# Application Name & URN

<Name of App + URN/URL>

# Tester Name, Title, & SID

<Name of Tester(s)>

## 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.)
- Enter your results on the Rating worksheet in the Score column, using the Notes to differentiate between test pages.

* 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.”

## Test Pages

<Pages Tested>

## Test Tools

<Tools Used>

## Test Browsers

<Browsers 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 for all criteria.**

## Questions / Contact

If you have additional questions, contact the ICT Accessibility office.
* Scoresheet v2.1.5 (1-25-2022)
<table>
<thead>
<tr>
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<th>Grade</th>
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<tbody>
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<td>&lt;Test Date&gt;</td>
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<td>Mobile/Touch Only: Can all functionality exists that relies only on a single pointer be started using enter or spacebar?</td>
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<td>Mobile/Touch: Are keyboard shortcuts available when the focus is not available to abort the function?</td>
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<td>2.1.1/1.2/1.3/1.4/1.5/1.6</td>
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</tbody>
</table>
| Criteria (Client/Web/Mobile) | Instructions | Rating (1-5, NA) | Notes (REQUIRED for all criterion) | Conclusion

| 2.1 | Identify all supplementary elements that a user needs to interact with (review keyboard focus and tabbing using only the keyboard). | 1 | The focus moves from the top left to the bottom right but skips over elements, repeats itself, or doesn't cover the entire page. The focus is visible only part of the time. | X

| 2.2 | Does the focus move in a logical order or flow? | 1 | The focus drops around, skips over elements, repeats itself, or leaves outside the current form, modal window, or page. | X

| 3.1.1 | Is ALT text or other text equivalent provided for all non-textual elements with content? | 1 | Images, buttons, icons, or other non-text element that are not critical to understanding the content or use the program are not critical to understanding the content or use the program. | X

| 3.2 | Are links visually distinct with text that explains what will happen when the link is clicked? | 1 | Links are not clearly distinguished from body text, unclear, or redundant. | X

| 3.3 | Are all controls (textboxes, buttons, icons, labels, etc.) meaningfully and consistently outlined throughout the interface? | 1 | Links are not distinct from body text, unclear, or redundant. | X

---

**Notes:**
- 1: Good
- 2: Fair
- 3: Poor
- 4: NA
- 5: Fail

---

**Criteria (Client/Web/Mobile):**
- **Focus:** Identify all supplementary elements that a user needs to interact with (review keyboard focus and tabbing using only the keyboard).
- **Images:** Identify all supplementary elements that a user needs to interact with (review keyboard focus and tabbing using only the keyboard).
- **Notes:** (REQUIRED for all criterion)

