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Wcag 2.1 pdf checklist

After 4 years of work, the Accessibility Guidelines Working Group (AGWG) of the W3C is proud to release our Recommendation for WCAG 2.1 June 5, 2018. Here's the breakdown: 5 SCs at Level A 7 SCs at AA 5 SCs at AAA W3C encourages organizations and individuals to review and update their policies to reflect the updated guidance provided by WCAG 2.1, in order to address more user needs in their websites. Below are Level A and AA Success Criteria in one table followed by a separate table of Level AAA. This will help organizations targeting Level AA to see the new requirements quickly. New Level A and AA Success Criteria in WCAG 2.1 Below are the new Success Criteria summarized in plain language. Note: The 63 Success Criteria from WCAG 2.0 are grandfathered into WCAG 2.1. New Level AAA new Success Criteria in WCAG 2.1 Other changes include: Addition to Optional Components of a Conformance Claim to include metadata about the accessibility features and level of accessibility of the document. This will help users with disabilities identify accessible ePub books online, and give search engines tools to find accessible content. A clarification that WCAG must be met at each breakpoint in a responsive site. Breaking these up by Task Forces: Cognitive Task Force (3 New SC) Low Vision Task Force (4 New SCs) Mobile Task Force (9 New SCs) 4 Level A 2 Level AA 3 Level AAA AD HOC: 1 level AAA ePub Task Force: 1 conformance addition How to comment? WCAG 2.1 is complete, but we're working on 2.2 to be completed in about 2 years, so feel free to help us improve. To comment, open a new issue on Github. or email public-agwg-comments@w3.org Feel free to comment on this article on Twitter @davidmacd Author information: David MacDonald is a 15 year WCAG veteran and co-editor of Using WAI ARIA . Opinions are my own. Tweets by davidmacd Adobe Experience Manager (AEM) has been developed to maximize compliance with the Web Content Accessibility Guidelines. The Web Content Accessibility Guidelines (WCAG) version 2.1 are a set of internationally recognized guidelines developed by the World Wide Web Consortium (W3C) under their Web Accessibility Initiative (WAI). WCAG 2.1 consists of a set of technology independent guidelines and success criteria to help make web content accessible to, and usable by, persons with disabilities. They provide advice to web content authors, designers and developers on ensuring that the resources they produce are as accessible as possible to as many people as possible, regardless of any disability they have; for example, visual impairment, hearing loss, learning difficulties, age related limitations, amongst others. For example, describing an image (or any other non-text content) by using the alt attribute in HTML greatly benefits people who are blind or partially sighted. The textual description in the alt attribute can either be converted into speech output or transmitted to electronic refreshable braille displays. Additionally, WCAG 2.1 can result in advantages for other beneficiaries, including people who may be considered situationally disabled. People who, because of circumstances such as browsing technology, network connection speed or browsing environment, may experience barriers similar to people with disabilities. Using Adobe Experience Manager, content authors or website owners can create web content that meets relevant WCAG 2.1 Level A and Level AA success criteria. Therefore, understanding the aims of WCAG 2.1 and how the guidelines are structured is an important part of understanding web accessibility and how the guidelines can help in creating accessible web content. The intention of WCAG 2.1 is to provide guidelines that: Are technology-agnostic: In other words, guidelines that can be applied to a range of web content formats, not just HTML. So WCAG 2.1 can cover content generated by or provided in PDF, Flash, JavaScript and other current and future web technologies. Are testable: Each guideline is written in such a way that it can be objectively tested to ensure that a group of accessibility experts would generally agree that the guideline has been met. One of the challenges of accessibility guidelines is that while some can be technically testable, others require human judgment to ascertain whether or not the guideline has been successfully met. Support prioritized and contextual implementation: WCAG 2.1 guidelines are given priorities, relating to the likely impact of not following a guideline on a particular group of users with disabilities. This allows authors to make an informed decision on the most important guidelines for their particular situation. In addition, the concept of accessibility supported is introduced. This allows authors to make decisions on how best to use web technologies that may not have full accessibility support, or may require users to have specific assistive technologies and/or browsers in order to benefit from accessibility features. These aims have significantly influenced the structure of