May 16, 2017

Application Name & URN	Date Tested	Grade

Tester Name, Title, & SID

Test Page Selection

Before beginning pick a representative sampling of at least 3-5 pages* to test.
- If your site is dynamic or mobile responsive, you may need to test multiple states for each test page.
-The pages should include your home page as well as pages that represent variety of components in your application. If you present forms, include at least one form; if you present tables, include a page with a table, any custom, interactive components, etc. (If these pages have varying degrees of complexity, test the most complex page.)

List Test Pages Below

Test Tools (see the "Tools & Resources" tab)

Test Browsers

FireFox is the preferred browser for testing as it has more plugins available to aid in testing, but other browsers can be used.

Developer Input

A few items on the Rating Sheet require input from the application developer to ensure proper testing:
- 4.4 Ask the developers if the application ever automatically takes or moves the focus.
- 4.5 Ask the developer if any content changes dynamically (email updates, etc.), without the user initiating the change.
- 7.1 Ask the developer if there are any time constraints imposed on user actions and how they handle the user experience or test the time constraint.
- 11.2 Ask the developer if image maps are used and whether it is a server or client side image map.

Notes

It is required that you add notes to the Notes field within the Rating sheet, any evaluations not containing appropriate notes will be returned to the tester for correction
For the purpose of this document and the associated ranking sheet the word “page” is used to refer to any web page, application state or screen that has unique information and would be considered separate from another “page.”

Questions / Contact

If more detail is needed on any specific criteria on the Rating sheet, you can go to the referenced WCAG standard for that item and you will find additional details regarding the intent of the criteria, and how to meet it. Additionally, you can contact the your local Accessibility Program Office if your question is not answered through other resources.

Tools & Resources

Browsers:
- FireFox: For a client application or web applications that can run in FireFox, install the Accessibility Evaluation Toolbar, Web Developer Toolbar, WAVE, Color Oracle, Colour Contrast Analyzer, and either JAWS or NVDA
- Internet Explorer: For applications that can only run in IE, install Colour Contrast Analyzer, Color Oracle and either JAWS or NVDA
- Chrome: For applications that can only run in Chrome install WAVE, Colour Contrast Analyzer, Color Oracle and either JAWS or NVDA

Using JAWS and NVDA Screen Readers:
Note - Do not run your screen reader while utilizing MS Ease of Access options, it will create test anomalies and other errors/conflicts.
For JAWS and NVDA keyboard shortcuts and help, see "Other Resources" below.
When starting your screen reader, you will need to close and reopen your web browser to ensure proper screen reader (JAWS/NVDA) integration and testing

Tool/Resource	Description
Tools used on the Rating Sheet	
JAWS	Screen Reader - Thick Client Only
NVDA	Screen Reader - Open Source; works on Thick and Thin Client
Accessibility Evaluation Toolbar FireFox Plugin	Primary test tool providing pass/fail feedback and specifics on testable errors.
Ainspector SideBar	Latest version of the primary test tool, providing pass/fail feedback and specifics on testable errors.
WAVE (FireFox) Plugin (available but not supported)	Provides many of the checks done by the Accessibility Evaluation Toolbar (can be used if the Accessibility Evaluation Toolbar is not available) for FireFox.
WAVE (IE Edge) Plugin (under development)	Provides many of the checks done by the Accessibility Evaluation Toolbar (can be used if the Accessibility Evaluation Toolbar is not available) for IE Edge (under development). This plugin is not yet available.
WAVE (Chrome) Plugin (preferred)	Provides many of the checks done by the Accessibility Evaluation Toolbar (can be used if the Accessibility Evaluation Toolbar is not available) for Chrome.
Color Oracle	Displays entire web page as seen by users with three most common types of color blindness.
Color Contrast Analyzer	Provides eye-dropper color sampling and contrast reporting on both client and web applications.
Screen Capture Tool	Screen Capture [TBD]
Additional Tools for Developers	

Accessibility Inspector FireFox Plugin	Strictly oriented to test WCAG 2.0. Provides feedback on pass, warn, fail, hidden and manual check required elements. Identifies errors, drills down to the specific code causing the error, and provides recommendations to fix the error. Extremely useful during development.
Web Developer FireFox Plugin	Provides local HTML and CSS validation, error checking, and the ability to easily disable images, styles and scripts. Extremely useful during development.
Firebug FireFox Plugin	A developer's best friend; let's you drill down into code and make changes to your page on the fly.