---

**Notes:**
- 1: Good
- 2: Fair
- 3: Poor
- 4: NA
- 5: Fail

---

**Criteria (Client/Web/Mobile):**
- **Focus:** Identify all supplementary elements that a user needs to interact with (review keyboard focus and tabbing using only the keyboard).
- **Images:** Identify all supplementary elements that a user needs to interact with (review keyboard focus and tabbing using only the keyboard).
- **Notes:** (REQUIRED for all criterion)
<p>| Section | # | Criteria (Class/Web/Mobile) | Instructions | Rating | Notes | Unreadable/Inaccessible Test Cases | Unreadable/Inaccessible Test Cases | Unreadable/Inaccessible Test Cases |
|---------|---|-----------------------------|--------------|--------|-----------------|----------------------------------|----------------------------------|
| End 1.3 | X | Interactive elements such as links, form fields, and other elements must contain sufficient information such as links, fields, mandatory form text, length, value, status, and if the field is required | Any interactive element such as links, form fields, and other elements must provide sufficient information such as links, fields, mandatory form text, length, value, status, and if the field is required. | 1 | Any interactive elements that lack sufficient information such as links, fields, mandatory form text, length, value, status, and if the field is required | X | X | NA |
| End 1.5 | X | Are all decorative elements coded as such in the DOM? | The screen reader should recognize that a screen reader can interact with all elements if the screen reader cannot interact with any elements. | 1 | All decorative elements are marked as such in the DOM. | X | X | NA |
| End 1.6 | X | Are there any form fields with decorative labels? | JavaScript should not be used to create form fields with decorative labels. | 1 | All form fields without meaningful labels are failures of 3.6. If the user input is required, mark this 5. | X | X | NA |
| End 1.9 | X | Are all required elements such as links, form fields, and other elements such as autocomplete values actually included? | Form fields and other elements such as autocomplete values must actually be included. | 1 | All form fields and other elements such as autocomplete values actually be included. | X | X | NA |
| End 1.12 | X | Are all form fields with decorative labels missing? | JavaScript should not be used to create form fields with decorative labels. | 1 | All form fields without meaningful labels are failures of 3.6. If the user input is required, mark this 5. | X | X | NA |
| End 1.13 | X | Are all required elements such as links, form fields, and other elements such as autocomplete values actually included? | Form fields and other elements such as autocomplete values must actually be included. | 1 | All form fields and other elements such as autocomplete values actually be included. | X | X | NA |
| End 1.14 | X | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | 1 | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | X | X | NA |
| End 1.15 | X | Are all decorative elements coded as such in the DOM? | The screen reader should recognize that a screen reader can interact with all elements if the screen reader cannot interact with any elements. | 1 | All decorative elements are marked as such in the DOM. | X | X | NA |
| End 1.16 | X | All form fields with decorative labels are missing? | JavaScript should not be used to create form fields with decorative labels. | 1 | All form fields without meaningful labels are failures of 3.6. If the user input is required, mark this 5. | X | X | NA |
| End 1.17 | X | Are all required elements such as links, form fields, and other elements such as autocomplete values actually included? | Form fields and other elements such as autocomplete values must actually be included. | 1 | All form fields and other elements such as autocomplete values actually be included. | X | X | NA |
| End 1.18 | X | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | 1 | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | X | X | NA |
| End 1.19 | X | Are all decorative elements coded as such in the DOM? | The screen reader should recognize that a screen reader can interact with all elements if the screen reader cannot interact with any elements. | 1 | All decorative elements are marked as such in the DOM. | X | X | NA |
| End 1.20 | X | All form fields with decorative labels are missing? | JavaScript should not be used to create form fields with decorative labels. | 1 | All form fields without meaningful labels are failures of 3.6. If the user input is required, mark this 5. | X | X | NA |
| End 1.21 | X | Are all required elements such as links, form fields, and other elements such as autocomplete values actually included? | Form fields and other elements such as autocomplete values must actually be included. | 1 | All form fields and other elements such as autocomplete values actually be included. | X | X | NA |
| End 1.22 | X | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | 1 | All interactive elements should be accessible to users of all classes, including those with disabilities, and should be labelled such that a screen reader reads them. | X | X | NA |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>#</th>
<th>Criteria (Client/Web/Mobile)</th>
<th>Instructions</th>
<th>Rating (1-5, NA)</th>
<th>Notes (REQUIRED for all criterion)</th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
<th><strong>5</strong></th>
<th><strong>NA</strong></th>
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</thead>
<tbody>
<tr>
<td>Content Organization and Navigation</td>
<td>4.1</td>
<td>Name any tabulated and data tables used that should be allowed to skip presentation before moving focus to content.</td>
<td>Table data should be used to determine if frames are present. This does not include frames. If frames are used, ensure they have a meaningful and concise title. Note any frames without meaningful, concise title as a failure of 4.3, if frames are used, mark this NA.</td>
<td>1</td>
<td>Content is organized with appropriate and logical groups and labeled. In web pages/applications, regions and heading tags are used logically and consistently (H1, H2, H3).</td>
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<tr>
<td>Content Organization and Navigation</td>
<td>4.2</td>
<td>Is the reading order for accessible technology complete, logical and structured?</td>
<td>The user is forced to tab to another page and still the content is not accessible.</td>
<td>1</td>
<td>The reading order is logical and consistent throughout the page.</td>
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<tr>
<td>Content Organization and Navigation</td>
<td>4.3</td>
<td>Can the user skip navigation links/anchor links and go straight to the content?</td>
<td>When the style sheet is taken out of the reference, the focus should be on the main content.</td>
<td>1</td>
<td>When the style sheet is taken out of the reference, the focus should be on the main content.</td>
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<td>Content Organization and Navigation</td>
<td>4.4</td>
<td>Is the user informed if the location of the focus changes?</td>
<td>When the style sheet is taken out of the reference, the focus should be on the main content.</td>
<td>1</td>
<td>When the style sheet is taken out of the reference, the focus should be on the main content.</td>
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<td>Content Organization and Navigation</td>
<td>4.5</td>
<td>Is the user informed when content changes dynamically?</td>
<td>When the style sheet is taken out of the reference, the focus should be on the main content.</td>
<td>1</td>
<td>When the style sheet is taken out of the reference, the focus should be on the main content.</td>
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<td>Content Organization and Navigation</td>
<td>4.6</td>
<td>Are tables used appropriately, clearly organized, and labeled?</td>
<td>The tables used are visible, and are not marked as presentation only.</td>
<td>1</td>
<td>The tables used are visible, and are not marked as presentation only.</td>
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<td>Content Organization and Navigation</td>
<td>4.7</td>
<td>If frames are used, are they labeled with the title attribute?</td>
<td>Content changes dynamically and the user is not notified of the change in any way.</td>
<td>1</td>
<td>Content changes dynamically and the user is not notified of the change in any way.</td>
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<td>Instructions</td>
<td>Rating/NA (Y/N)</td>
<td>Notes (REQUIRED for all criteria)</td>
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<td>Content and Organization</td>
<td>4.8</td>
<td>Content that appears on hover or keyboard focus is dismissible, recognizable, and persistent!</td>
<td>With assistive technology, all links, text, and interactive elements are clearly distinguishable and easy to click. Ensure the focus legally moves to each element when activated or by keyboard focus. Ensure that hover or keyboard focus can be dismissed without requiring the focus to be clicked or selected, if focus is removed, the element can be re-enabled by clicking the focuspoint or mouse. (If focus activates the content, that moving the focus pointer over the content does not cause the content to disappear.)</td>
<td>No hover/keyboard focus content that for can be dismissed without dismissing the focus, persists after the focus is removed, or disappears while the mouse focus moves over top of it as a failure of 5.6. If no focus appears on hover or keyboard focus mark this a 5.</td>
<td>Content that appears on hover or focus disappears without the user doing anything (e.g., dismissing by clicking or moving the focus) is a failure of 4.8. If the user can't dismiss all the displayed content without losing functionality, licensing it.</td>
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<td>Content and Organization</td>
<td>4.9</td>
<td>Accessibility: tech Mobile/Touch: Can content be used in both portrait and landscape orientations?</td>
<td>Mobile/Touch: Does the application in both landscape and portrait mode and ensure all content remains visible and functionally works.</td>
<td>NA</td>
<td>Content and functionality works when the device is a specific orientation.</td>
<td>X</td>
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<tr>
<td>Color, Contrast and Zoom</td>
<td>1.1</td>
<td>A text that used, instead of images of text, whenever possible?</td>