WCAG 2.1. NOTE It is not possible to create a web site that caters for every possible disability or type of person. The purpose of WCAG 2.1 is to help web authors create sites that are, as far as possible, accessible within certain conditions and within reason. Structure WCAG 2.1 is structured in a way that introduces concepts of accessible web content creation in a progressively detailed manner. This may give the impression that WCAG 2.1 is a very simple set of interlinked documents, but the aim is to (progressively) provide more detailed information as and when authors need it - rather than providing it all in one very large document. WCAG 2.1 consists of four key principles for accessible design, sometimes referred to by the acronym POUR. These are: Perceivable: can a user sense the web content in question? Operable: can a user navigate, input data, or otherwise interact with the web content? Understandable: can a user process and comprehend the web content presented to them? Robust: is the web content available in the intended way across a suitably wide range of browsing environments, including legacy and emerging browsing environments? To elaborate: Each principle consists of one or more guidelines. Guidelines are worded as instructions, which are either positive (Do this…) or negative (Do not do this…). Guidelines are numbered 1.1 to 4.1, where the first number corresponds to the parent principle. Each guideline consists of one or more success criteria. Success criteria are written as statements, which are either True or False for any given web page. Success sriteria may include either/or choices, or may include exceptions; situations where the success criteria need not be met. Success criteria are numbered according to the parent guideline and principle, from 1.1.1 to 4.1.1. They also have a short name summarizing the intent of the criterion, for easier reference. For example, success criteria 1.1.1 is Non-text Content. Success criteria include a list of related techniques (described in more detail below). Supporting Resources In addition to the core WCAG 2.1 components of Principles, Guidelines and Success Criteria, there are a series of supporting documents. Some of them provide specific advice on how to meet aspects of the guidelines, others are more general references helping web authors, designers and developers of all abilities understand and use WCAG 2.1 as effectively as possible. While WCAG 2.1 itself is a stable document, and will not change, most of these supporting resources are dynamic documents; they will change and grow over time, as new technologies emerge, and new examples are found of how web accessibility can be achieved. WCAG 2.1 Resources This list is not intended to be exhaustive, it provides an introduction to the resources available: What is New in WCAG 2.1: Techniques for WCAG 2.1 Techniques for WCAG 2.1 are available on the Techniques for WCAG 2.1 page. Techniques form the level below success criteria in the WCAG 2.1 hierarchy. They are classed by WAI as informative, not normative. In other words, a specific technique does not have to be followed in order for a resource to conform with WCAG 2.1. Because techniques are much more specific than success criteria, they usually refer to a particular technology or content type (e.g. HTML, or video), or situation (e.g. e-commerce or e-learning application). You can think of techniques as proven examples of how specific guidelines and success criteria can be met, so they are helpful aids to authors and developers working in particular contexts. Techniques can be accessed: By collection (techniques may be general, or relate to a specific technology or format - such as HTML, CSS, or Client-side Scripting), or From related success criteria. Techniques can apply to more than one success criterion. Each technique has a unique number, which relates to its collection. For example, one of the ARIA techniques is Technique ARIA2: Identifying a required field with the aria-required property. Techniques may be Sufficient, Advisory, or a Failure: A Sufficient Technique is one, which, if followed, will have a positive impact on accessibility, but may not be enough on its own to ensure a particular success criterion is met. A Failure is a technique describing specific example of where a success criteria would not be met. Details for techniques include a description, applicability, examples, resources for further information and details of how authors can test for successful application of the technique. The list of techniques is not complete and WAI is constantly updating the list with new examples, reflecting developments in web technology, design approaches, and research findings. So it is well worth regularly checking the list of techniques for new additions. Understanding WCAG 2.1 This refers to a series of documents, which provide advice helping readers to appreciate the purpose of specific guidelines and success criteria. You can download an introduction, plus links to more detailed information. Each individual guideline and success criterion