Checks can be undertaken using a variety of tools on web pages– examples are provided below

* Microsoft Edge > Settings > F12 Developers Tools - Inspect Element > Accessibility tree for what is used by screen reader
* [Visual Aria](http://whatsock.com/training/matrices/visual-aria.htm) bookmarklet (all browsers)
* Chrome and Firefox, [WAVE extension](http://wave.webaim.org/extension/), [aXe extension](https://www.deque.com/products/axe/) and [Google Accessibility Developer Tools](https://chrome.google.com/webstore/detail/accessibility-developer-t/fpkknkljclfencbdbgkenhalefipecmb?utm_source=chrome-app-launcher-info-dialog).
* Safari (Mac) [a11yTools Extension](http://pauljadam.com/extension.html)
* [NVDA](https://www.nvaccess.org/download/) (Windows) and [VoiceOver](https://www.apple.com/voiceover/info/guide/_1121.html) (Mac) screen readers, zoom features browsers

More tools at W3C [Web Accessibility Evaluation Tools List](https://www.w3.org/WAI/ER/tools/) and testing services e.g. [Tenon](https://tenon.io/), [SiteSorter](https://www.powermapper.com/products/sortsite/try/)

N/A = not applicable as not found on the site so not included in the scoring

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|  | Check | N/A | 0% | 33% | 67% | 100% | Method |
| 1 | Are login, signup and other forms accessible? | N/A | Fails screen reader and keyboard access, times out, no feedback or alternatives. Modal window can't be reached or exited. | Keyboard accessible forms but lack labels, has time limit and CAPTCHA alternative poorly delivered. | CAPTCHA alternative offered, no time limits, some accessible forms but labels may be misleading and feedback limited. | No CAPTCHA. Simple, accessible forms with clear labels e.g. 'username (email)' and 'password'. Keyboard access to all areas is good. | Keyboard tabbing, check CAPTCHAS, Automatic accessibility checking for labelling, use of a screen reader. |
| 2 | Are text alternatives offered for images etc? | N/A | Inadequate/sparse alternative text even to actual website images not just those added by users. Inappropriate use of null alt attributes (e.g., alt=""). | Inadequate/sparse alternative text even to actual website images not just those added by users. Inappropriate use of null alt attributes (e.g., alt=""). | Alternative text offered but examples lack brevity or clarity e.g. image of duck. | Acceptable alternative text throughout and use of empty or null alt attributes (e.g., alt="") that AT can ignore. | Use automatic checkers to test for the presence of an alt-tag. Check whether alt-tags make sense by viewing the content or using a screen reader/text to speech. |
| 3 | Is the target for every link clearly defined? |  | Non-defined links such as 'click here' or just 'download'. Icon or button links fail to indicate activation | Non-defined links such as 'click here' or just 'download', but with explanatory title attributes. | Most links understandable or provided in sentences. May have some duplicates. Button or icon links also have accessible names. | Embedded links fully appropriate and all interactive elements have accessible names. | Automatic checker, Text only view; VisualAria to check accessible names; check with a screen reader |
| 4 | Is there logical page structure and layout with navigational tags? |  | No page/iframe titles, headings or semantic structure affecting layout. No skip to main content. | Page has title but not iframes (if present). Some use of headings, but not consistent structure. Layout not responsive to small screens. No skip to main content. | All titles in place and appropriately descriptive. Or frame(s) are screen reader and keyboard accessible but require extra navigation. | All titles and headings are in place, consistent and appropriately descriptive. Keyboard navigation through the page structure is consistent. ARIA landmarks may be available. | Check the code or use a Web Developer toolbar, use a screen reader or Text Only view. |
| 5 | Is the page fully functional and fully navigable without the stylesheet? |  | Page is unusable without styles. | Content accessible but the structure of the page has been lost. Icons and buttons are difficult to distinguish or access. | Content and navigation accessible but content may be out of order | Fully accessible with correct document structure. | Web Developer Toolbar - Remove Stylesheet (CSS) or disable the CSS and view as text only. |
| 6 | Do all pages with audio or audio/video features offer alternatives? | N/A | No alternatives offered for video and audio (e.g. captions, transcripts) or no options to add when uploading. | Possible to access text summary (number of characters may be restricted) or add when uploading. | Possible to access full text transcript or add when uploading. | Captions are available or can be added when uploading. Sign language will be commented on. Transcript may also be provided. | Manual check and view access to alternatives such as captions |
| 7 | Do all pages with video /animation features without audio or complex scenes with verbal descriptions offer alternatives? | N/A | No audio description offered or no option to add when uploading. | Possible to access short text summary (number of characters may be restricted) or add when uploading. | Possible to add audio description or full text description when uploading or it has been made available on the site. | Can access extended audio description with text description or included within media. | Manual check and listen to alternative offered by using a screen reader. |
| 8 | Are tables used inappropriately | N/A | Page layout is built using tables and access is poor. Data tables do not have semantic headers, captions or summaries. | Some data tables, if used, have no headers for rows or columns. Incomplete table captions or summaries. | Data tables have some semantics linking cells to headers in rows and columns. Navigation with a screen reader possible with effort. Table captions and summaries are provided. | Tables have correct semantics for headers and present data in the correct order. They can be easily navigated with a screen reader. Table captions and summaries are provided. | Web Developer Toolbar - outline tables, manual assessment |
| 9 | Is tab order correct and logical? |  | Poor tab order as the focus does not logically move down the page. | Intermittent random focus order with selection jumping from one area to another. | Tab order generally good. Focus moves in a logical order. | Logical tab and focus order throughout the page. | Use the tab key to navigate down the chosen pages. Automatic checker for Structure Order, Use screen reader for reading order. Use 'text only view' to check 'skip to content' or 'skip navigation' links if these cannot be seen. |
| 10 | Are the pages beyond login functional and navigable with the keyboard? |  | Critical features on the page require mouse use or fail to respond to screen reader use on a touch screen. | Full navigation but inaccessible controls for accessing embedded content - media players etc. | Non-critical features on the page require mouse use and do not respond to screen reader use when reached. May work with one browser but not another. | Fully navigable with total keyboard functionality which does not preclude other input devices such as touch screen. | Manual tabbing. Screen reader use. |
| 11 | If a rich-text editor is used, is it accessible? ~~­­­­­­~~ | N/A | Keyboard and screen reader inaccessible. | Tab into the editor and out again but no access to toolbar. | Partial accessibility with access to some tools, keyboard short cuts and possible if access keys are known. | Fully accessible and usable. | Manual tabbing to check all menu items can be reached. Ensure all buttons have an accessible name that can be announced by screen readers. Use automatic checker to check Features and Alerts and screen reader for text submission. |
| 12 | Is there appropriate feedback after submitting information and adequate time allowances? | N/A | No feedback, user may be confused about what to do next and action times-out. | User directed between steps in a process, no information about the process but time limiters shown. | Some text feedback (e.g. "bad username"), or new page reached without further action, time allowance if offered can be extended. | Appropriate feedback, user directed to what they should do next, no time restrictions. | Manual assessment. Please comment on whether the screen reader can reach the feedback window, even it appears to respond to keyboard access. Modal or pop-up windows may not be totally accessible. |
| 13 | Is the content comfortable to read? |  | Poor contrast making critical text difficult to read OR colour used as the sole conveyance of information. | Generally adequate contrast, some non-critical text difficult to read and some symbols have poor colour differentiation. | Site colour contrast and colour differentiation adequate but some non-critical text in bizarre fonts or not comfortable to read. | Site contrast is acceptable with good colour differentiation and symbols have different shapes. | Colour Contrast Analyser and manual checks for text, shapes and colours. Webaim Wave automatically checks colour contrast levels and use a Colour filter website for colour deficiency. |
| 14 | Does the page maintain its style and usability when the browser zoom feature is used? |  | Content of site is not usable when magnified. Page content does not zoom using browser tools. | Layout changes impairs readability when zoom has not even reached 200%. | Minor layout problems; site is otherwise readable when zoom reaches 200% | Layout and readability maintained when zooming. | Browser zoom page - Manual check. Most browsers offer zoom with controls such as Ctrl + or Ctrl - (Cmd + or – for Mac users) to minimise. |
| 15 | Is text size and style suitably readable? Is there any blinking or flashing? |  | Any blinking or flashing content that flashes more than three times in one second. Site unreadable. | Variable between serif and sans-serif. Fonts smaller than equivalent to 10pt. Overly complex language used. | Some serif text. Majority of text is larger than equivalent to 10pt. | Sans-serif fonts used in all body content (excludes headings). Regular font size (12pt equivalent or larger) throughout and reasonable layout. | Manual checks to include font and colour changes to check readability. Use of [Trace's PEAT](http://trace.umd.edu/peat) where necessary. |