<td>With assistive technology, all text is high contrast (4.5:1), large (10 pt or font size used is 10 pt). All text is marked in images.</td>
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<td>Body text is included in images.</td>
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<td>Color, Contrast and Zoom</td>
<td>1.2</td>
<td>Is the default text and background size and colors provide sufficient contrast?</td>
<td>All contrast is at least 4.5:1. Any contrast ratio less than 4:1 is not recommended. Larger text is at least 12 pt, with increased text size and color contrast and uses fonts that have been specified.</td>
<td>1</td>
<td>On the default presentation has sufficient contrast and uses forms, 10 pt or font size used is 10 pt.</td>
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<tr>
<td>Color, Contrast and Zoom</td>
<td>1.3</td>
<td>Is an additional visual indicator provided where information or instructions are conveyed by color?</td>
<td>Certain information is conveyed by color. Ensure a second visual indicator such as text, pattern, sufficient contrast, change of scale, etc., is also provided.</td>
<td>1</td>
<td>Certain visual meaning or indicates actions.</td>
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<tr>
<td>Color, Contrast and Zoom</td>
<td>1.4</td>
<td>Does the application supports a variety of text and background size and color combinations to support user selected settings?</td>
<td>The application using a variety of appropriate browser and platform settings to zoom content and change the color combinations of content. Ensure the application is able to handle these changes. Below are example tests: 1. For web applications: Turn on the high contrast setting used in the MS Ease of Access Center (Start &gt; Control Panel &gt; Ease of Access &gt; Display Settings &gt; Select a High Contrast Theme with a black background), ensure the application works with these settings (Note that browser applications may need to refresh to pick these settings up). 2. For web applications: zoom the application to 200% (Ctrl+ to zoom in, Ctrl- to zoom out, Ctrl0 to refresh to pick these settings up).</td>
<td>1</td>
<td>One of the three techniques allows users to zoom text and functionality with increased text size and high contrast settings applied.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Color, Contrast and Zoom</td>
<td>1.5</td>
<td>A communication not contingent on a single sense or ability?</td>
<td>Usually required for applications to ensure information do not rely upon shape, size, visual location etc. For example, “Click the square box to continue”, “Instructions are on the right of a search” Verify that alerts do not rely upon shape or sound only (e.g., a beeping sound alone indicates you may continue, or flashing only indicates there is a message, etc.).</td>
<td>1</td>
<td>All text is conveyed to other senses when use information is conveyed to other senses.</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Color, Contrast and Zoom</td>
<td>1.6</td>
<td>A text that used, instead of images of text, whenever possible?</td>
<td>With assistive technology, all text is high contrast (4.5:1), large (10 pt or font size used is 10 pt). All text is marked in images.</td>
<td>1</td>
<td>Certain information is conveyed to other senses when use information is conveyed to other senses.</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Section</td>
<td>#</td>
<td>Criteria (Client/Web/Mobile)</td>
<td>Instructions</td>
<td>Rating</td>
<td>NA (i.e., Not Applicable)</td>
<td>Notes (REQUIRING for all criteria)</td>
<td>UNCLASSIFIED</td>
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<tr>
<td>Error, Control and Zoom</td>
<td>6.1</td>
<td>Audible: NA</td>
<td>Web/Mobile/Touch: Can the page be accessed to 800px with a 320px Wide display without requiring two scroll bars?</td>
<td>1</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
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<td></td>
<td>6.2</td>
<td>Audible: NA</td>
<td>Visually inspect the application to see if any repeated changes between high contrast and low contrast occur. Movement such as loading bars, or single user-controlled change such as a button to indicate focus are not considered flashing.</td>
<td>1</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
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<td></td>
<td>7.1</td>
<td>Audible: NA</td>
<td>Time-outs are included, the user is not warned but not given a chance to correct the error and the user loses work at the timeout. The user does not lose work if the timeout occurs.</td>
<td>1</td>
<td>NA</td>
<td>-</td>
<td>X</td>
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<tr>
<td></td>
<td>8.1</td>
<td>Audible: NA</td>
<td>Relevancy/validity messages are provided and should not display on the same screen as error messages. Trigger error and validation messages. Determine if error or validation messages are provided and given on-screen, or off-screen, or provided in a separate interface.</td>
<td>1</td>
<td>NA</td>
<td>-</td>
<td>X</td>
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<tr>
<td></td>
<td>8.2</td>
<td>Audible: NA</td>
<td>Trigger error message. Determine if the error is directly next to or in the error message once it is present. Only error messages included in the following: messages within an interface itself, messages within an interface that are not about the interface itself.</td>
<td>1</td>
<td>NA</td>
<td>-</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>9.1</td>
<td>Audible: NA</td>
<td>Provide language and translation options for the page. Web pages that include languages other than English should indicate the appropriate language tag in the header.</td>
<td>1</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
<td></td>
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</tr>
<tr>
<td>Audio/Visual Sensory</td>
<td>10.1</td>
<td>Audible: NA</td>
<td>Audio/Visual Sensory: Audio and visual presentation options, including but not limited to the following: audio options, text-to-speech, and closed captioning.</td>
<td>1</td>
<td>NA</td>
<td>-</td>
<td>NA</td>
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<tr>
<td>Section</td>
<td>#</td>
<td>Criteria (Client/Web/Mobile)</td>
<td>Instructions</td>
<td>Rating</td>
<td>CR1 Conformance Level (1-5, N/A)</td>
<td>Notes (REQUIRED for all criteria)</td>
<td>1 —</td>
<td>2 —</td>
<td>3 —</td>
<td>4 —</td>
<td>5 —</td>
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<tr>
<td>Audio/animation 11.2</td>
<td>11.2</td>
<td>An accessible, equivalent transcript for audio description is available for audio visual elements?</td>
<td>Accessible? If audio visual content is provided, if audio visual content is present, mark this X. Determine if an accessible alternative is provided.</td>
<td>1</td>
<td>1.1.2.4 (AA) &amp; 1.1.2.6 (AA) &amp; 1.1.2.8 (AAA)</td>
<td>Transcripts and/or captions are provided but are not comprehensive or accurate. Transcripts do not include necessary visual information.</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Audio/animation 11.3</td>
<td>11.3</td>
<td>Are accurate, descriptive transcripts available for audio-only and video-only elements?</td>
<td>Are accurate? If audio-only or video-only content is provided, if content is present, mark this X. Determine if descriptive transcripts are provided.</td>
<td>1</td>
<td>1.2.1 (A) &amp; 1.2.2 (A) &amp; 1.2.4 (A)</td>
<td>Transcripts are provided but are not comprehensive or accurate.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Audio/animation 11.4</td>
<td>11.4</td>
<td>If audio automatically plays, can the user stop, pause, mute or adjust the volume?</td>
<td>Audio plays automatically, more than 2 seconds, and there is no way for the user to stop it.</td>
<td>1</td>
<td>1.2.2 (A) &amp; 1.2.4 (A) &amp; 1.2.8 (AAA)</td>
<td>Audio plays automatically, more than 2 seconds, and the mechanism to stop it is difficult to locate.</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Audio/animation 11.5</td>
<td>11.5</td>
<td>If audio updating is used, can the user turn it off?</td>
<td>Determine if content automatically updates without the user triggering the update (for example, on page refresh). If content automatically updates, examine the interface to determine if it can be easily paused, stopped or hidden, or if the frequency of the update can be controlled.</td>
<td>1</td>
<td>1.2.2 (A) &amp; 1.2.4 (A) &amp; 1.2.8 (AAA)</td>
<td>Audio updating is used and it can be controlled. Audio updating is used and it cannot be controlled.</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Other 11.1</td>
<td>11.1</td>
<td>Is an accessible alternative available for content or functionality within a system that cannot be made complaint any other way?</td>
<td>Determine if any content can be made accessible for content or functionality that cannot be made accessible in any other way.</td>
<td>1</td>
<td>N/A (Deprecated)</td>
<td>Portions of the application cannot be made accessible. The alternative requirements are not documented. Most of the application cannot be made accessible. The alternative requirements are not documented. Portions of the application cannot be made accessible.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Other 11.2</td>
<td>11.2</td>
<td>Does the server or Mobile/Touch server side image maps exist, and, if so, are redundant text links provided?</td>
<td>Server side image maps are used and do not provide redundant text links.</td>
<td>1</td>
<td>N/A</td>
<td>Server side image maps are used and provide redundant text links.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Other 11.3</td>
<td>11.3</td>
<td>If specialized software is required, is a link to download it provided?</td>
<td>Determine if any specialized software is required to use the application that is not installed in the target audience's baseline (e.g. Adobe Acrobat Reader for public websites). If the user will need to install software to run the application, visually inspect the interface to determine if a link to the required software is provided.</td>
<td>1</td>
<td>N/A (Deprecated)</td>
<td>No link is provided to specialized software.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>WCAG 2.1 (NEW)</td>
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**NOTES**
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 POAM focusing on accessibility remediation must be submitted to the CIO for any grades falling below 4.4. A score of 5.0 denotes a meaningfully accessible resource and a great commitment toward total accessibility.