also has its own 'Understanding' page, providing information on: The intent of the guideline; Specific success criteria; Advisory techniques, which help in meeting the requirements of the guideline, but which do not fall under any specific success criterion. Each success criterion's individual "understanding" page provides information on: The success criterion's intent; General examples of how the success criterion can be met; Related (non W3C) resources on how to meet the success criterion; Techniques and failures: specific and detailed examples of how the success criterion can be met (described in more detail below) Key terms - a glossary of terms important to understanding the success criterion. An example can be found at: Understanding Success Criterion 1.1.1 ("Non-text content"). How to Meet WCAG 2.1 The 'How to Meet' section is available on the How To Meet WCAG 2.1 page. This section provides an alternative presentation of WCAG, allowing readers to refine the content of the guidelines to those most relevant to their own interests and/or circumstances. Readers can filter the success criteria techniques they would like to view by specifying particular web content technologies such as Cascading Style Sheets or scripting, or specifying a particular priority level(s). Without filtering, this resource provides all success criteria grouped by guideline. For each success criterion, the following is provided: The text of the success criterion; A link to the corresponding 'understanding' document; A list of related Sufficient techniques, linking to details of each technique; A list of related Advisory techniques, linking to details of each technique (if one exists); A list of related failures, linking to details of each failure. Non-text Content - Level A WCAG 2.0 All images and other non-textual items should have a text alternative that describes what it is, so that blind users are able to understand these items. Provide all images with a descriptive ALT attribute, or an empty string (alt="") if it is a purely decorative image. Provide a descriptive TITLE attribute for all embedded audio/video, non-image charts, Flash, form elements and other items that require textual explanation in order to be understood. Do not use CAPTCHA that relies on visual identification Decorative images such as icons should preferably be displayed using CSS rather than directly in HTML How to test: Use WAVE or axe and look for images with missing ALT attributes. Manually check that the text descriptions provided by ALT and TITLE attributes are clear and descriptive External links: W3C Techniques Audio-only and Video-only (Prerecorded) - Level A WCAG 2.0 Audio and video should be provided with a text-based transcript so that the content is accessible to blind or deaf users. Prerecorded video without an audio track should have a textual transcript describing what it shown in the video. Prerecorded audio should have a textual transcript describing what is said or played in the audio How to test: Check if audio or video is present. If so, check that a transcript is available. External links: W3C Techniques Captions (Prerecorded) - Level A WCAG 2.0 Pre-recorded video should be captioned with text describing what is said and what happens, so that the audio is accessible to deaf users. How to test: Check if audio is present. If so, check that captions are available. External links: W3C Techniques Audio Description or Media Alternative (Prerecorded) - Level A WCAG 2.0 All video with an audio track should be made accessible to blind users, by providing descriptions of everything that happens. Descriptions can be provided either textually or as part of the audio track. How to test: Check if video is present. If so, check that textual or audio descriptions are available. External links: W3C Techniques Information and Relationships - Level A WCAG 2.0 This is to ensure that being able to see the page, including its visual layout and color use, is not required in order to be able to understand the information presented. The structure and meaning of the page can still be understood when all CSS styling is removed. HTML elements should be used to define the structure and meaning of the elements on the page, including headings, lists, paragraphs, and table elements (including row and column headers). Use a tool like Accessibility Bookmarklets to check headings. Check manually that the correct HTML markup is used for elements such as tables, headings, and lists. External links: W3C Techniques Meaningful Sequence - Level A WCAG 2.0 This is to ensure users do not need to be able to see the visual layout of the page in order to understand the correct order of the information presented. When all CSS styling of the page is removed, the elements on the page are still in a logical reading order in the HTML code. Make sure the tabbing order of the page elements is logical. If necessary, use the tabIndex property to enforce the correct tabbing order. How to test: Use the Web developer toolbar to remove all CSS styling. Check manually that the elements on the