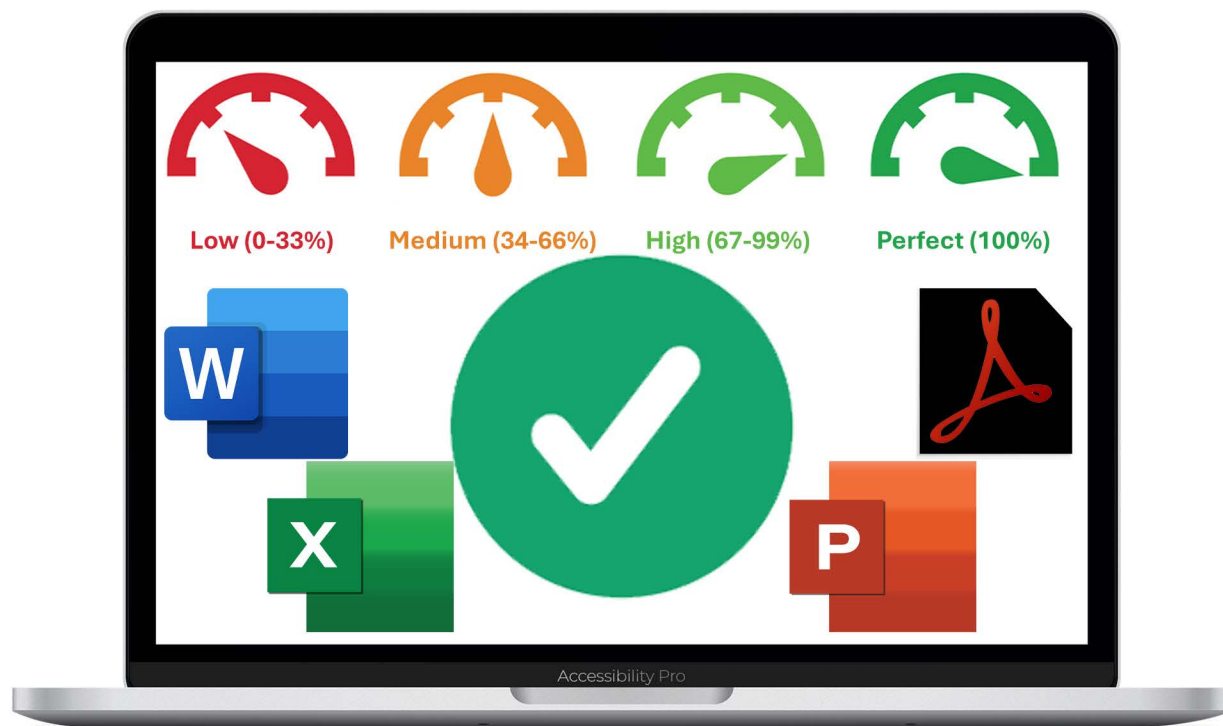




ACCESSIBILITY GUIDEBOOK



For Instructors

Introduction

You play a vital role in creating an inclusive digital environment for all students in your courses. This guide offers practical strategies to help you align your courses with Universal Design for Learning principles and remove cognitive barriers. While these steps help ensure our materials meet ADA compliance standards, their true value lies in creating a more equitable learning environment that supports diverse learner needs. By following these practices across various platforms, you ensure your materials are accessible to everyone.