### Point Scores as Grades

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Accessible and usable. Will continue to benefit from User Experience feedback as specific individuals may still experience problems.</td>
</tr>
<tr>
<td>4.8-4.9</td>
<td>Close to functional accessibility. Typically a blind person will still have difficulty using certain functions some of which could still be complete stop-work barriers.</td>
</tr>
<tr>
<td>4.4-4.7</td>
<td>Some accessibility functions emerging. Blind persons and those with ambulatory disabilities will typically be unable to use the tool and may require assistance.</td>
</tr>
<tr>
<td>1.0-4.3</td>
<td>Fundamentally inaccessible for all persons with targeted disabilities, except possibly DHH and Seizures.</td>
</tr>
<tr>
<td>NA</td>
<td>NA is allowed for all Optional Criteria, but otherwise is not allowed unless specifically stated in the instructions and is dependent upon the functionality and type of application being tested (Web/Client/Mobile). Items rated NA do not count against your overall score.</td>
</tr>
</tbody>
</table>
against potential operational impact. A mitigation plan on accessibility remediation must be submitted to CIO for any grades falling below 4.4. A score of 5.0 denotes a meaningfully accessible resource and is deserving of recognition. Scores at the 4.8-4.9 level denote functional accessibility and demonstrate a great commitment toward total accessibility.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Application</td>
<td>A software program that integrates the processing capabilities of another program, esp. that accesses distributed objects provided by server application.</td>
</tr>
<tr>
<td>Keyboard Shortcuts</td>
<td>Also known as keyboard alternatives and hotkeys. An assigned key or sequence of keys programmed to execute a command or perform a specific task in a software application.</td>
</tr>
<tr>
<td>True Text</td>
<td>Text that is embedded in a web page rather than being part of an image.</td>
</tr>
<tr>
<td>Web Application</td>
<td>A software program that provides interactive functionality and is accessed through a web browser and URL.</td>
</tr>
<tr>
<td>WCAG</td>
<td>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.</td>
</tr>
<tr>
<td>Primary Tasks</td>
<td>Key functionality for the application. For an email application this would include writing and reading emails.</td>
</tr>
<tr>
<td>Secondary Tasks</td>
<td>Secondary functionality within an application. For an email application, this might include sorting mail and formatting text.</td>
</tr>
<tr>
<td>Multipoint gestures</td>
<td>A touch gesture that requires more than one finger to operate. Examples include pinching two fingers together to zoom or swiping to fingers to scroll.</td>
</tr>
<tr>
<td>Single point gestures</td>
<td>A touch gesture which can be activated using a single finger or pointing device. Clicking a button is a single point gesture.</td>
</tr>
<tr>
<td>Affordances</td>
<td>Clues about how an object or interface component should be used. The size of a text box or the 3d design of a button are affordances.</td>
</tr>
</tbody>
</table>
Value
name
honorific-prefix
given-name
additional-name
family-name
honorific-suffix
nickname
organization-title
username
new-password
current-password
organization
street-address
address-line1
address-line2
address-line3
address-level4
address-level3
address-level2
address-level1
country
country-name
postal-code
cc-name
cc-given-name
cc-additional-name
cc-family-name
cc-number
cc-exp
cc-exp-month
cc-exp-exp
cc-exp-year
cc-csc
cc-type
transaction-currency
transaction-amount
language
bday
bday-day
bday-month
bday-year
sex
url
photo
tel
tel-country-code
tel-national
tel-area-code
tel-local
tel-local-prefix
tel-local-suffix
tel-extension
e-mail
impp
### Used For

- Full name
- Prefix or title (e.g., "Mr.", "Ms.", "Dr.", "Mlle")
- Given name (in some Western cultures, also known as the first name)
- Additional names (in some Western cultures, also known as middle names, forenames other than the first name)
- Family name (in some Western cultures, also known as the last name or surname)
- Suffix (e.g., "Jr.", "B.Sc.", "MBASW", "II")
- Nickname, screen name, handle: a typically short name used instead of the full name
- Job title (e.g., "Software Engineer", "Senior Vice President", "Deputy Managing Director")
- A username
- A new password (e.g., when creating an account or changing a password)
- The current password for the account identified by the username field (e.g., when logging in)
- Company name corresponding to the person, address, or contact information in the other fields associated with this field
- Street address (multiple lines, newlines preserved)
- Street address (one line per field, line 1)
- Street address (one line per field, line 2)
- Street address (one line per field, line 3)
- The most fine-grained administrative level, in addresses with four administrative levels
- The third administrative level, in addresses with three or more administrative levels
- The second administrative level, in addresses with two or more administrative levels; in the countries with two administrative levels, this would typically be the city, town, village, or other locality within which the relevant street address is found; for addresses with three or more administrative levels, this would typically be the zip code, postal code, or comparable code
- The broadest administrative level in the address, i.e., the province within which the locality is found; for addresses with three or more administrative levels, this would typically be the state; in Switzerland, it would be the canton; in the UK, the post town
- Country code
- Country name
- Postal code, post code, ZIP code, CEDEX code (if CEDEX, append "CEDEX", and the dissemination, if relevant)
- Full name as given on the payment instrument
- Given name as given on the payment instrument (in some Western cultures, also known as the first name)
- Additional names given on the payment instrument (in some Western cultures, also known as middle names, forenames other than the first name)
- Family name given on the payment instrument (in some Western cultures, also known as the last name or surname)
- Code identifying the payment instrument (e.g., the credit card number)
- Expiration date of the payment instrument
- Month component of the expiration date of the payment instrument
- Year component of the expiration date of the payment instrument
- Security code for the payment instrument (also known as the card security code (CSC), card validation code (CVC), signature panel code (SPC), credit card ID (CCID), etc)
- Type of payment instrument
- The currency that the user would prefer the transaction to use
- The amount that the user would like for the transaction (e.g., when entering a bid or sale price)
- Preferred language
- Birthday
- Day component of birthday
- Month component of birthday
- Year component of birthday
- Gender identity (e.g., Female, Fa’afafine)
- Home page or other Web page corresponding to the company, person, address, or contact information in the other fields associated with this field
- Photograph, icon, or other image corresponding to the company, person, address, or contact information in the other fields associated with this field
- Full telephone number, including country code
Country code component of the telephone number
Telephone number without the county code component, with a country-internal prefix applied if applicable
Area code component of the telephone number, with a country-internal prefix applied if applicable
Telephone number without the country code and area code components
First part of the component of the telephone number that follows the area code, when that component
Second part of the component of the telephone number that follows the area code, when that component
Telephone number internal extension code
E-mail address
URL representing an instant messaging protocol endpoint (for example, "aim:goim?screenname=exampl
The second administrative level, in addresses with two or more administrative levels; in the countries with two example, in the US, this would be the state; in Switzerland it would be the canton; in the UK, th