page are in a logical reading order and that the tabbing order is logical. External links: W3C Techniques Sensory Characteristics - Level A WCAG 2.0 Users should not be required to identify elements solely by their shape or their position on the page. Some examples of what NOT to say: "the button on the right", "the left-hand sidebar", "the round button", "the sounds that chimes". In on-screen help texts and instructions, identify elements by multiple characteristics, such as the label, color and position, e.g. "the green button 'Next' on the right" When using beeps or other sound cues to inform the user of an event, display a textual message as well. How to test: Check manually. External links: W3C Techniques Use of Color - Level A WCAG 2.0 Color should not be used as the only means of conveying information, because blind users are not able to see colors, and colorblind or older users may not see colors correctly. When using color to convey information, use another means (like text) to convey the same information in another way Do not rely solely on color to identify links. Distinguish links from regular text by underlining them, bolding them, showing an icon next to each link, or some other means other than color. In forms, use not just color but also text labels to identify required fields or fields with errors How to test: Check manually. External links: W3C Techniques Audio Control - Level A WCAG 2.0 For audio that plays longer than 3 seconds, users should be able to pause or stop the audio, or change the volume of the audio. This is to ensure that blind users can hear their screen reader software speak aloud the page. The spoken text is not interrupted by an audio clip. Offer audio controls for all audio clips How to test: Check if audio is present. If so, check that controls are present. External links: W3C Techniques Reflow - Level A WCAG 2.1 Pixel height and width for this to start occurring:Vertical scrolling at a width equivalent to 320 pixels.Horizontal scrolling at a height equivalent to 256 pixels. External links: W3C Techniques Non-text Contrast - Level AA WCAG 2.1 Visual objects refers to:User Interface Components: Interface components that do not have accompanying text must adhere to the contrast rule. Inactive components are exempt.Graphical Objects: Graphics such as charts and graphs, unless a particular presentation of those graphics is essential to convey its information. How to test: Use a color contrast analyzer to compare adjacent colors. External links: W3C Techniques Text Spacing - Level AA WCAG 2.1 The text-based CSS settings are as follows:Line height (line spacing) to at least 1.5 times the font size.Spacing following paragraphs to at least 2 times the font sizeLetter spacing (tracking) to at least 0.12 times the font size.Word spacing to at least 0.16 times the font size. How to test: Use the following bookmarklet to activate the minimum CSS values to a site: Text Spacing. Just drag the link to your bookmarks bar on your browser to use it on any page. Check if activating the bookmarklet causes any text or content to become unreadable or cut-off. External links: W3C Techniques Content on Hover or Focus - Level AA WCAG 2.1 Further description of the three rules:Dismissable: The user can close the content without moving the pointer or focus (Esc Key).Hoverable: The pointer can move over the additional content without it disappearing.Persistent: The content remains until closed by the user, or if hover/focus is moved away. External links: W3C Techniques Keyboard - Level A WCAG 2.0 This ensures that the site can be accessed using a keyboard only. Blind users cannot use a mouse; they must use the keyboard to navigate Web pages. Users with hand tremors and other motor skills also have trouble using a mouse. All clickable items should also be selectable using the keyboard Where "drag and drop" functionality is used, a keyboard-based "cut and paste" alternative should be offered Do not use non-standard interface elements that are not keyboard-accessible but can be controlled with a mouse only How to test: Check manually by tabbing through the page and checking all interactive elements for keyboard accessibility. External links: W3C Techniques No Keyboard Trap - Level A WCAG 2.0 Users navigating a Web page using the keyboard should not become trapped on a particular element or section of the page. This is a particular issue for Java applets, Flash files and other plugins. Once the user has entered one of these, they must be able to leave them again using the keyboard only. How to test: Check manually by tabbing through the page and checking for keyboard traps. External links: W3C Techniques Timing Adjustable - Level A WCAG 2.0 This allows users to extend or turn off time limits. For each time limit one of the following should be true: The time limit can be turned off beforehand The time limit can be extended beforehand The user is warned before a time limit expires and given at least 20 seconds to extend the time limit Exceptions can be made where the time limits are essential or longer