Other Resources

WebAim Color Contrast Checker	Checks the color contrast between any two colors (can be used if the Accessibility Evaluation Toolbar is not available)
Accessibility Color Wheel	Displays colors as seen by users with three most common types of color blindness (can be used if Color Oracle is not available)
ColorZilla FireFox Plugin	Identifies RGB color codes on any given page
NVDA Keyboard Shortcuts & Help (MS Word)	Provides a quick reference for using NVDA
JAWS Keyboard Shortcuts & Help (MS Word)	Provides a quick reference for using JAWS
NSA Keyboard Shortcut Requirements (MS Word)	Lists commonly used keyboard shortcuts that should not be repurposed by the application developer. Includes General Windows Keystrokes, JAWS commands for HTML, JAWS commands for MS Outlook, JAWS commands for MS Word, JAWS commands for MS Excel and a list of shortcuts sorted by primary key.
WebAim "SkipNav" Techniques	Standard technique to skip repetive navigational links in a site.
WAI-ARIA Overview	WAI-ARIA, the Accessible Rich Internet Applications Suite, defines a way to make Web content and Web applications more accessible to people with disabilities. It especially helps with dynamic content and advanced user interface controls developed with Ajax, HTML, JavaScript, and related technologies. With WAI-ARIA, developers can make advanced Web applications accessible and usable to people with disabilities.

Reference Documents/Sites - "go Section508"

Web Content Accessibility Guidelines (WCAG) 2.0	Agency and Federal accessibility requirements are based on the Web Content Accessibility Guidelines (WCAG) 2.0 specifications from the W3C Web Accessibility Initiative (WAI). This site provides links on how to meet each of the accessibility requirements.

#	Question	WCAG Criteria			Instructions	1 <---	--3--	---> 5	Ranking (1-5 or N/A)	Notes (*This is a required field*)	Blind	Low Vision	Color Blind	Ambulatory	Deaf/ Hard of Hearing	Cognitive	Seizures
1.1	**Can the keyboard be used to navigate instead of the mouse, particularly using the tab, shift-tab, arrows, alt-down arrow, spacebar, and enter keys?**	2.1.1 & 2.1.2 Criteria (A)			**With NVDA/JAWS turned OFF, start at your home page/state. Set aside your mouse and do the following:** **- Navigate to and through each of your test pages (tab, shift-tab, arrow, enter, and spacebar should provide a lot of functionality)** **- Complete and submit a form** **- Alt+Down Arrow opens drop down form fields** **- Navigate through a table** **- Use any interactive components (maps, calculators, etc.)** **Repeat this process with NVDA/JAWS turned ON.** **Note: When starting your screen reader you will need to close and reopen your browser.**	Navigation between and within pages without the mouse is not possible.	Navigation with the keyboard between pages and to key areas within pages is possible but some areas can not be reached or when the focus is moved off to a secondary window, it can not be moved back using the keyboard.	Navigation with the keyboard between and within all pages is possible, including to and back from secondary windows.			**X**			**X**			
1.2	**Are keyboard alternatives available when appropriate?**				**Identify if any custom keyboard alternatives are provided or needed. Custom keyboard alternatives should be available for any repeated action where the user would want to return the focus to its current location after completing the action. Examples include Save as Draft and Validate.** **With NVDA/JAWS turned off:** **- Test any custom keyboard alternatives.** **- Test common keyboard alternatives that make sense for the application: Ctrl+C: Copy, Ctrl+X: Cut, Ctrl+V: Paste, Ctrl+Y: Redo, Ctrl+Z: Undo** **- Test browser specific shortcuts such as: Ctrl+F: Find, Ctrl+P: Print, Ctrl+A: Select All, Ctrl+S: Save,CTRL+H: History, CTRL+N: New Window, CTRL+T: New Tab, CTRL+D:Bookmarks, Alt+A: Favorites, Alt+B:Bookmarks, Alt+E: Edit, Alt+F:File, Alt+H:Help, Alt+S: History, Alt:T: Tools, Alt+V: View** **- Note any keyboard alternatives that do not work as expected.** **Repeat this process with NVDA/JAWS turned ON.**	Common keyboard alternatives are not available, necessary custom keyboard alternatives do not exist, and/or keyboard shortcuts interfere with the browser or assistive technology.	Common keyboard alternatives are supported. No keyboard alternatives conflict with keyboard alternatives used by assistive technology, browser, or operating system.	Common keyboard alternatives are supported. Necessary keyboard alternatives are provided (or the application does not need them). These do not conflict with keyboard alternatives used by assistive technology, browser, or operating system.			**X**			**X**			
1.3	**Can all actions be executed by using the Enter key or Spacebar?**	2.1.1 Criteria (A)			**With NVDA/JAWS turned OFF, place the focus on buttons, on menu and picklist items, and within search boxes. For each, hit the Enter key and confirm that the action occurs. If Enter does not work, try the space bar. Note anywhere that Enter or Spacebar does not work or anywhere that they work inconsistently.** **Repeat this process with NVDA/JAWS turned ON.**	Hitting the Enter key and spacebar while the focus is on an executable component (button, search box, pick list, etc.) does nothing.	Some executable components can be started by hitting the Enter key or spacebar when the focus is on the component or all components can be started using Enter or spacebar but which key starts them varies and is not documented.	All executable components can be started by hitting the enter key or spacebar when the focus is on the component. The keys remain consistent or unique behaviors are documented.			**X**			**X**			
2.1	**Can all elements that a user needs to interact with receive keyboard focus and be reached using only the keyboard?**				**With NVDA/JAWS turned OFF, test to see if elements can receive focus.** **You should already have a good idea from testing question 1 but drill down into tabs, submenus, sets of icons, picklist items, help, and other specific components to make sure all parts of these are available to the keyboard.** **Note: Read only text does not need to receive focus.** **Repeat with NVDA/JAWS turned ON and verify that elements receive focus.** **Verify that NVDA/JAWS can read the static text.** **NVDA:** **- Use the arrow keys to move around the text on the page.** **- H should skip you to headings and T to tables.** **JAWS:** **- Use INSERT+Num Pad Plus to turn on the virtual cursor. This allows you to navigate around a page independent of the application cursor.** **- Use the arrow keys to move around the text on the page.** **- H should skip you to headings and T to tables. If it does not, hit INSERT+Space Bar and then try again.**	The majority of fields, buttons, icons and other page elements the user needs to interact with can not be reached using the keyboard.	Some fields, buttons, icons and other page elements can't be reached using the keyboard but these do not stop the user from completing primary tasks.	All fields, buttons, icons, and other page elements that the user needs to interact with can be reached using the keyboard.			**X**			**X**			
2.2	**Is the current focus visually indicated on screen and programmatically exposed?**	2.4.7 Criteria (AA)			**With NVDA/JAWS turned OFF, test to ensure the focus is visible.** **- As you move around the interface, is there anywhere the focus goes where you can't see it? This includes hidden skip links, buttons with the highlight turned off, panes without a highlight indicator, etc.**	The focus can't be determined by looking at the page.	The focus is visible only part of the time.	The focus is always visible, even when it is on the page instead of within a form field.				**X**		**X**			