To best support your workflow, these guides are organized from broad course-level assessment down to specific document and multimedia formats:

1. **Using Ally in Brightspace:** Begin by assessing your overall course accessibility score and learning how to generate alternative formats for your students.
2. **Making Microsoft Word Documents Accessible:** Master the foundational skills of accessible document creation, including proper font selection, heading structures, and the built-in Accessibility Checker.
3. **Microsoft PowerPoint Accessibility Guide:** Apply accessibility principles to your presentations by utilizing built-in templates, slide reading order panes, and unique slide titles.
4. **Making Microsoft Excel Data Tables Accessible:** Ensure your data is navigable for screen readers by properly formatting tables and adding descriptive alternative text.
5. **Making PDF Documents Accessible:** Learn how to manage hidden structural elements like tags and utilize optical character recognition (OCR) to make PDFs readable for assistive technologies.
6. **Video Captioning for Accessibility:** Remove barriers for all learners by adding captions to your multimedia content using tools like YouTube Studio and Brightspace integration.
7. **WebAIM Accessibility and Color Contrast Guide:** Finalize your accessible design by evaluating web content and ensuring your text and background colors meet WCAG contrast standards.

For additional support, detailed directions, and instructional videos, you can access more resources on the KCeL Commons website at <https://kcel1.commons.gc.cuny.edu/accessibility-guides/>.

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Using Ally

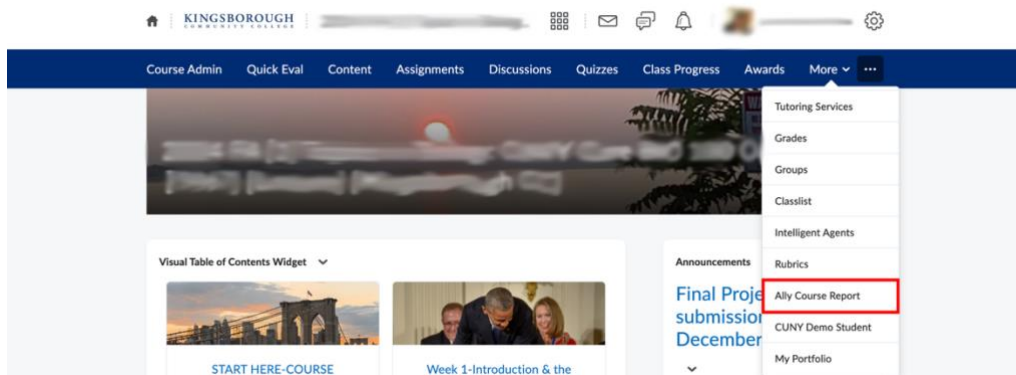
The Ally tool can guide your work in making your course more accessible to all learners. Ally is found within your Brightspace course shells. It can be used to:

- determine the overall accessibility score by generating an Ally course report
- determine the accessibility score of individual course items.
- generate alternate formats of your course files.

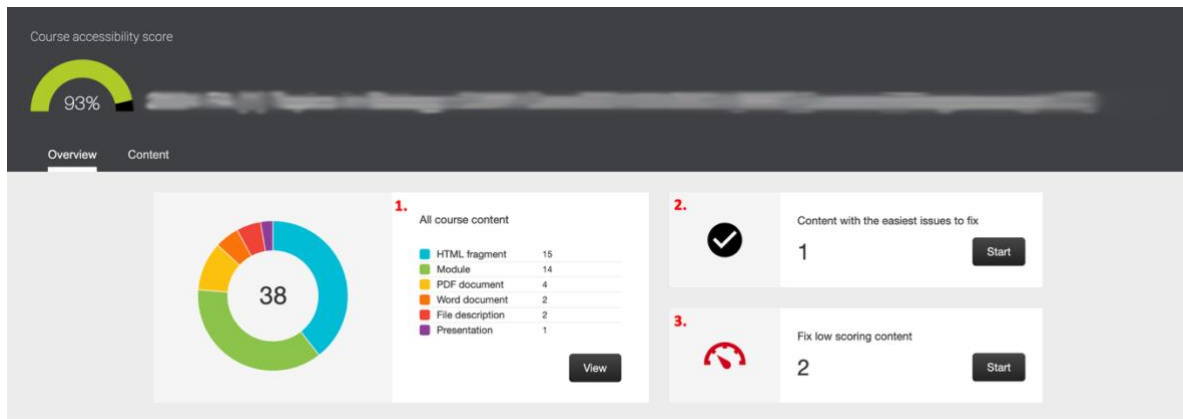
Course Accessibility Score

To determine your course accessibility issues, begin by reviewing your Ally Course Report which includes your course accessibility score. To access this report:

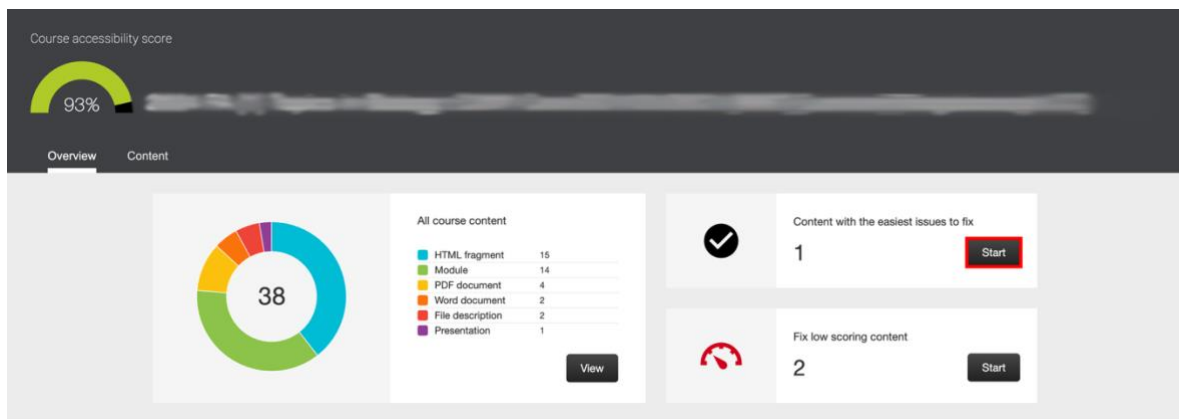
- On your course Navigation Bar, go to More and select Ally Course Report.



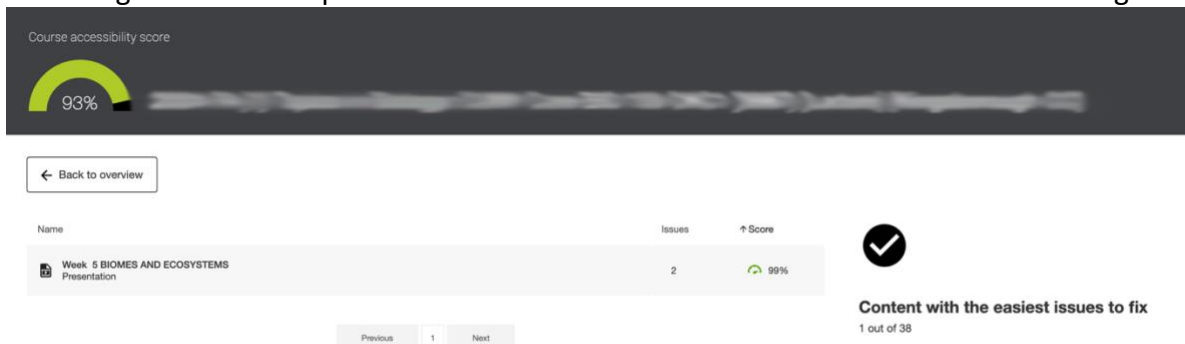
- Once selected, you will be provided with an overall score for your course. You will also see: (1) the number of files and their type; (2) easiest content to fix; and (3) the items with the lowest scores that should be fixed.



- Click the first Start button associated with “Content that is easiest to fix” to see what you need to do . You will see.....



- Go through the same steps for the second start button associated with “Fix low scoring content”.