than 20 hours. How to test: Check manually if time limits are present. If so, check that they are compliant. External links: W3C Techniques Pause, Stop, Hide - Level A WCAG 2.0 Users should be able to pause, stop or hide any moving, blinking or automatically updating content on the page. Content that is constantly changing can be problematic for users who have trouble reading text quickly as well as anyone who has trouble tracking moving objects. It can also cause problems for screen reader software. This pertains to content that starts automatically and lasts more than five seconds This can be onscreen text as well as video, audio or animation How to test: Check manually if moving, blinking or automatically updating content is present. If so, check that it is compliant. External links: W3C Techniques Three Flashes or Below Threshold - Level A WCAG 2.0 This ensures that the site can be onscreen text as well when they have photosensitive seizure disorders do not get seizures from content that flashes onscreen. How to test: Check manually if flashing occurs. If so, check that it is compliant. External links: W3C Techniques Bypass Blocks - Level A WCAG 2.0 This allows blind users, who use screen reader software, to skip the page header, navigation menus and other content that is repeated on every page, and go straight to the main content on the page. How to test: Use the Web developer toolbar to remove all CSS styling Check for the presence of "skip" links External links: W3C Techniques Page Titled - Level A WCAG 2.0 Each page should have a title clearly describing the topic or purpose of that page. This helps users orient themselves within the site and understand the purpose of the current page. Use the tag in the HTML page header How to test: Check what is shown on the browser tab, or bookmark the current page. External links: W3C Techniques Focus Order - Level A WCAG 2.0 This allows blind users and others accessing the site through a keyboard to move through the page elements in a logical reading order The tabIndex property can be used to enforce a certain tabbing order When the user leaves a modal dialog box on the page, they should not lose their focus on the page and have to start from the top of the page again. Instead, the element that had the focus when the modal dialog opened should get the focus again How to test: Tab through the interactive elements on the page Open and close modal windows using the keyboard only External links: W3C Techniques Link Purpose (In Context) - Level A WCAG 2.0 The purpose or target of each link should be clear from the text (label) of that link, or from the sentence in which the link appears Make sure each link is clearly labeled When the link text or context is not clear enough, give the link a title property with a clear description of the link purpose or target, e.g. John Smith How to test: Manually check each link on the page to verify that it is clearly labeled. External links: W3C Techniques Pointer Cancellation - Level A WCAG 2.1 For functionality that can be operated using a single pointer, at least one of the following is true:No Down-Event: The down-event of the pointer is not used to execute any part of the function.Abort or Undo: Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion.Up Reversal: The up-event reverses any outcome of the preceding down-event.Essential: Completing the function on the down-event is essential. External links: W3C Techniques Label in Name - Level A WCAG 2.1 Best practice is to have the visible text at the start of the name. A couple examples of this guideline: Accessible name matches visible label: The accessible name and visible label if a control match.Accessible name starts with visible label: The accessible name of a "Buy Now" button begins with the same text as the visible label. External links: W3C Techniques Motion Actuation - Level A WCAG 2.1 The motion actuation or responding to the motion can be disabled to prevent accidental actuation.Exemptions to this guideline:Supported Interface: The motion is used to operate functionality through an accessibility supported interface.Essential: The motion is essential for the function and doing so would invalidate the activity. External links: W3C Techniques Language of Page - Level A WCAG 2.0 This allows screen reader software (used by blind users) to use the correct pronunciation when speaking the text on the page aloud. Identify the primary language of a Web page in the HTML header, e.g. for English in HTML5. How to test: Use a tool like axe or WAVE, or inspect the HTML code. External links: W3C Techniques On Focus - Level A WCAG 2.0 No unexpected actions should occur when a particular UI element receives keyboard focus. This can be very confusing to blind users and other keyboard-only users. Some examples of what should NOT happen at the moment a component receives the focus: a form is submitted automatically a new window is opened the focus is changed to another component How to test: Go through the form elements on the page and check for unexpected actions. External links: W3C