Checks to support those with cognitive impairments:

### Content and text:

* Write content to follow Easy-to-Read guidelines.
* Support for foreign words, abbreviations and complex words.
* Design content for those with limited memory. Chunk information.
* Offer summary of content and use bullet point lists where possible.

### Layout:

* Use easily readable fonts and large clickable areas for functions.
* Provide an uncluttered layout white space between text in one column.
* Avoid need to scroll to see content and menus that change without warning.
* Highlight key information. Use colours to aid in selective perception.

### Functionality:

* Avoid captchas and simultaneous tasks
* Include speaking/text narration where possible.
* Provide easy-to-use help section and feedback.
* Ensure that data collection/protection is understandable.
* Include an Easy-to-Read “meta-tag” to aid search engines

### Multimedia:

* Use graphics, audio and video to support multiple modal content presentation.
* Avoid irrelevant graphical elements to reduce cognitive overload.
* Use animations with care, only when they support content.
* Use photographs for concrete places and people; icons, pictograms and symbols for abstract terms.

### Navigation:

* Use standard graphics and iconography with labels to aid navigation.
* Limit number of options in menus to reduce cognitive load.
* Ensure the user can identify menus and navigational functions.

Ref: James, A., Draffan, E.A. and Wald, M., 2017. Designing Web-Apps for All: How Do We Include Those with Cognitive Disabilities?. *Studies in health technology and informatics*, *242*, p.665.