Use the TAB key to navigate the menu
2. Items that are selected will have a box around the link
3. Use the ENTER key to select a link or other item

***As Applicable:

If there is no Interactive Elements, mark N/A on the report***

Interactive Element Example

The CSULB Campus Map

Campus structures can be navigated through using the “Tab” key and selected using the “Enter” key



Interactive Elements: Checkpoint 15 A, Keyboard

If interactive elements are present:

Pass =

1/1 interactive elements pass for keyboard operation. There was only one interactive element found within this text and it was found in chapter 3 section 4.3. The interactive element allowed for keyboard only operation using the “Tab” and “Enter” keys to navigate and select components. Google Chrome was used to access and evaluate this text.

Fail =

0/1 interactive elements pass for keyboard operation. There was only one interactive element found within this text and it was found in chapter 3 section 4.3. The interactive element did not allow for keyboard only operation using the “Tab” and “Enter” keys to navigate and select components. The user was required to use a mouse to interact with the element. Google Chrome was used to access and evaluate this text.

If interactive elements are not present:

N/A =

There were no interactive elements found within this text. Google Chrome was used to access and evaluate this text.

Interactive Elements

Markup

Each interactive element conveys information to assistive technology regarding the element's

name

type

status

***As Applicable:

If there is no Interactive Elements, mark N/A on the report***

Interactive Elements: Checkpoint 15 B, Markup

If interactive elements are present:

Pass =

1/1 interactive elements pass for markup. There was only one interactive element found within this text and it was found in chapter 3 section 4.3. The interactive element allowed for the identification of its name and status when using the screen reader NVDA. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/1 interactive elements pass for keyboard operation. There was only one interactive element found within this text and it was found in chapter 3 section 4.3. The interactive element did not allow for the identification of the elements name or status when using the screen reader NVDA. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

If interactive elements are not present:

N/A =

There were no interactive elements found within this text. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Interactive Elements

Text prompts

The following are conveyed with assistive technology:

Instructions

Prompts

Error messages

***As Applicable:

If there is no Interactive Elements, mark N/A on the report***

Interactive Elements: Checkpoint 15 , Text Prompts

If interactive elements are present:

Pass =

1/1 interactive elements pass for markup. There was only one interactive element found within this text and it was found in chapter 3 section 4.3. The instructions and text prompts displayed by the interactive element were able to be read by the screen reader NVDA. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/1 interactive elements pass for keyboard operation. There was only one interactive element found within this text and it was found in chapter 3 section 4.3. The instructions and text prompts displayed by the interactive element were not able to be read by the screen reader NVDA. Google Chrome and the screen reader NVDA were used to access and evaluate this text.

If interactive elements are not present:

N/A =

There were no interactive elements found within this text. Google Chrome and the screen reader NVDA were used to access and evaluate this text.