Accessibility Score for Course Items

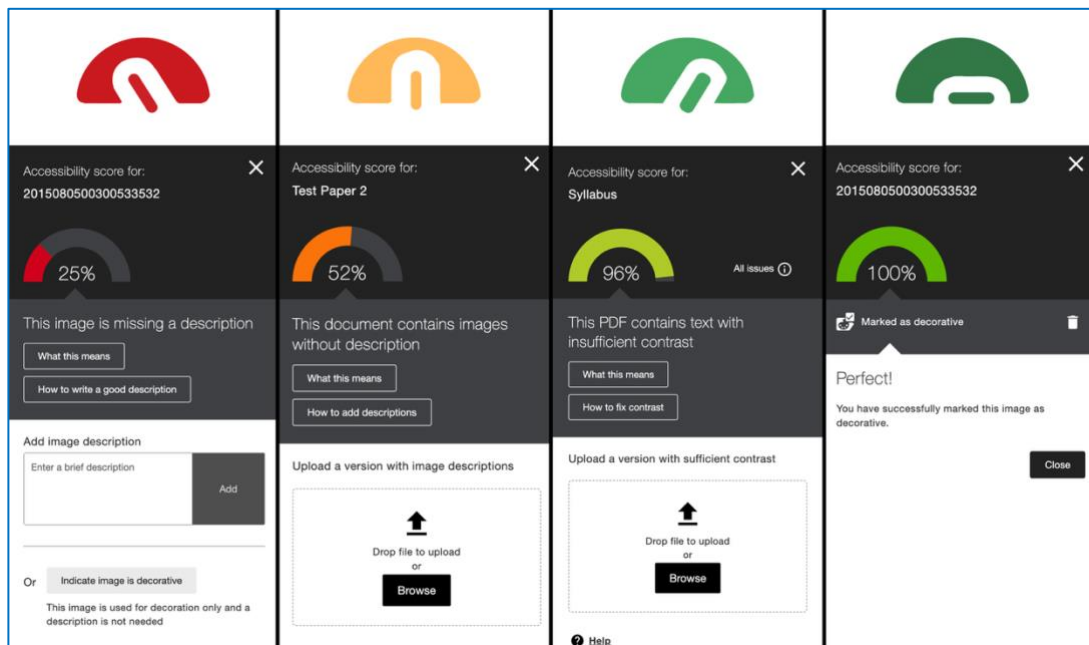
- In addition to providing your course accessibility score, Ally presents an accessibility score for all items in your course. These scores are located within your course modules, on the right-hand side of the item, and are indicated by a gauge whose color indicates its level of accessibility:

- A dark green gauge next to your file indicates it has a perfect accessibility score and is considered an accessible document that requires no alterations.
- A light green gauge next to your file indicates it has a good accessibility score but does require some improvements.
- An orange gauge next to your file indicates there are some issues that need to be fixed. Ally will give you a brief explanation of said issues and how to fix them.
- A red gauge indicator next to your file indicates there are multiple issues with the item that need to be addressed.

Syllabus PDF document	1.	✓
Materials Word Document	2.	✓
Project Word Document	3.	✓
Assignment Word Document	4.	✓

1. Perfect Accessibility Score
2. High Accessibility Score
3. Medium Accessibility Score
4. Low Accessibility Score

- When you click on each accessibility score, you will be brought to a page that provides details of your score, including the issue and how it can be fixed.