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2.3	**Does the focus move in a logical order or flow?**	2.4.3 Criteria (A)			**With NVDA/JAWS turned OFF, tab through pages and forms from the top to the bottom. - The cursor should generally move from left to right and from the top of the page to the bottom. - Make sure to test any conditional/dynamic form fields to make sure that they are added to the tab order correctly when they are displayed on the screen. Note: Read only text does not need to receive focus. Repeat this process with NVDA/JAWS turned ON.**	The focus skips around, skips over elements, repeats elements unexpectedly, or moves outside the current form, modal window, or page.	The focus moves from top left to bottom right but skips a few elements or doesn't take sections/subsections into account.	The focus moves from the top left to the bottom right on a page, taking into account all elements and handling sections and subsections logically.				X		X			
3.1	**Is ALT text or other text equivalent provided for all non-text static elements with content?**	1.1.1 Criteria (A)	1.3.1 Criteria (A)	2.4.6 Criteria (AA)	**Run an initial test using a browser toolbar (Accessibility Evaluation Toolbar: Text Equivalents>List of Images and List of Objects or WAVE: Errors, Features and Alerts). Note any items that do not have alt text. If they are decorative, evaluate as part of criteria 3.5. Note: Content may be off-screen and picked up by the toolbar. This can be confusing. Focus on what is visible on the screen you are testing. With NVDA/JAWS turned ON, move the focus to icons, images, graphics, etc. and/or use the arrow keys to read the page content. (Insert+Down Arrow reads the entire page from current focus location, Down Arrow reads next 250 characters.) NVDA: G to graphics JAWS: Insert-Ctrl-G to list images and ensure JAWS reads text that clearly explains what the objects are and do.**	Images, buttons, icons or other non-text element that are needed to understand content or use the program are missing associated text.	Some images, buttons, icons, or other non-text elements are missing content but they are not critical to understand the content or use the program. Some alternative text is redundant.	All images, buttons, icons or other non-text element include alternative text or descriptive text directly associated with the element. No redundant alternative text is included.			X						
3.2	**Are links visually distinct with text that explains what will happen when the link is clicked?**	1.4.1 Criteria (A)	2.4.4 Criteria (A)		**Visually inspect the page. Print or view it in gray scale. Can you easily visually identify the links? Links should either be located in standard navigation areas (top navigation, sidebar, etc.), underlined, or have a 3:1 contrast ratio compared to body text and underlined when receiving focus. Note: Text that is NOT a link should not be underlined. List links in the Accessibility Evaluation Toolbar or in NVDA/JAWS (both: INSERT+F7). - Can the text displayed be understood out of context? Is each link unique? - Text like "More" or "Click Here" within the href tags makes no sense out of context. Test to see if any links act in a way that is unexpected (i.e., they don't link to a new web page, an anchor elsewhere on the page, etc.). In this case, text on the link should include a description of what to expect (i.e., image, video, PDF File, Word Document, etc.).**	Links can't be easily distinguished from body text and do not contain text that explains what the link does.	Links are distinct from the body text but some are redundant (read more, click here, etc.).	Links are distinct from body text, unique, and the text clearly explains what they link to.			X	X	X				
3.3	**Are all controls, feedback mechanisms, status indicators, navigational mechanisms, etc. meaningfully and consistently labeled throughout the interface?**	3.2.3 & 3.2.4 Criteria (AA)			**To get an idea of the complexity of the application's interface: - How many UI developers work on the project? - If more than 3, is there a user interface standards document used for test? - If so, does the interface meet the standards? Compare labels, titles, menus and controls on all the test pages for consistency. There should be a one-to-one relationship between icons and text. If you have a UI Standards document, include a link to the document in the notes section.**	The same actions, indicators, etc. have different names or icons. Different actions , indicators, etc. have the same icon or the same name. Labels do not clearly indicate the action that will occur.		The same actions, indicators, etc. have the same icon and the same name. Different actions , indicators, etc. have the different icons or names. Labels clearly indicate the action that will occur.			X			X		X	