Security code for the payment instrument (also known as the card security code (CSC), card validation code (CVC), card verification value (CVV), signature panel code (SPC), credit card ID (CCID), etc)
in which the relevant street address is found
<table>
<thead>
<tr>
<th>Shortcut</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Headings level 1</td>
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<tr>
<td>1</td>
<td>Headings level 1</td>
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<td>2</td>
<td>Headings level 2</td>
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<td>3</td>
<td>Headings level 3</td>
</tr>
<tr>
<td>3</td>
<td>Headings level 3</td>
</tr>
<tr>
<td>4</td>
<td>Headings level 4</td>
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<tr>
<td>4</td>
<td>Headings level 4</td>
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<tr>
<td>5</td>
<td>Headings level 5</td>
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<td>5</td>
<td>Headings level 5</td>
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<tr>
<td>6</td>
<td>Headings level 6</td>
</tr>
<tr>
<td>6</td>
<td>Headings level 6</td>
</tr>
<tr>
<td>+key</td>
<td>Exit Forms Mode</td>
</tr>
<tr>
<td>Alt+Shift+F6</td>
<td>Previous Window</td>
</tr>
<tr>
<td>/</td>
<td>Find as You Type Text</td>
</tr>
<tr>
<td>a</td>
<td>annotation (comment, editor revision,</td>
</tr>
<tr>
<td>Alt</td>
<td>Move to the Menu Bar</td>
</tr>
<tr>
<td>Alt</td>
<td>Cancel</td>
</tr>
<tr>
<td>Alt, Arrow KEYS</td>
<td>Move between Menus</td>
</tr>
<tr>
<td>Alt+A</td>
<td>Favorites</td>
</tr>
<tr>
<td>Alt+A</td>
<td>Favorites</td>
</tr>
<tr>
<td>Alt+B</td>
<td>Bookmarks</td>
</tr>
<tr>
<td>Alt+B</td>
<td>Bookmarks</td>
</tr>
<tr>
<td>Alt+B</td>
<td>Bookmarks</td>
</tr>
<tr>
<td>Alt+D</td>
<td>Select Location Bar</td>
</tr>
<tr>
<td>Alt+DASH</td>
<td>Open a child Window Control Menu</td>
</tr>
<tr>
<td>Alt+DELETE</td>
<td>Say Active Cursor</td>
</tr>
<tr>
<td>Alt+Delete</td>
<td>Disable Zoomtext</td>
</tr>
<tr>
<td>Alt+DELETE</td>
<td>Say Active Cursor</td>
</tr>
<tr>
<td>Alt+Down Arrow</td>
<td>Open Combo Box/Jump Menu</td>
</tr>
<tr>
<td>Alt+Down Arrow</td>
<td>Say Next Sentence</td>
</tr>
<tr>
<td>Alt+DownArrow</td>
<td>Next sentence</td>
</tr>
<tr>
<td>Alt+E</td>
<td>Edit</td>
</tr>
<tr>
<td>Alt+E</td>
<td>Edit</td>
</tr>
<tr>
<td>Alt+E</td>
<td>Edit</td>
</tr>
<tr>
<td>Alt+ENTER</td>
<td>Open File or Folder Properties</td>
</tr>
<tr>
<td>Alt+Enter</td>
<td>Open Address in New Tab</td>
</tr>
<tr>
<td>Alt+F</td>
<td>File</td>
</tr>
<tr>
<td>Alt+F</td>
<td>File</td>
</tr>
<tr>
<td>Alt+F</td>
<td>File</td>
</tr>
<tr>
<td>Alt+F10</td>
<td>App: Maximize</td>
</tr>
<tr>
<td>Alt+F3</td>
<td>Create AutoText</td>
</tr>
<tr>
<td>Alt+F4</td>
<td>Exit the Active Application</td>
</tr>
</tbody>
</table>
Alt+V View
Alt+V View
Alt+V View
Alt+WINDOWS Key+Com Read Current Row
Alt+WINDOWS Key+Ctrl+ Permanently Decrease Voice Rate
Alt+WINDOWS Key+Ctrl+ Permanently Increase Voice Rate
Alt+WINDOWS Key+Down Read Next Row
Alt+WINDOWS Key+Left Read Prior Column
Alt+WINDOWS Key+PERII Read Current Column
Alt+WINDOWS Key+Right Read Next Column
Alt+WINDOWS Key+Up A Read Prior Row
APLICATIONS KEY or
Shift+F10 Open the Shortcut Menu
b button
B Button Quick Key
BACKSPACE Go Up One Folder Level
BACKSPACE Delete Prior Character
Backspace Back
c combo box
Caps Lock+. Report current character in review
Caps Lock+1 Toggle Input Help Mode
Caps Lock+5 Say Color
Caps Lock+8 Left Mouse Button
Caps Lock+9 Right Mouse Button
Caps Lock+a Say all
Caps Lock+A or Caps Lock+Say All
Caps Lock+APOSTROPHE Route Touch Cursor to Focus Location
Caps Lock+APOSTROPHE Route PC Cursor to JAWS Cursor
Caps Lock+b Read active window
Caps Lock+backspace Move to focus object
Caps Lock+Comma Say Character
Caps Lock+Comma three Say ASCII or Hexadecimal Value
Caps Lock+Comma twice Say Character Phonetically
Caps Lock+delete Report review cursor location
Caps Lock+Down Arrow Move to next line in review
Caps Lock+End Move to end of line in review
Caps Lock+enter Activate current navigator object
Caps Lock+f Report text formatting
Caps Lock+F Say Font
Caps Lock+f10 Copy to review cursor
Caps Lock+f2 Pass next key through
Caps Lock+f9 Copy from review cursor
Caps Lock+H Say Sentence
Caps Lock+Home Move to start of line in review
Caps Lock+Home or Spell to Cursor
Caps Lock+Home or Caps Say to Cursor
Caps Lock+I Say Line
Caps Lock+I twice quickly Spell Current Line
Caps Lock+J Say Prior Word
Caps Lock+K Say Word
Caps Lock+K twice quickly Spell Word
Caps Lock+L Read current line
Caps Lock+L Say Next Word
Caps Lock+Left Arrow Move to previous character in review
Caps Lock+Left Bracket Route JAWS Cursor to PC Cursor
Caps Lock+M Say Prior Character
Caps Lock+n NVDA Menu
Caps Lock+N Say Next Sentence
Caps Lock+O Say Next Line
Caps Lock+P JAWS Cursor
Caps Lock+P twice quickly Invisible Cursor
Caps Lock+Page Up Spell from Cursor
Caps Lock+PageDown switch to previous review mode
Caps Lock+PageDown switch to previous review mode
Caps Lock+PageUp switch to next review mode
Caps Lock+PageUp switch to next review mode
Caps Lock+PERIOD Say Next Character
Caps Lock+q Quit NVDA
Caps Lock+R Restrict JAWS Cursor
Caps Lock+Right Arrow Move to next character in review
Caps Lock+s Toggle Speech Mode
Caps Lock+Semicolon (press twice quickly if the Touch Cursor is currently active) PC Cursor
Caps Lock+Shift+. Report current line in review
Caps Lock+Shift+B Drag and Drop
Caps Lock+Shift+a Say all with review
Caps Lock+Shift+A or Caps Lock+Shift+Down Arrow Say Selected Text
Caps Lock+Shift+B Report Battery Level
Caps Lock+Shift+Backspace Move System focus or caret to current!
Caps Lock+Shift+Down Arrow Move to first contained object
Caps Lock+Shift+End Report Status Bar
Caps Lock+Shift+J twice Spell to Cursor
Caps Lock+Shift+L Say from Cursor
Caps Lock+Shift+L twice Spell from Cursor
Caps Lock+Shift+Left Arrow Move to previous object
Caps Lock+Shift+N Say Bottom Line of Window
Caps Lock+Shift+o Report current object
Caps Lock+Shift+Right Arrow Move to next object
Caps Lock+Shift+s Read current text selection
Caps Lock+Shift+Up Arrow Move to containing object
Caps Lock+Shift+Y Say Top Line of Window
Caps Lock+Shift+z Toggle application sleep mode on and
Caps Lock+t Report title
Caps Lock+tab Report current focus
Caps Lock+U Say Prior Line
Caps Lock+Up Arrow Move to previous line in review
Caps Lock+WINDOWS Key Script Utility Mode Toggle
Caps Lock+Y Say Prior Sentence
Comma Move past end of container
Ctrl Terminate speech
Ctrl Interrupt Speech
Ctrl- Zoom out
Ctrl_Right Arrow Move Tab Right (when tab is focused)
Ctrl+ Zoom in
Ctrl+- Text Size: Decrease
Ctrl++ Zoom in
Ctrl+0 Text Size: Restore
Ctrl+0 Zoom Reset
Ctrl+1to8 Select Tab (1 to 9)
Ctrl+\ Unselect All But Current
Ctrl+\ Unselect All But Current
Ctrl+` Next Tab Group
Ctrl++ Text Size: Increase
Ctrl++ Zoom in
Ctrl+0 Text Size: Restore
Ctrl+0 Zoom Reset
Ctrl+1to8 Select Tab 1 to 8
Ctrl+9 Select Last Tab
Ctrl+A Select All
Ctrl+A Select All
Ctrl+A Select All
Ctrl+A Select All
Ctrl+Alt+1 Apply Heading 1
Ctrl+Alt+1…0 Jump to Reading Zone 1-10
Ctrl+Alt+2 Apply Heading 2
Ctrl+Alt+3 Apply Heading 3
Ctrl+Alt+Down Arrow Cell Below
Ctrl+Alt+Down Arrow Cell Below
Ctrl+Alt+Down Arrow Move to next row
Ctrl+Alt+E Edit reading zones
Ctrl+Alt+End Last Cell
Ctrl+Alt+End Last Cell
Ctrl+Alt+F2 Open Document
