Articulate Storyline Accessibility Review

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| WCAG Criterion | Pass/Fail | Comments |
| [1.1.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/text-equiv-all.html) Text alternatives are provided for all non-text content. It serves the equivalent purpose.  Possible Approaches:   * Images have alt text * Descriptive text for graphics is provided in transcript * An alternate text-only version is provided |  |  |
| [1.2.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-av-only-alt.html) a transcript is provided for pre-recorded audio. |  |  |
| [1.2.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-captions.html) Captions for pre-recorded audio/video content are accurate and synchronized. |  |  |
| [1.2.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-audio-desc.html) Audio descriptions are provided for sounds, or media in an alternate format (e.g., downloadable PDF in lieu of video).  \*Note, this is a “minimum conformance” approach, for which 1.2.5 is the more accessible approach. |  |  |
| [1.2.5](https://www.w3.org/TR/UNDERSTANDING-WCAG20/media-equiv-audio-desc-only.html) Audio descriptions are provided for sounds or media in synchronized media content (e.g., as part of the video narrative).  \*Note, one would typically choose between 1.2.3 and 1.2.5 for this point of accessibility. |  |  |
| [1.3.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html) Information and relationships implied by visual or auditory formatting are preserved when the format changes.  Sample considerations:   1. Do slide objects have meaningful alt text? 2. Are headers and titles tagged as such? 3. Are important items that are so designated by color also flagged some other way (e.g. in a list that says “required items” at the head)? 4. Have tables been checked for appropriate reading order and given alt text? |  |  |
| [1.3.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-sequence.html) & [2.4.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-focus-order.html) Meaningful Sequencing & Focus Order. When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.  Specific considerations:   1. Is custom tab-order accurate and consistent? 2. Have any tab order items on layers not in focus been removed from tab order? 3. Are columns of text used appropriately to ensure correct reading order by a screen reader? 4. Has ability to skip player controls with keyboard been activated? |  |  |
| [1.3.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-understanding.html) Sensory characteristics.  Instructions provided for understanding and operating content do not rely solely on any one sensory characteristics of components such as shape, size, visual location, orientation, or sound. |  |  |
| [1.4.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-without-color.html) Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. |  |  |
| [1.4.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-contrast.html) Contrast (minimum) The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for large text, incidental text, or logotypes. |  |  |
| [1.4.4](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-scale.html) Resize text. Text can be resized without assistive technology up to 200 percent.  Specific considerations:   1. Limit total amount of text on slide 2. Ensure enough whitespace for text resizing 3. Use larger fonts by default |  |  |
| [1.4.5](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-text-presentation.html) Images of text are avoided. (Logos are exceptions) |  |  |
| [2.1.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/keyboard-operation-keyboard-operable.html) Keyboard can be used for full interaction throughout.  Specific considerations:   * Drag-and-drop or hotspot interactions have alternative keyboard-controlled interaction. |  |  |
| [2.3.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/seizure-three-times.html) Three flashes or below. Presentations do not contain anything that flashes more than three times in any one second period. (Seizure protocol) |  |  |
| [2.4.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-title.html) Page Titled. Specify the course title in player properties. |  |  |
| [2.4.4](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-refs.html) Link purpose can be determined from the link text alone. (Use descriptive text hyperlinks). |  |  |
| [2.4.5](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-mult-loc.html) Multiple ways to locate and navigate to slides is provided (if appropriate).  Specific method:   * Use the player's built-in menu feature or create a custom menu for navigation. |  |  |
| [2.4.6](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-descriptive.html) Headings & Labels describe topic or purpose.  Specific considerations   * Page/slide titles * Headers used in slides (tagged as such) used consistently and nested appropriately |  |  |
| [3.1.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/meaning-doc-lang-id.html) Language is specified using the Language drop-down list for player text labels. |  |  |
| [3.2.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/consistent-behavior-receive-focus.html) On Input. When any component receives focus, it does not initiate a change of context.  Focus may be moved to a control either via the keyboard (e.g. tabbing to a control) or the mouse (e.g. clicking on a text field). Moving the mouse over a control does not move the focus unless scripting implements this behavior. |  |  |
| [3.2.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/consistent-behavior-consistent-locations.html) Consistent navigation. Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user.  Specific considerations:   * Buttons that are used repeatedly (e.g., to turn sound on or off) are located in same place and relative tab order on the slide. |  |  |
| [3.2.4](https://www.w3.org/TR/UNDERSTANDING-WCAG20/consistent-behavior-consistent-functionality.html) Consistent identification. Components that have the same functionality within a module are identified consistently. |  |  |
| [3.3.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/minimize-error-identified.html) Error Identification. If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text.  Examples:   * Automatic warnings for questions left blank, number validation for numeric entries, etc. |  |  |
| [3.3.2](https://www.w3.org/TR/UNDERSTANDING-WCAG20/minimize-error-cues.html) Labels or Instructions are provided when content requires user input.  Specific consideration:   * Give learners instructions when they need to interact with slide content. * For example, provide on-screen instructions when learners need to type information into a text-entry field so they know what’s expected of them. |  |  |
| [3.3.3](https://www.w3.org/TR/UNDERSTANDING-WCAG20/minimize-error-suggestions.html) Error Suggestion. Use states, layers, and triggers to give learners instructions when they respond to the content incorrectly. |  |  |
| [4.1.1](https://www.w3.org/TR/UNDERSTANDING-WCAG20/ensure-compat-parses.html) Parsing. In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.  Specific Considerations:   * Storyline will output in well-formed HTML when published. However, author-controlled JavaScript triggers (if any) need to be well formed or not used. |  |  |