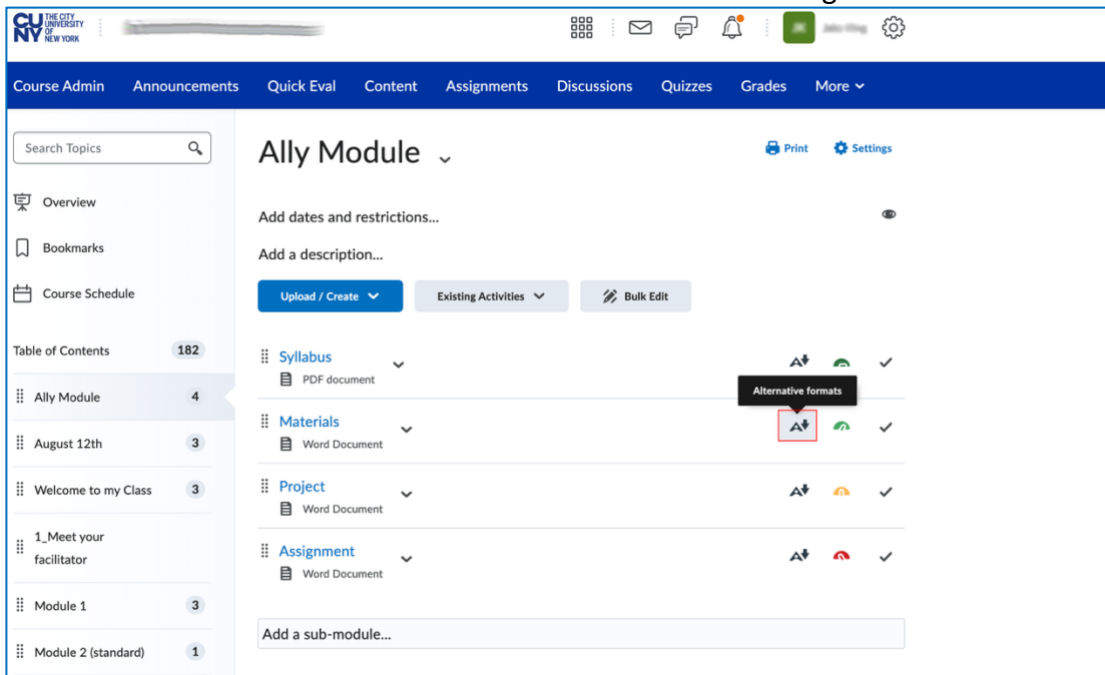
Accessing Alternative Formats for your Course Files

Your class is full of diverse learners with varied abilities. Student success can be promoted by providing learners with content in multiple formats so that students can make choices about the formats that best suit their learning. For example, one student might choose a format that allows them to read text on a mobile device, while others might choose to use an audio file.

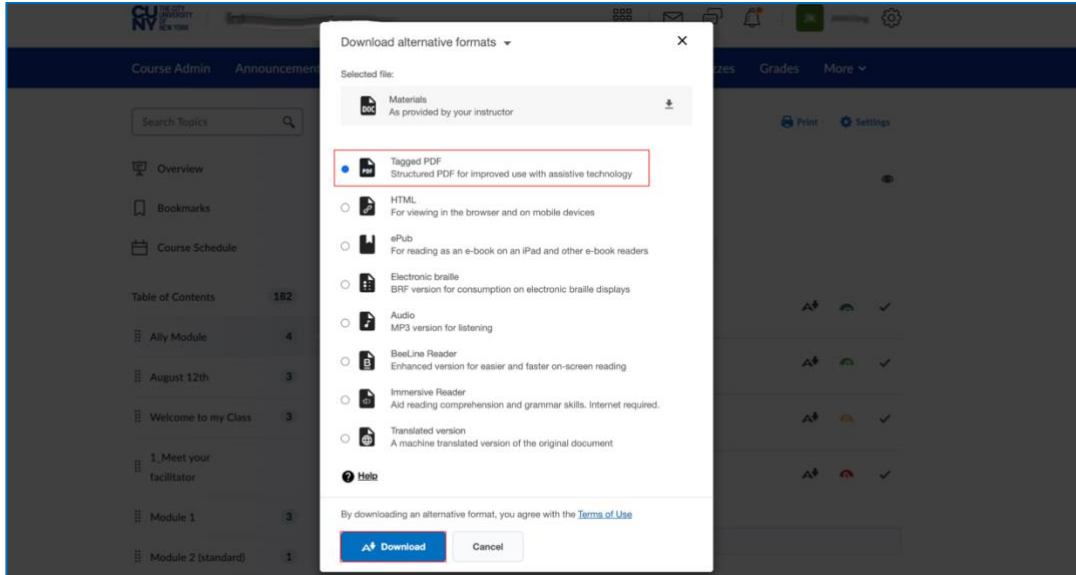
Ally automatically generates alternative formats for your course files and makes them available to you and your students to download. Your original file will not be affected by the alternative formats.