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3.4	**Do interactive elements such as controls, form fields, and other form elements include sufficient information such as hints, help, mandatory format, length, values, status, and if the field is required? Are labels provided when user input is required?**	3.3.1 & 3.3.2 Criteria (A)			**With NVDA/JAWS turned ON, inspect all interactive elements. Are labels used with all input fields (text area, checkboxes, radio buttons, etc.) and appropriate instructions provided? Are required fields indicated in text in a location (aria-required, field label, etc.) that assistive technology can read? If a mandatory format such as a date format is required, is it indicated in text in a location (aria described-by with hint, label, etc.) that assistive technology can read? If images are used for controls or buttons, are text equivalents provided? If state changes (drop down expands, accordion opens, checkbox is checked, etc.), does assistive technology announce the change?** **With NVDA/JAWS turned OFF, mouse click on the text for all form fields, radio buttons, and checkboxes. If labels are correctly associated, the focus should move to the field or activate the checkbox/radio button.** **With NVDA/JAWS turned ON, move the focus to icons, buttons, images, form fields, etc.** **NVDA: F should skip you to form fields and B to buttons.** **JAWS: Use Insert-F5 to list form fields and ensure JAWS reads text that clearly explains what the objects are and do.**	Interactive elements have mandatory formats, lengths or values and these are not associated with the fields for screen reader users. Required fields are not indicated for screen reader users. Fields requiring user input do not have associated labels or instructions. Images used for controls or buttons do not have text equivalents. State changes with no announcement.		All interactive elements that have mandatory formats, lengths or values are indicated by text for screen reader users. Required fields are indicated for screen reader users. Fields requiring user input have associated labels or instructions. Images used for controls or buttons have text equivalents. State changes are announced.			X						
3.5	**Are all decorative elements coded as decorative?**	1.1.1 Criteria (A)	1.3.1 Criteria (A)		**With NVDA/JAWS turned off, use the Firefox Accessibility Evaluation Toolbar to hide background images (Text Equivalents > Hide Background Images). Identify any decorative images that are not hidden.** **Use the Firefox Accessibility Evaluation Toolbar to list images (Text Equivalents>Hide Background Images). Decorative images that are not background images should include alt="".** **With NVDA/JAWS turned on, examine any decorative elements. Are elements that have no content or that are redundant read by the screen reader or skipped?**	Decorative and style elements are inappropriately labeled such that a screen reader reads them.	A few decorative elements are inappropriately labeled such that a screen reader reads them.	All decorative and style elements are labeled so the screen reader skips them.			X						
4.1	**Are appropriate text and code labels included to allow quick orientation and movement between pages and sections?**	1.3.1 Criteria (A)	2.4.2 & 2.4.6 Criteria (A/AA)		**Start by visually inspecting the interface to see if content is grouped and groups are clearly labeled.** **With NVDA/JAWS turned ON:** **Client applications: Make sure the organization makes sense as NVDA/JAWS reads through the page.** **Web applications: View the heading structure using NVDA (INSERT+F7)/JAWS (INSERT+F6) or, with JAWS turned OFF, use the Accessibility Evaluation Toolbar (Navigation>Headings and Navigation> Title).** **- Make sure the heading tags are used logically and correctly. Headings should be nested correctly and, in most cases, best practice is no more than 20 headings should be used on a page.** **- The main page title should be H1, primary sections H2, subsections H3. There should only be one H1 tag and it should agree with the page title in the header.** **- Pages should have a title in the browser tab.** **Test Landmarks with NVDA (INSERT-F7)/Regions with JAWS (Insert-Ctrl-R) .** **Read the page title with NVDA/JAWS (both: Insert-T).**	Content is disorganized and unlabeled or inappropriately labeled. In web pages/applications, heading tags are not used or are used excessively.		Content is organized into logical groups and labeled. In web pages/applications, heading tags are used logically and correctly (H1, H2, H3, etc.).			X		X		X		
4.2	**Is the reading order for assistive technology logical and intuitive?**	1.3.2 Criteria (A)	2.4.3 Criteria (A)		**For most web applications, use the WAVE Toolbar to disable styles (Disable Styles button). Examine the content. Is it still presented in an understandable order and grouping? It does not need to be identical, but all the information should be present and make sense when read together.** **For client applications and web applications which present no content when styles are disabled, use NVDA/JAWS to read through the page (Insert+Down Arrow). Listen for content that is presented out of order or in a confusing manner.**	When the style sheet is removed or the screenreader reads the page, the content organization changes so that it no longer makes sense.		When the style sheet is removed or the screenreader reads the page, the content makes sense and is equivalent to the visual presentation.			X					X	
4.3	**Can the user skip navigation functions/sidebar and go straight to the content?**	2.4.1 Criteria (A)			**With NVDA/JAWS turned OFF, hit the tab key until you are a few tab stops into the application.** **- Is there a link to skip directly to the main content?** **- Is the link visible when the focus is on it?** **Note: Some applications have no repetitive content at the top of the page to skip and in this case no skip link is needed.**	The user is forced to tab through numerous navigation elements before getting to content and/or must tab through a number of links before frequent actions are reached.		A visible skip link is provided within one tab stop of the initial focus to allow the user to skip to the content or no skip link is needed. Frequent actions are located early in the tab order.			X						