Ctrl+Alt+Home First Cell
Ctrl+Alt+Home First Cell
Ctrl+Alt+I Print Preview
Ctrl+Alt+L List reading zones
Ctrl+Alt+L Number List
Ctrl+Alt+Left Say previous sentence
Ctrl+Alt+Left Arrow Cell to Left
Ctrl+Alt+Left Arrow Cell to Left
Ctrl+Alt+Left Arrow Move to previous column
Ctrl+Alt+N Next Reading Zone
Ctrl+Alt+Num Pad 5 Say Current Cell
Ctrl+Alt+Num Pad 5 Say Current Cell
Ctrl+Alt+Num Pad 5 Say current sentence
Ctrl+D
Bookmark This Page
Ctrl+D
Bookmarks
Ctrl+D
Bookmarks
Ctrl+D
Font
Ctrl+Delete
Delete Word
Ctrl+Down
Say next paragraph
Ctrl+Down Arrow
Move One Paragraph Down
Ctrl+Down Arrow
Move Tab Right (when tab is focused)
Ctrl+Down Arrow
Select Next Search Engine
Ctrl+Down Arrow
(when Search Bar is focused)
Ctrl+E
Center Paragraph
Ctrl+End
Move to End of Document
Ctrl+End
Move Tab to End (when tab is focused)
Ctrl+Enter
Complete .com Address
Ctrl+F
Find
Ctrl+F
Find
Ctrl+F
Find
Ctrl+F
Find
Ctrl+F
Search for a word or a phrase
Ctrl+F10
Document: Maximize
Ctrl+F12
Open Document
Ctrl+F2
Print Preview
Ctrl+F4
Close Tab
Ctrl+F4
Close Document
Ctrl+F5
Reload (override cache)
Ctrl+F5
Document: Restore
Ctrl+F6
Move to Next Window
Ctrl+F7
Document: Move
Ctrl+F8
Document: Size
Ctrl+G
Find Again
Ctrl+H
History
Ctrl+H
History
Ctrl+H
History
Ctrl+Home
Move to Beginning of Document
Ctrl+Home
Move Tab to Beginning (when tab is focused)
Ctrl+I
Italic
Ctrl+Insert
Copy
Ctrl+Insert+1 through 0
Read List View Columns 1 through 10
Ctrl+Insert+C
Clear Initial Values
Ctrl+Insert+Down Arrow
Start Skim Reading
Ctrl+Insert+Down Arrow
Start Skim Reading
Ctrl+Insert+f
Find
Ctrl+Insert+F
JAWS Find
Ctrl+Insert+F1
Screen Sensitive Help Technical
Ctrl+Insert+F2
Say Special Window Classes
Ctrl+Insert+G
Start Auto Graphics Labeler
Ctrl+Insert+H       Custom Highlight Assign
Ctrl+Insert+Num Pad Min Tether JAWS to PC
Ctrl+Insert+Num Pad Slas Drag and Drop
Ctrl+Insert+S       Select a Voice Profile
Ctrl+Insert+Shift+C Say Cursor Type
Ctrl+Insert+Shift+Down ASkim Reading dialog box
Ctrl+Insert+Shift+Down ASkim Reading dialog box
Ctrl+Insert+Shift+G List Labeled Graphics
Ctrl+Insert+space   Move to containing browse mode doc
Ctrl+Insert+TAB or Insert Create a Prompt
Ctrl+Insert+V       Say Application Version
Ctrl+Insert+W       Open Word Index
Ctrl+J               Downloads
Ctrl+J               Downloads
Ctrl+J               Downloads
Ctrl+J               Justify Paragraph
Ctrl+K
Ctrl+E               Web Search
Ctrl+L               Select Location Bar
Ctrl+Left Arrow      Move One Word Left
Ctrl+Left Arrow      Move Tab Left (when tab is focused)
Ctrl+Left Arrow      Say Prior Word
Ctrl+M               New Message
Ctrl+M               Indent
Ctrl+N               New Window
Ctrl+N               New Window
Ctrl+N               New Window
Ctrl+N               New Document
Ctrl+Num 5           Select All
Ctrl+Num Pad 5       Say Word
Ctrl+Num Pad Plus    Untruncate Columns in List View
Ctrl+NumPad--        Slow Down Speech
Ctrl+NumPad++        Speed Up Speech
Ctrl+O               Open File
Ctrl+O               Open Document
Ctrl+P               Print
Ctrl+P               Print
Ctrl+P               Print
Ctrl+P               Print
Ctrl+Page Down       Move to Top of Next Page
Ctrl+Page Up         Move to Top of Previous Page
Ctrl+Page Down       Next Tab
Ctrl+Page Down       Browse Next
Ctrl+Page Up         Previous Tab
Ctrl+Page Up         Browse Previous
Ctrl+R               Reload
<table>
<thead>
<tr>
<th>Keyboard Combination</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ctrl+Right Arrow</td>
<td>Move One Word Right</td>
</tr>
<tr>
<td>Ctrl+Right Arrow</td>
<td>Say Next Word</td>
</tr>
<tr>
<td>Ctrl+S</td>
<td>Save Page As</td>
</tr>
<tr>
<td>Ctrl+S</td>
<td>Save</td>
</tr>
<tr>
<td>Ctrl+S</td>
<td>Save</td>
</tr>
<tr>
<td>Ctrl+Shift or Ctrl+Spacebar</td>
<td>Select Multiple List Items</td>
</tr>
<tr>
<td>Ctrl+Shift or Ctrl+Spacebar</td>
<td>Select Multiple List Items</td>
</tr>
<tr>
<td>Ctrl+Shift+`</td>
<td>Previous Tab Group</td>
</tr>
<tr>
<td>Ctrl+Shift+A</td>
<td>All Caps</td>
</tr>
<tr>
<td>Ctrl+Shift+B</td>
<td>Bold</td>
</tr>
<tr>
<td>Ctrl+Shift+C</td>
<td>Color Enhancements</td>
</tr>
<tr>
<td>Ctrl+Shift+C</td>
<td>Copy Format</td>
</tr>
<tr>
<td>Ctrl+Shift+D</td>
<td>Bookmark All Tabs</td>
</tr>
<tr>
<td>Ctrl+Shift+D</td>
<td>Double Underline</td>
</tr>
<tr>
<td>Ctrl+Shift+Del</td>
<td>Clear Private Data</td>
</tr>
<tr>
<td>Ctrl+Shift+E</td>
<td>Tab Groups View</td>
</tr>
<tr>
<td>Ctrl+Shift+End</td>
<td>Select to End of Document</td>
</tr>
<tr>
<td>Ctrl+Shift+Enter</td>
<td>Complete .org Address</td>
</tr>
<tr>
<td>Ctrl+Shift+F</td>
<td>Font Enhancements</td>
</tr>
<tr>
<td>Ctrl+Shift+F</td>
<td>Font</td>
</tr>
<tr>
<td>Ctrl+Shift+F11</td>
<td>View System Tray Contents</td>
</tr>
<tr>
<td>Ctrl+Shift+F12</td>
<td>Print</td>
</tr>
<tr>
<td>Ctrl+Shift+F6</td>
<td>Previous Window</td>
</tr>
<tr>
<td>Ctrl+Shift+Home</td>
<td>Select to Beginning of Document</td>
</tr>
<tr>
<td>Ctrl+Shift+I</td>
<td>Italic</td>
</tr>
<tr>
<td>Ctrl+Shift+J</td>
<td>Browser Console</td>
</tr>
<tr>
<td>Ctrl+Shift+L</td>
<td>Apply List Bullet</td>
</tr>
<tr>
<td>Ctrl+Shift+Left Arrow</td>
<td>Select One Word Left</td>
</tr>
<tr>
<td>Ctrl+Shift+Left Bracket</td>
<td>Set Frame Top Left</td>
</tr>
<tr>
<td>Ctrl+Shift+Left Bracket twice quickly</td>
<td>Set Frame to Window</td>
</tr>
<tr>
<td>Ctrl+Shift+N</td>
<td>Undo Close Window</td>
</tr>
<tr>
<td>Ctrl+Shift+Num Pad 5</td>
<td>Say current paragraph</td>
</tr>
<tr>
<td>Ctrl+Shift+O</td>
<td>Focus Enhancements</td>
</tr>
<tr>
<td>Ctrl+Shift+P</td>
<td>Pointer Enhancements</td>
</tr>
<tr>
<td>Ctrl+Shift+P</td>
<td>Font Size Select</td>
</tr>
<tr>
<td>Ctrl+Shift+Q</td>
<td>Close</td>
</tr>
<tr>
<td>Ctrl+Shift+Q</td>
<td>Close</td>
</tr>
<tr>
<td>Ctrl+Shift+R</td>
<td>Reload (override cache)</td>
</tr>
<tr>
<td>Ctrl+Shift+Right Arrow</td>
<td>Select One Word Right</td>
</tr>
<tr>
<td>Ctrl+Shift+Right Bracket</td>
<td>Set Frame Bottom Right</td>
</tr>
<tr>
<td>Ctrl+Shift+T</td>
<td>Undo Close Tab</td>
</tr>
<tr>
<td>Ctrl+Shift+TAB</td>
<td>Reverse Direction through Pages</td>
</tr>
<tr>
<td>Ctrl+Shift+Tab</td>
<td>Previous Tab</td>
</tr>
</tbody>
</table>
| Ctrl+Shift+Tab       | Move from one frame to the previous}
Ctrl+Shift+U Display hot key
Ctrl+Shift+U Underline
Ctrl+Shift+W Close Window
Ctrl+Shift+W Word Underline
Ctrl+Shift+Z Cycle through window types
Ctrl+Spacebar Select/Deselect in List View
Ctrl+T New Tab
Ctrl+T New Tab
Ctrl+T New Tab
Ctrl+T New Tab
Ctrl+TAB Move to Another Page
Ctrl+Tab Next Tab
Ctrl+Tab Move from one frame to the next frame
Ctrl+U Page Source
Ctrl+U Underline
Ctrl+Up Say previous paragraph
Ctrl+Up Arrow Move One Paragraph Up
Ctrl+Up Arrow Move Tab Left (when tab is focused)
Ctrl+Up Arrow Select Previous Search Engine (when Search bar is focused)
Ctrl+Up Arrow Paste Contents of Clipboard
Ctrl+V Paste
Ctrl+V Paste
Ctrl+V Paste
Ctrl+W Close Tab
Ctrl+W Close Document
Ctrl+WINDOWS Key+8 Left Mouse Button Lock
Ctrl+WINDOWS Key+9 Right Mouse Button Lock
Ctrl+WINDOWS Key+L Select Language
Ctrl+X Cut Selected File or Text to Clipboard
Ctrl+X Cut
Ctrl+X Cut
Ctrl+Y Redo
Ctrl+Y Redo
Ctrl+Y Redo
Ctrl+Y Redo
Ctrl+Z Undo
Ctrl+Z Undo
Ctrl+Z Undo
Ctrl+Z Undo
Ctrl0 Zoom Reset
DELETE Delete Selected File or Folder
DELETE Delete Current Character
Delete Delete
Down Say next line
Down Arrow Say Next Line
Down Arrow Say Next Line