To download alternative formats for a course item:

- Click the icon that looks like the letter A with an arrow to the right of the file name.



- A menu with the available alternative formats will appear. Select the format you wish to use from the list of options by clicking on the radio button to the left of the alternative form icon. Once you have chosen the format, select Download.





Making Microsoft Word Documents Accessible

Microsoft Word documents are commonly used and because of their widespread use, it is helpful for them to be constructed in a way that makes them readily available to all users. Making your course documents accessible acknowledges learner variability and benefits all learners. Accessible documents are easier to read and navigate and remove barriers to learning.

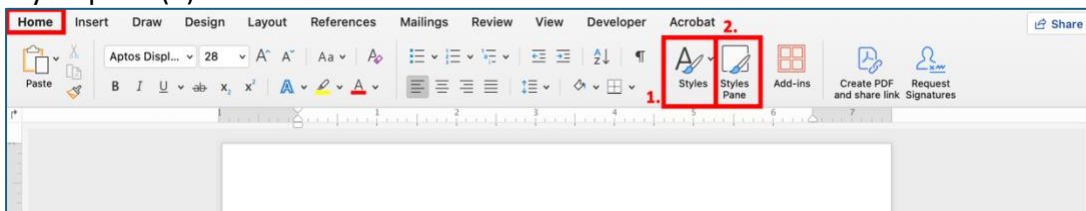
As you begin to create a Word document, the first thing to consider is the document font. For your document to be accurately read by an assistive technology, such as a screen reader, the font should be a San Serif font, such as Calibri, Arial, Tahoma, and Verdana, with a 11- or 12-point size for text. Black text is recommended in documents with a white background since it is a combination most individuals can see.

Microsoft Word has built-in formatting tools that when used increase the access of the document's content to all users. These include document headings, table headers, creating lists, and checking document accessibility.

Headings

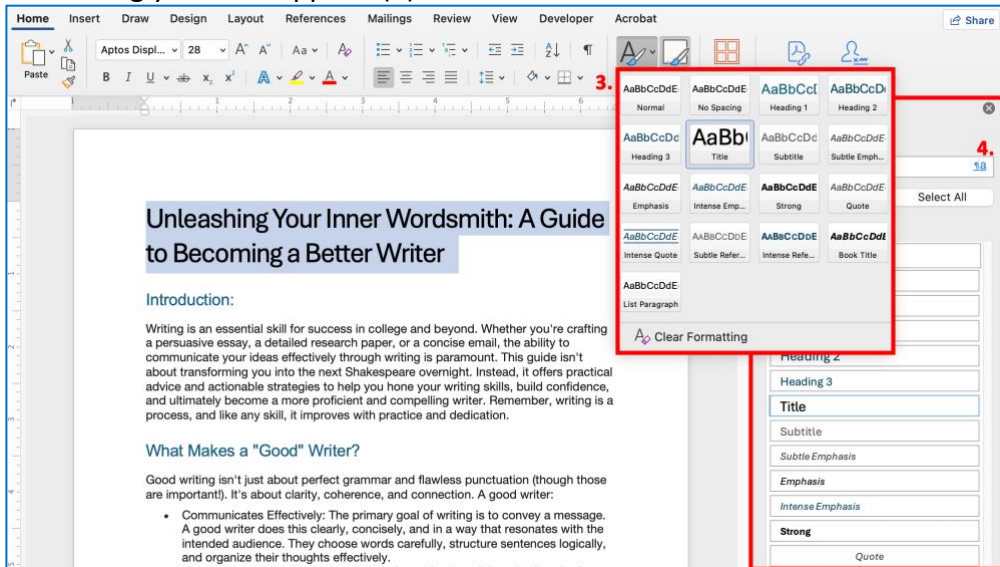
Headings are useful in MS Word documents to guide users through the document. In addition, headings allow assistive technologies to function optimally. To add headings to your document:

- On the home tab of the Word menu bar, you will see the Styles menu item (1) as well as the Styles pane (2).