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4.4	**Is the user informed if the location of the focus changes?**	3.2.1 Criteria (A)			**Ask the developers if the application ever automatically takes or moves the focus. Also, keep an eye out for this in your other testing. This does not include opening a new browser tab/window from a link but does include error messages, alerts, focus changes on the page, etc.** **If yes, then with NVDA/JAWS turned on, ensure the user is notified (i.e., that the change is clearly indicated and explained by text, form labels, ARIA, etc.) when the focus is moved. Some focus changes such as opening a link, will be handled automatically but others require designing the change to ensure accessibility.** **Note: In general it is best to avoid moving the focus without the user taking action. If this is necessary, ensure the user is notified preferably beforehand. Consider giving them the option to turn this off.**	The focus moves without the user taking action and there is no notice that the focus moved.	The focus moves based on user action but the interface fails to notify the user of a change.	The focus moves based on a user action or automatically and the interface notifies the user of the change and provides enough context to orient the user.			**X**						
4.5	**Is the user informed when content changes dynamically?**	3.2.2 Criteria (A)			**Ask the developer if any content changes dynamically (email updates, search results loading, instructions changing based on input, etc.), without the user initiating the change or in a location where the user will not encounter the change as part of the workflow.** **If yes, then with NVDA/JAWS turned on ensure the user is notified of the content change.** **Note: Changing the setting of any user interface component should not automatically cause a change of context unless the user has been advised of the behavior before using the component (example: changes on the page based on typing into a search box).**	Content changes dynamically and the user isn't notified.		Content does not change dynamically or the user is notified when content changes.			**X**						
4.6	**Are tables used appropriately, clearly organized, and labeled?**	1.3.1 Criteria (A)			**Sometimes N/A. This only applies if tables are used. Use the Accessibility Evaluation Toolbar and NVDA/JAWS to evaluate the page.** **If tables are used for layout purposes, there should be no title, row, or column headers, and they should be labeled as presentation. NVDA/JAWS should not read the table, columns, or headers.** **If tabular data is presented, data tables should be used. Data tables should be identified as a table and should have a title, column and row headers. Tables should be simplified as much as possible. Test with NVDA/JAWS.** **NVDA:** **Use T to move to the next table, and CTRL+ALT+Arrow Keys to move around.** **JAWS:** **Use INSERT+Num Pad Plus to turn on the virtual cursor. Then use T to move to the next table, CTRL+INSERT+T to list tables, and CTRL+ALT+Arrow Keys to move around.** **To test with the Accessibility Evaluation Toolbar, use Navigation>Data Tables and Styles>Tables.**	Data tables are used or should be used and are not labeled correctly. Or, tables are used for layout and are not labeled as presentation only.	Data tables are used, correctly labeled, but are overly complicated.	All data and layout tables used are labeled correctly.			**X**						
4.7	**If Frames are used, are they labeled with the title attribute?**	1.1.1 Criteria (A)			**Often N/A. Only applies to web pages with Frames. Note that iFrames are accessibility neutral and do not apply here.** **Examine errors from the Accessibility Evaluation Toolbar (Navigation>Frames) and visually inspect the source to ensure frames include the title attribute.**	Frames are used and none are titled or the title is not helpful.		Frames are used and all are titled.			**X**						
5.1	**Is true text used, instead of images, whenever possible?**	1.4.5 Criteria (AA)			**Evaluate the images on the page. Do any present text? If so, could true text be used instead of an image?** **Web applications: Highlighting the content on the page from top to bottom is a quick way to identify images. Other methods are to use the Accessibility Evaluation Toolbar to view text only or apply a high contrast style sheet. Logos are a common example of an appropriate use of images with text because they contain a defining look and feel that sets the logo apart and can not be achieved without an image. Large portions of body text should never be an image.**	Body text is included in images.	Some text that could be styled is included in images but the text doesn't convey large amounts of content.	True text is used except for small amounts of image-embedded text, when text styling couldn't be used to achieve the needed look and feel (ex: Logos)			**X**	**X**					