e edit field
End Move to End of Line
End Go to Bottom of Page
ENTER Choose a Menu Item
Enter (in a form element) Enter Forms Mode
Enter (in forms mode) Submit Form
Esc Close Tab Groups View
Esc Stop
Esc Cancel
ESC close a Menu
escape Exit focus mode
f form field
F Form Quick Key
F1 Get Help
F10 Menu Mode (make menu current f
F11 Full Screen
F12 Save As
F2 Rename Selected File or Folder
F2 Move Text
F3 Find a File or Folder from Desktop
F4 Redo
F5 Refresh Window
F5 Reload
F6 Switch Between Tree View and List
View
F6 Move to Next Frame
F6 Select Location Bar
F7 Caret Browsing
F7 Spell Check
g graphic
h heading
H Headings Quick Key
Home Move to Beginning of Line
Home Go to Top of Page
i list item
I List Item Quick Key
Ins+Esc Refresh Screen, i.e. repaints all the cur
Ins+F5 Reformat documents, i.e. reformats m
Ins+F7 Bring up a list of links within the page
Ins+F9 Bring up a list of frames that are prese
Insert+0 or Insert+F2, an Script Manager
Insert+1 Toggle Input Help Mode
Insert+1 Keyboard Help
Insert+2  Typing Echo Toggle
Insert+3  Pass Key Through
Insert+4  Select Symbol to Print
Insert+5  Say Color
Insert+5  Say Color
Insert+6 or Insert+F2, ancSettings Center
Insert+7 or Insert+F2, ancWindow Class Reassign
Insert+8 or Insert+F2, ancKeyboard Manager
Insert+9 or Insert+F2, ancFrame Viewer
Insert+Alt+m  Interact with math content
Insert+Alt+r  Toggle Revision Detection On or Off
Insert+Alt+s  Select Scheme
Insert+Alt+w  Virtualize Window
Insert+b  Read active window
Insert+b  Read Current Window
Insert+c  Report clipboard text
Insert+c  Read Word in Context
Insert+d  open long description
Insert+d or Insert+F2, ancDictionary Manager
Insert+down arrow  Say All
Insert+down arrow  Say All
Insert+down arrow  Say all
Insert+e  Say Default Button of Dialog
Insert+end  Report Status Bar
Insert+end  Say Top Line of Window
Insert+esc  Refresh Screen
Insert+f  Report text formatting
Insert+f, twice quickly  Say Font
Insert+f, twice quickly to  Say Font
Insert+f1  Help with current element
Insert+f1  Screen Sensitive Help
Insert+f1 twice quickly  JAWS Help for Applications
Insert+f10  Copy to review cursor
Insert+f10  Window List
Insert+f11  List System Tray Icons
Insert+f12  Report date/time
Insert+f12  Say System Time
Insert+f12 twice quickly  Say System Date
Insert+f2  Pass next key through
Insert+f2  Run JAWS Manager
Insert+f2  Run JAWS Manager
Insert+f3  Find next
Insert+f3  JAWS Find Next
Insert+f4  Shut Down JAWS
Insert+f5  Refresh browse mode document
Insert+f5  List of Form Elements
Insert+f6  List of Headings
Insert+f7  browse mode elements list
Insert+f9 Copy from review cursor
Insert+G or Insert+F2, an Graphics Labeler
Insert+H Hot Key Help
Insert+Home Say to Cursor
Insert+Home Say to Cursor
Insert+Home twice quick Spell to Cursor
Insert+Home twice quick Spell to Cursor
Insert+J JAWS Window
Insert+Left Arrow Say Prior Word
Insert+Left Arrow Say Prior Word
Insert+n NVDA Menu
Insert+Num Pad 5 Say Word
Insert+Num Pad 5 Say Word
Insert+Num Pad 5 twice c Spell Word
Insert+Num Pad 5 twice c Spell Word
Insert+Num Pad Minus Route JAWS Cursor to PC Cursor
Insert+Num Pad Plus Route Touch Cursor to Focus Location
Insert+Num Pad Plus Route PC Cursor to JAWS Cursor
Insert+Num Pad Slash Left Mouse Button Lock
Insert+Num Pad Star Right Mouse Button Lock
Insert+NumPad1 switch to previous review mode
Insert+NumPad1 switch to previous review mode
Insert+NumPad2 Move to first contained object
Insert+NumPad4 Move to previous object
Insert+NumPad5 Report current object
Insert+NumPad6 Move to next object
Insert+NumPad7 switch to next review mode
Insert+NumPad7 switch to next review mode
Insert+NumPad8 Move to containing object
Insert+NumPadDelete Report review cursor location
Insert+NumPadEnter Activate current navigator object
Insert+NumPadMinus Move to focus object
Insert+Page Down Say Bottom Line of Window
Insert+Page Up Say from Cursor
Insert+Page Up Say from Cursor
Insert+Page Up twice qui Spell from Cursor
Insert+Page Up twice qui Spell from Cursor
Insert+q Quit NVDA
Insert+Q, twice quickly tc Say Active Configuration Name
Insert+R Restrict JAWS Cursor
Insert+Right Arrow Say Next Word
Insert+Right Arrow Say Next Word
Insert+s Toggle Speech Mode
Insert+S Screen Echo Toggle
Insert+Shift+b Report battery status
Insert+Shift+Down Arrow Say Selected Text
Insert+Shift+Down Arrow Spell Selected Text
Insert+Shift+End Read from Top of Column
Insert+Shift+f3 Find previous
Insert+Shift+F3 JAWS Find Previous
Insert+Shift+Home Read from Start of Row
Insert+Shift+Num Pad 5 Read Current Column
Insert+Shift+Num Pad Min Move System focus or caret to current
Insert+Shift+Page Down Read to Bottom of Column
Insert+Shift+Page Up Read to End of Row
Insert+Shift+s Toggle application sleep mode on and
Insert+Shift+Up Arrow Read Current Row
Insert+Shift+Up Arrow Read current text selection
Insert+Space space Toggle browse/focus modes
Insert+Spacebar, C Display Clipboard Contents in Results
Insert+Spacebar, H View Speech History
Insert+Spacebar, J or Ins+JAWS Command Search
Insert+Spacebar, L Keyboard Lock
Insert+Spacebar, Shift+H Clear Speech History
Insert+Spacebar, S Toggle Speech On or Off
Insert+t Report title
Insert+T Say Window Title
Insert+tab Report current focus
Insert+TAB Say Window Prompt in Text
Insert+Up Arrow Say Current Line
Insert+Up Arrow twice q Spell Current Line
Insert+Up Arrow Read current line
Insert+V Quick Settings
Insert+W Window Key Help
Insert+WINDOWS Key+C Copy Selected Text to FSClipboard
Insert+WINDOWS Key+Ctrl+C Copy Selected Text to FSClipboard
Insert+Windows Key+Dor Display Skim Reading Summary
Insert+WINDOWS Key+N Script Utility Mode Toggle
Insert+WINDOWS Key+W Open Skim Read Summary
Insert+X Say Frame at Cursor
k link
l list
L List Quick Key
Left Arrow Move One Character Left
Left Arrow Say Prior Character
Left Arrow Rewind during a Say All
Left Arrow Say Prior Character
m frame
n nonLinked text
Num Pad 5 Say Character
Num Pad 5 Say Character
Num Pad 5 Say Character
Num Pad 5 three times q Say ASCII or Hexadecimal Value
Num Pad 5 three times q Say ASCII or Hexadecimal Value
Num Pad 5 twice quickly Say Character Phonetically
Num Pad 5 twice quickly Say Character Phonomically
Num Pad Minus JAWS Cursor
Num Pad Minus twice qu Invisible Cursor
Num Pad Plus (press twice) PC Cursor
Num Pad Slash Left Mouse Button
Num Pad Star Right Mouse Button
NumPad1 Move to previous character in review
NumPad2 Report current character in review
NumPad3 Move to next character in review
NumPad4 Move to previous word in review
NumPad5 Report current word in review
NumPad6 Move to next word in review
NumPad7 Move to previous line in review
NumPad8 Report current line in review
NumPad9 Move to next line in review
NumPadPlus Say all with review
o embedded object
Page Down Decrease Voice Rate (when using SayAll)
Page Up Increase Voice Rate (when using SayAll)
PageDown Move Down in Text
PageDown Move Down in Text
PageUp Move Up in Text
PageUp Move Up in Text
q block quote
r radio button
Right Arrow Move One Character Right
Right Arrow Say Next Character
Right Arrow Fast Forward during a Say All
Right Arrow Say Next Character
Right Arrow Say Next Character
Right Arrow Fast Forward during a Say All
s separator
Shift Pause Speech
Shift+Backspace Forward
Shift+Caps Lock+SEMICOI Touch Cursor
Shift+Comma Move to start of container
Shift+Del Delete Selected Autocomplete Entry
Shift+Delete Cut
Shift+End Select to End of Line
Shift+Enter Complete .net Address
Shift+F1 Formatting Properties
Shift+F12 Save
Shift+F2 Copy Text
Shift+F3 Find Previous
Shift+F3 Change Case
Shift+F4 Find Again
Shift+F5 Go Back
Shift+F6  Move to Previous Frame
Shift+Home  Select to Beginning of Line
Shift+Insert  Paste
Shift+Left Arrow  Select One Character Left
Shift+Left Arrow  Start of Text
Shift+Num Pad 5  Say current line
Shift+Num Pad 5  Say Current Control Hot Key
Shift+Num Pad Plus  Touch Cursor
Shift+NumPad1  Move to start of line in review
Shift+NumPad3  Move to end of line in review
Shift+NumPad7  Move to top line in review
Shift+NumPad9  Move to bottom line in review
Shift+Right Arrow  Select One Character Right
Shift+Right Arrow  End of Text
Shift+TAB  Move Backward through Dialog Controls
Shift+Tab  Jump from link/Form element next previous one
Shift+Tab  Navigate to Previous Form Control
Spacebar  Toggle a Check Box ON/OFF
Spacebar  Select/Deselect in List View
Spacebar  Select and Deselect Checkboxes
t  Stop speech
t  table
T  Table Quick Key
TAB  Move through Dialog Controls
TAB  Switch Between Tree View and List
Tab  Jump from link/Form element next on
Tab  Navigate to Next form Control
u  unvisited link
U  Unvisited Link Quick Key
Up  Say previous line
Up Arrow  Say Prior Line
Up Arrow  Say Prior Line
Up Arrow/Down Arrow  Select Radio Button
Up Arrow/Down Arrow  o Select Element in Combo Box
v  visited link
V  Visited Link Quick Key
WINDOWS Key+Insert+X  Read Clipboard Contents
WINDOWS Key+M  Minimize All Applications
WINDOWS LOGO KEY or Ctrl+ESC  Open the Start Menu
WINDOWS LOGO KEY+E  Open Windows Explorer
WINDOWS LOGO KEY+M  Minimize all Applications
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<tr>
<th>Windows Key Combination</th>
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<td>WINDOWS LOGO KEY+R</td>
<td>Open Run Dialog</td>
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<td>WINDOWS LOGO KEY+TAB</td>
<td>Move to First Item on the Taskbar</td>
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<td>Windows+Shift+D</td>
<td>Enable/Disable Dual Monitor</td>
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<td>Windows+Shift+P</td>
<td>Smoothing</td>
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<td>Windows+Shift+Z</td>
<td>Cycle through dual monitor views</td>
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<th>Notes</th>
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Application Keystrokes