Techniques On Input - Level A WCAG 2.0 No unexpected actions should occur when the user makes changes to a particular UI element. This can be very confusing to blind users and other keyboard-only users. Some examples of changes to a UI element are: turning a checkbox or radio button on or off selecting a different item from a dropdown menu entering text into a text field Some examples of what should NOT happen: a new window is opened the content on the page changes How to avoid unexpected actions: Provide a submit button. Do not perform any actions until this button is clicked by the user How to test: Go through the form elements on the page and check for unexpected actions. External links: W3C Techniques Consistent Navigation - Level AA WCAG 2.0 This ensures that blind users can find navigation menus in the same place on the page every time. This also applies to other items repeated on every page, such as: a search box login/registration and links to edit your account or preferences a "Skip to content" link How to test: Go through the site and check that the main navigation menus look and work the same on every page. External links: W3C Techniques Consistent Identification - Level AA WCAG 2.0 If there are two components on a web page that have the same functionality as a component on another page in a set of web pages, then all 3 must be consistent. External links: W3C Techniques Error Identification - Level A WCAG 2.0 This ensures that users are clearly informed of input errors in forms. Display an error message with text alerting the user to the specific fields (or other form elements) containing errors and describing the specific errors in the input Color or images can be used in addition to the text to mark the form elements containing errors How to test: Submit each form on the page with errors and inspect the resulting messages and other feedback given. External links: W3C Techniques Labels or Instructions - Level A WCAG 2.0 All fields and other form elements are clearly labeled, or instructions for correct entry are provided Use the HTML tag to associate a form element with its label Label all form elements. Use clear, unambiguous labels Identify required (mandatory) fields with a text label. Do not use color or images only to identify required fields. Display the label for an element in close proximity to that element Provide examples of correct input, such as the correct date format How to test: Use AChecker to check for form elements that are not (properly) labeled. Go through the forms on the page and check that each form element is clearly labeled. External links: W3C Techniques Parsing - Level A WCAG 2.0 Valid HTML ensures that both screen reader software and browser can accurately render the content HTML code should pass W3C's HTML validation tool Use unique IDs - no two elements on the same page should have the same ID Browser add-ons like Firebug can be used for quick HTML validation during development HTML5 is recommended because it is a lot more forgiving than previous versions of HTML How to test: Use W3C's HTML validation service to validate the HTML code. Use a tool like axe and WAVE to check for duplicate IDs External links: W3C Techniques Name, Role, Value - Level A WCAG 2.0 The name and state of all form elements, links and other UI components can be determined and the state can be changed. This ensures compatibility with assistive technology such as screen readers, screen magnifiers, and speech recognition software Avoid using non-standard controls such as those created of Flash, Java or other plugins, components that are created using scripting, or clickable s and s When using non-standard controls, make sure that it is keyboard accessible - it can receive focus and its state can be changed using the keyboard How to test: Use axe to check for clickable s and s Go through the (non-standard) form elements on the page and check for unexpected actions External links: W3C Techniques Status Messages - Level AA WCAG 2.1 A status message is defined as a visual message that provides information to the user on the success or results of an action, on the waiting state of an application, on the progress of a process, or on the existence of errors. A few examples of relevant status roles can include: role="status"role="marquee"role="progressbar"role="timer"role="alertdialog" External links: W3C Techniques External links: Section 508 External links: Section 508 Without Perception of Color External links: Section 508 External links: Section 508 With Limited Manipulation External links: Section 508 With Limited Reach and Strength External links: Section 508 With Limited Language, Cognitive, and Learning Abilities External links: Section 508 Accessibility and Compatibility Features External links: Section 508 Electronic Support Documentation External links: Section 508 External links: Section 508 Information on Accessibility and Compatibility Features External links: Section 508 Accommodation of Communication Needs External links: Section 508

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