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5.2	**Do the default text and background size and colors provide sufficient contrast?**	1.4.3 Criteria (AA)			**Use the Accessibility Evaluation Toolbar Color Contrast Report (under Styles) to examine the luminosity. Text smaller than 14 pt. should have a luminosity of at least 4.5, ideally 7. Text 14 pt. and higher should have a luminosity of at least 3, ideally at least 4.5. All text should be 10 pt. or greater.** **If the Accessibility Evaluation Toolbar is not available, use Color Contrast Analyzer to evaluate text and background colors individually. To assist in manual testing, use Color Oracle and print in black and white to eliminate any obviously high contrast elements. Is any text difficult to read? Test questionable color combinations using Color Contrast Analyzer.**	The default presentation does not have sufficient contrast and uses fonts smaller than 10 pt.	Body text in the default presentation has sufficient contrast but some header text uses text slightly lower than the contrast minimum (4.0-4.5). The smallest font size used is 10 pt.	All text in the default presentation has sufficient contrast and the smallest font size used is 10 pt.				X	X				
5.3	**Is an additional visual indicator provided when information or instructions are conveyed by color?**	1.4.1 Criteria (A)			**Use Color Oracle to view page as if color blind. Print the pages in black and white on the printer. Use a screen capture tool if needed to capture the pages and then print. Is there any information you can't understand when color is removed?**	Color alone conveys meaning or indicates actions.		All color coding is supplemented with clear, additional indicators (position, shape, text, etc.).					X				
5.4	**Does the application support a variety of text and background size and color combinations to support user selected settings?**	1.4.4 Criteria (AA)			**Any color and contrast settings within applications should not override user selected display setting. Check to make sure text displayed over background images remains readable with contrast settings on or alternate colors selected via the browser. Ensure text is still readable when images are disabled even with contrast settings on or alternate colors selected.** **1. Turn on the high contrast setting under the MS Ease of Access Center (Start > Control Panel > Ease of Access > Optimize Visual Display > Select a High Contrast Theme), and check that the application works with these settings (note that browser applications may need to refresh to pick these settings up).** **2. For browser applications, use the Accessibility Evaluation Toolbar to view your site in High Contrast 1 and High Contrast 2. All text should change color. Highlight page contents to ensure all content remains visible. Test if all content can be read when Ctrl+ is used to zoom to ~200%. Test zoom with seven increases (CTRL+) in FF and use the menu to specify 200% in IE. If the application works in FF, also test text only zoom (View>Zoom>Zoom text only) up to three increases (CTRL+).** **3. Look through preferences to see if font size and color combinations can be adjusted within the application. If so, test to make sure text can be increased to 150% and ensure that there are at least three high contrast color schemes. Examples of high contrast color schemes are white on black, black on white, and yellow on blue.**	Content or functionality is lost when text size is increased or high contrast settings are applied, regardless of the technique used.	One of the three techniques allows users to access all content and functionality with increased text size and high contrast settings applied.	At least two of the three techniques allow users to access all content and functionality with increased text size and high contrast settings applied.				X				
5.5	**Is information conveyed in multiple ways so that communication is not contingent on a single sense or ability?**	1.1.1 Criteria (A)	1.3.3 Criteria (A)	1.4.1 Criteria (A)	**1. Visually inspect the page to ensure instructions do not rely upon shape, size, visual location only (e.g., "Click the square icon to continue," or "Instructions are to the right of Search.")** **2. Verify that alerts do not rely upon sight or sound only (e.g., a beeping sound alone indactes you may continue, or flashing only indicates there is a message, etc.).** **Note: All information must be able to be accessed in a variety of ways that supports multiple senses, for example, including closed-captioning on videos or ensuring mouse over events can also be triggered by keyboard focus. Text content should be accessible as synthesized speech, braille, and visually displayed text. Most of these are covered by the criteria in other areas of this evaluation. This criteria specifically focuses on instructions and alerts. If there are other situations not covered under other evaluation criteria but rely on a single sense, they should be addressed here.**	Access to all information is limited to a single sense.	Access to some information is limited to a single sense while some information is accessible in multiple ways.	All information is accessible in multiple ways.			X	X	X		X		
6.1	**Is flashing/flickering content avoided?**	2.3.1 Criteria (A)			**Visually inspect the application to see if any flashing occurs. Web pages do not contain anything that flashes more than three times in any one second period.**	Large parts of the screen flash. Videos with quick, high contrast changes are used.		Nothing Flashes									X