General Windows Keystrokes
Reading Tables

General Windows Keystrokes

Windows Explorer
Working w/ Text

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Working w/ Text

Moving in Tables

Moving in Tables

Moving in Tables

Moving in Tables

Moving in Tables

Moving in Tables

Reading Tables
Working w/ Text

Working w/ Text

Working w/ Text

Desktop
Dialog Boxes
Dialog Boxes

Dialog Boxes

Working w/ Text

Clipboard

laptop keys
laptop keys

Clipboard

Working w/ Text

Windows Explorer
Working w/ Text
Working w/ Text

Application Keystrokes

Application Keystrokes

General Windows Keystrokes

Windows Explorer

General Windows Keystrokes

Windows Explorer

Windows Explorer

Working w/ Text

Desktop
Note: When using this keystroke, press and release INSERT+SPACEBAR, and then press S to mute speech.
Working w/ Text

laptop keys

Working w/ Text
Working w/ Text

Dialog Boxes

Windows Explorer

Clipboard

General Windows Keystrokes
<table>
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Recommended Test Tools

Manual checks are required to test this criterion using a Keyboard and a Screenreader.

Screenreader:
- Windows – JAWS (best for internal sites) or NVDA (best for public-facing sites)
- Mac / iOS – Voiceover
- Android – Talkback
- Linux – Orca

JAWS Inspect (Windows only) can help to provide a clear understanding of screenreader functionality if you are unfamiliar with the use of a screenreader; it will provide a printed report of everything JAWS will say.

Manual checks are required to test these criteria using a Keyboard.

Manual checks are required to test this criterion using a Keyboard and a Screenreader.

Screenreader:
- Windows – JAWS (best for internal sites) or NVDA (best for public-facing sites)
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Manual checks are required to test these criteria using a Keyboard.

Manual checks are required to test these criteria using a Mobile / Touchscreen device if applicable.

Manual checks are required to test this criterion using a Keyboard and a Screenreader.

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- Windows – JAWS (best for internal sites) or NVDA (best for public-facing sites)
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Manual checks are required to test these criteria using a Keyboard.
Best test tools for this criterion are the ARC Toolkit or ANDI. With ARC enabled, select “Tab Order” from the Test groups panel on the left. The tab order will be numerically indicated on the web page with lines drawn from element to element. Alternatively, ANDI can also be used to provide a numerical indication of tab order by selecting the “tab order” button at the top of the bookmarklet, but it does not draw lines from element to element. Visual inspection of the test results is still required.

- **ARC Toolkit**: Select “Tab order” from the Test Groups options.
- **ANDI**: Select “Focusable elements” and then select “Tab order.”

This check can also be done manually with a keyboard.

Manual checks are necessary to test parts of this criterion.

**View page in grayscale**: ANDI, WAVE and NoCoffee can all be used to view a webpage in grayscale.

- ANDI: Select the Color Contrast option and then select “grayscale.”
- WAVE: Select the Contrast tab and then select “Desaturate page.”
- NoCoffee: From the colorblindness dropdown menu select “Achromatopsia.”

**Identifying images**: The ANDI bookmarklet can identify both foreground (inline) and background (CSS) images and display the associated alternative text of the foreground images. No test tool can determine if the alt text provided is appropriate or if background images were used appropriately.

- ANDI: Select Graphics/Images then use the next and previous buttons to cycle through all images.

Manual checks are necessary to test parts of this criterion.

A screenreader or a test tool like the ANDI bookmarklet can be used to get a list of links and determine if the link text makes sense out of context. To use ANDI select “links/buttons” and then select “view links list.” The accessible name in the list of links corresponds to what you would see in a screenreader’s list of links. ANDI will flag empty links and some ambiguous links such as “here” as errors.

Manual checks are required to test this criterion.

Manual checks are required to test this criterion using a Screenreader.

**Screenreader**:
- Windows – JAWS (best for internal sites) or NVDA (best for public-facing sites)
- Mac / iOS – Voiceover
- Android – Talkback
- Linux – Orca

JAWS Inspect (Windows only) can help to provide a clear understanding of screenreader functionality if you are unfamiliar with the use of a screenreader; it will provide a printed report of everything JAWS will say.
Manual checks are necessary to test parts of this criterion.

The ARC Toolkit and ANDI bookmarklet can be used to disable background images and display the associated alternative text of the foreground images. The WAVE extension can be used to easily disable styles which will also hide all background images. To do this first enable WAVE and then set the Styles button to “off.” It is located at the top of the test results panel on the left.

None of these tools can determine if the remaining foreground images are decorative but all of these tools can display the alt text to help identify if the correct alt text (alt=“”) is used for images that you identify as decorative.

Manual checks are required to test this criterion using a mouse and a Screenreader.

ANDI or the browser accessibility tree (part of the browser devtool) can be used to identify the accessible name of form fields for this check when manual testing with the mouse is not sufficient.

Screenreader:
- Windows – JAWS (best for internal sites) or NVDA (best for public-facing sites)
- Mac / iOS – Voiceover
- Android – Talkback
- Linux – Orca

JAWS Inspect (Windows only) can help to provide a clear understanding of screenreader functionality if you are unfamiliar with the use of a screenreader; it will provide a printed report of everything JAWS will say.

**Best test tool is the ARC Toolkit. With ARC enabled, scroll to the bottom of the “Test Groups” panel on the left and select the checkbox for “Check text spacing.” Manually inspect the page to ensure correct results.**

ANDI can be used to verify that the accessible name displayed for each user interface component matches the visually displayed name on the webpage. This does not supply automatic test results; manual inspection is still required.

A screenreader or JAWS Inspect can also be used to verify that visual and programmatic labels are the same. This does not supply automatic test results; manual inspection is still required.

**Any developer tool or browser inspect tool can be used to inspect the code for the input fields in question. Manual inspection is still required to verify correct results.**

While ARC, aXe or ANDI can be used to identify headings and regions, WAVE’s interface for this function is easy to read and understand, and clearly marks all the elements on the webpage. Enable WAVE and select the Structure tab in the test results panel on the left.
There are two good options for this test.

a) Use WAVE to easily disable all styles. Enable WAVE and set the Styles button to “off.” It is located at the top of the test results panel on the left. Manually inspect the page to ensure correct results.

b) Use ANDI to have the read order numerically marked on the webpage. Enable ANDI, select Structure and then select the “Read order” button at the top of the ANDI bookmarklet.

While test tools can verify that a skip link is present, manual testing is best to verify that a skip link is present, visible when focused on, and works when used.

Manual checks with a screenreader are necessary as part of these test criterion.

Screenreader:
- Windows – JAWS (best for internal sites) or NVDA (best for public-facing sites)
- Mac / iOS – Voiceover
- Android – Talkback
- Linux – Orca

JAWS Inspect (Windows only) can help to provide a clear understanding of screenreader functionality if you are unfamiliar with the use of a screenreader; it will provide a printed report of everything JAWS will say.

ANDI is the only test tool that reported potential problems such as the lack of a table name or unscoped table headers. It is also the only tool that identified the heading text associated with each table cell. With “Tables” selected, table headings (th) and table cells (td) are identified within the selected table when they receive focus, along with the inner text of each heading or cell. For table cells, the associated table heading that would be perceived by assistive technology is also identified.

If ANDI is not available, the next best tool to use is the ARC Toolkit. ARC will identify tables with errors but does not provide as much clear information about the table as ANDI. Both tools will report tables with “role=presentation.”

The ARC Toolkit can be used to easily identify both visible and hidden frames and iframes and report the frame title if one is present.

Manual checks are required to test these criteria.
Nearly all accessibility test tools identify color contrast issues, but two have features that are uniquely helpful.

The aXe DevTool, although not as intuitive to use as some other tools, is the only test tool that clearly identified when an error might be caused by a background image preventing an accurate assessment of color contrast. Other test tools identified an error but gave no indication that a background image might be preventing an accurate assessment.

For help with correcting color errors, WAVE has a built-in color tool that lets you temporarily adjust the colors on the web page to identify a usable accessible color while testing.

For determining font size, WAVE will identify all small text on the webpage. Note that it identifies both visible and hidden text (this is marked as hidden and can usually be ignored) as well as font icons. Alternatively, the browser’s devtool can be used to inspect any element where the text seems to be too small. Right-click on the element in question and then select “Inspect” from the available options.

Manual checks are required to test these criteria.

Manual checks with a contrast analyzer are required to test these criteria. The Colour Contrast Analyzer is the best contrast analyzer when testing this criterion. Other color contrast analyzers can be used but CCA will be the easiest.

The ARC Toolkit is the easiest way to test this criterion. Scroll to the bottom of the “Test Groups” panel on the left and select the checkbox for “Check page reflow.” Manually inspect the page to ensure correct results.

Manual checks are required to test these criteria.