#	Question	WCAG Criteria			Instructions	1 <---	--3--	---> 5	Ranking (1-5 or N/A)	Notes (*This is a required field*)	Blind	Low Vision	Color Blind	Ambulatory	Deaf/ Hard of Hearing	Cognitive	Seizures
7.1	**Does the user have sufficient time to read and use content?**	2.2.1 Criteria (A)			**Ask a developer if there are any time constraints imposed on user actions and how they handle the user experience or test the time constraint. Observe the time out process. Is the user notified that a time out will occur? Can they extend the time? Is data saved if the application times out?** **With JAWS/NVDA turned on, repeat the test.**	Timeouts are included, the user is not warned nor given a chance to extend the time, and the user loses work at time out.	Time outs are included and the user is warned but not given a chance to extend the time. The user does not lose work if the timeout occurs.	No application timeouts are included or the user is notified when time is about to run out and given a chance to extend the time. The user does not lose work if the timeout occurs.			X	X	X	X	X	X	
8.1	**Does validation identify the error, provide suggestions on fixing the error, and allow the user to fix the error?**	3.3.2 & 3.3.3 Criteria (A/AA)			**Test the application for errors and validation messages. Are they clearly worded? Do they provide suggestions on how to fix the error? Can the error be understood and fixed while using NVDA/JAWS, Zoomtext, or other Assistive Technologies?**	No clear error/validation message is given when an error or validation occurs or the error message is in "system speak" such as 404 Error. Also, anytime the user is forced to start a task over to fix the error this is a 1.	Error/validation messages are provided and identify an error but do not help the user fix the error.	Error/validation messages are provided, identify the error and provide suggestions on fixing the error.			X	X	X	X	X	X	
8.2	**When an action causes an error or validation message, is the focus located or placed near the error or validation message?**	3.3.1 Criteria (A)			**Zoom to 1500% using windows magnifier, Magic, or Zoomtext. When an error or validation occurs, is the user able to see the error/validation?**	When an error or validation occurs or the user validates a form, the notification is placed on a different part of the screen from the focus.		When an error or validation occurs or the user validates a form, the focus is moved to the notification or the notification is visually near the current focus.				X					
9.1	**Are language tags specified?**	3.1.1 & 3.1.2 Criteria (A/AA)			**Inspect the content and determine if any language but English is included. For web applications, use the Accessibility Evaluation Toolbar's language tool under Navigation to assess whether languages are tagged. View the HTML. If only English is used, lang="en" should be at the top of the page. For client applications, use NVDA/JAWS to read through sections that are in a different language and ensure NVDA/JAWS switches languages.**	Multiple languages are used and not specified.	Only English is used but it is not specified.	English is specified in HTML tag. If additional languages are used, they are also specified.			X					X	
10.1	**If animation (including scrolling, blinking, or moving information) is provided, can the user turn it off and access the information in a non-animated way?**	2.2.2 Criteria (A)			**Only applies to applications with animation.** **- If animation is present, visually inspect interface and preferences to see if it can be turned off or if automatically ends in 5 seconds or less. Make sure that if the animation conveys content, that the content is available in another form.**	Animation is used to convey content and can't be turned off, nor is an alternative provided.	Animation is used and can not be controlled but does not convey content and the animation cycle is short and stops automatically.	User can control the animation or the animation ends within 5 seconds. The user can view content in an alternative way or the animation does not convey content.			X					X	
10.2	**If auto-updating is used, can the user turn it off?**	2.2.2 Criteria (A)			**Only applies to applications where information is automatically updated such as a stock/news ticker, AJAX updated field, search results, notification alert, etc.** **- If auto-updating is present, visually inspect the interface to see if it can be paused, stopped or hidden, or if the frequency of the update can be controlled. Make sure that all controls are also accessible.**	Auto-updating is used to convey content and can't be paused, stopped or hidden, nor can the frequency of the update be controlled.	Auto-updating is used and can not be controlled, but does not convey content and the update is short, infrequent, and stops automatically.	Auto-updating is used to convey content and it can be paused, stopped or hidden, or the frequency of the update be controlled.			X	X				X	
10.3	**Are accurate, synchronized captions and a descriptive transcript (or audio description) available for audio visual elements?**	1.2.2, 1.2.3, 1.2.4 & 1.2.8 Criteria (A/AA/AAA)			**Only applies to applications with audio visual content** **- If audio visual content is present, watch the content to determine if accurate closed captions are provided.** **- Examine the interface to see if descriptive transcripts are provided. Read the transcripts for accuracy and ensure they include both audio and visual information.** **- Consider whether the content and audience require audio descriptions in addition to descriptive transcripts.**	No transcripts or captions for content rich audio visual elements.	Transcripts and/or captions are provided but are not comprehensive or accurate. Transcripts do not include necessary visual information.	High quality, descriptive transcripts and captions are provided for audio visual elements. Audio description is available if needed.							X		

#	Question	WCAG Criteria			Instructions	1 <---	--3--	---> 5	Ranking (1-5 or N/A)	Notes (*This is a required field*)	Blind	Low Vision	Color Blind	Ambulatory	Deaf/ Hard of Hearing	Cognitive	Seizures
10.4	**Are accurate, descriptive transcripts available for audio-only and video-only elements?**	1.2.1 Criteria (A)			**Only applies to applications with audio-only or video-only elements.** **- Examine the interface to see if transcripts are provided. Read transcripts for accuracy.**	No transcripts are provided.	Transcripts are provided but are not comprehensive or accurate.	High quality, descriptive transcripts are provided.							X		
10.5	**If audio automatically plays, can the user stop, pause, mute or adjust the volume?**	1.4.2 Criteria (A)			**Only applies to applications with audio or video elements.** **- Inspect the application or web page with the speakers on to determine if audio automatically plays. If it does, inspect the application to see if it can be turned off.**	Audio plays automatically and there is no way for the user to stop it.	Audio plays automatically and the mechanism to stop it is difficult to locate.	Audio plays automatically but can easily be turned off.			X						
11.1	**Is an accessible alternative available for content or functionality within a system that cannot be made compliant any other way?**				**Often N/A. If part of the application can not be made accessible, check to see a if a comparable, accessible version of that content or functionality is available. Compare the content to ensure it is equivalent. Test the alternative to ensure it is fully accessible.** **Note: In general, it is best to avoid maintaining two interfaces.**	Portions of the application cannot be made accessible. No alternative is provided.	Portions of the application cannot be made accessible. The alternative requires human intervention in some form or is not documented.	Portions of the application cannot be made accessible. The alternative is fully accessible, can be used independently, and is fully documented.			X	X	X	X	X	X	
11.2	**Are any image maps used client side image maps, or if not are redundant text links provided?**				**Often N/A. Visually inspect the interface or use the Accessibility Evaluation Toolbar (Navigation > Image Maps) to locate any image maps. If found, ask developer whether the image map is server or client side.** **- Visually inspect the image map for text links and click links to ensure they provide comparable information.**	Server side image maps are used and do not provide redundant text links.	Server side image maps are used but provide redundant text links.	Client side image maps are used.			X						
11.3	**If a specialized applet, plug-in or software is required, is a link to download it provided?**				**Often N/A. Only applies if the end user will need to download and install specialized software.** **- Visually inspect the interface to determine if a link is provided.**	No link is provided to the specialized software.		A link is provided to the specialized software.			X	X	X	X	X	X	
11.4	**If unique display techniques are developed, is text also written to the screen through the operating system?**				**Almost always N/A. This only applies when you've developed a unique way of displaying information, usually overriding the operating systems controllers.** **- Test with a screen reader (NVDA/JAWS) to ensure it correctly interprets the content.**						X					X	

Total:	0
# Relevant Categories:	0
Overall Score:	**0.0**

Point Scores as Grades

5.0 denotes a fully accessible product, but this breakdown offers a range of accessibility to scale against potential operational impact. A mitigation plan should be developed and implemented for all ratings that fall below 5.0, and a formal plan focusing on accessibility remediation must be submitted to the CIO for any grades falling below 4.4. Otherwise, a grade of A and above denotes a meaningfully accessible resource and is deserving of recognition. Even scores at the B+ level should denote functional accessibility and demonstrates a great commitment toward total acessibility.

Grade	Rating
A+	4.9 to 5.0
A	4.7 to 4.8
A-	4.6 to 4.5
B+	4.4
B	4.2 to 4.3
B-	4.0 to 4.1
C+	3.9
C	3.7 to 3.8
C-	3.5 to 3.6
D+	3.4
D	3.3
F	3.2 and less

Term	Description
Client Application	A software program that integrates the processing capabilities of another program, esp. that accesses distributed objects provided by server application.
Keyboard Shortcuts	Also known as keyboard a;ternatives and hotkeys. An assigned key or sequence of keys programmed to execute a command or perform a specific task in a software application.
True Text	Text that is embedded in a web page rather than being part of an image.
Web Application	A software program that provides interactive functionality and is accessed through a web browser and URL.
WCAG	Web Content Accessibility Guidelines (WCAG) 2.0 covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. Following these guidelines will also often make your Web content more usable to users in general.