- When you select Styles, the item expands to show all the different text styles you can apply to your document (3).

- Select Heading 1 to add a heading to your document. As you continue to develop your document text add more headings, such as Heading 2 and Heading 3, so that your document is formatted so like an outline. This embedded organization assists a screen reader.
- As you continue to add more headings, you can view the styles you are applying to your document by expanding the styles pane by clicking on it. A menu appears on the right of your document, and when you select text within the document, the styles pane indicates the text formatting you have applied (4).

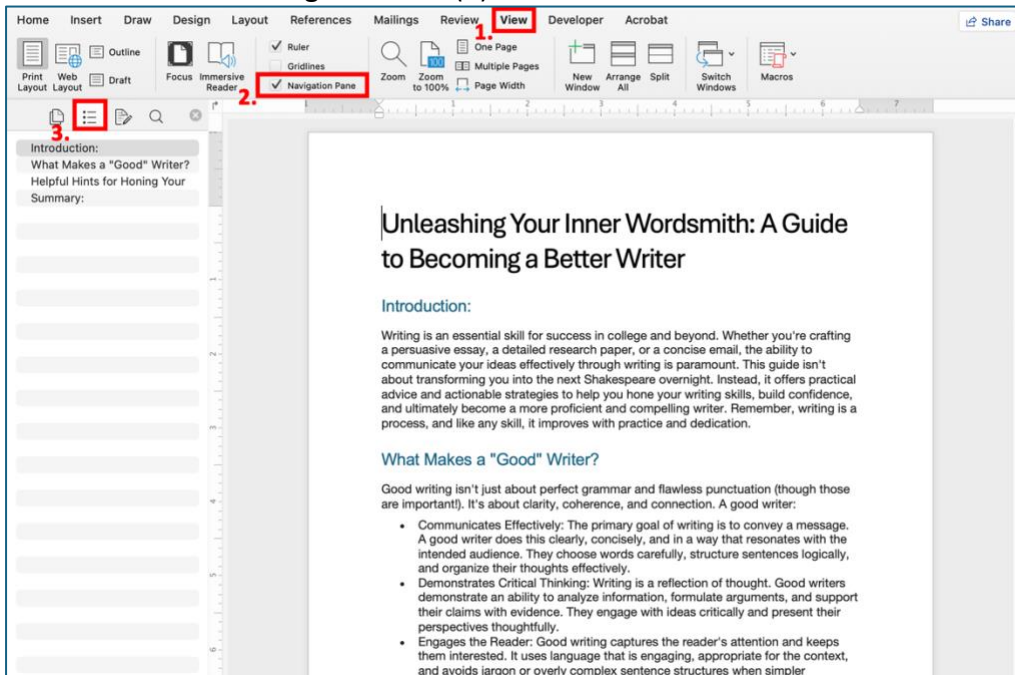


Checking Document Navigation

Once you have added document headings using the styles pane, you can check the organization of your headings using the Navigation Pane. The Navigation pane allows you to organize your document, check that your headings are consistent. It also provides you with a reading order based on the headings in your document. Reading order is particularly important for users that use assistive technologies, such as a screen reader. To access the Navigation pane:

- On the toolbar, click on View (1), and check the box labeled Navigation Pane (2). A panel will appear on the left side of the document; Select the outline icon on the left panel (3) to display

the document's heading structure (4).



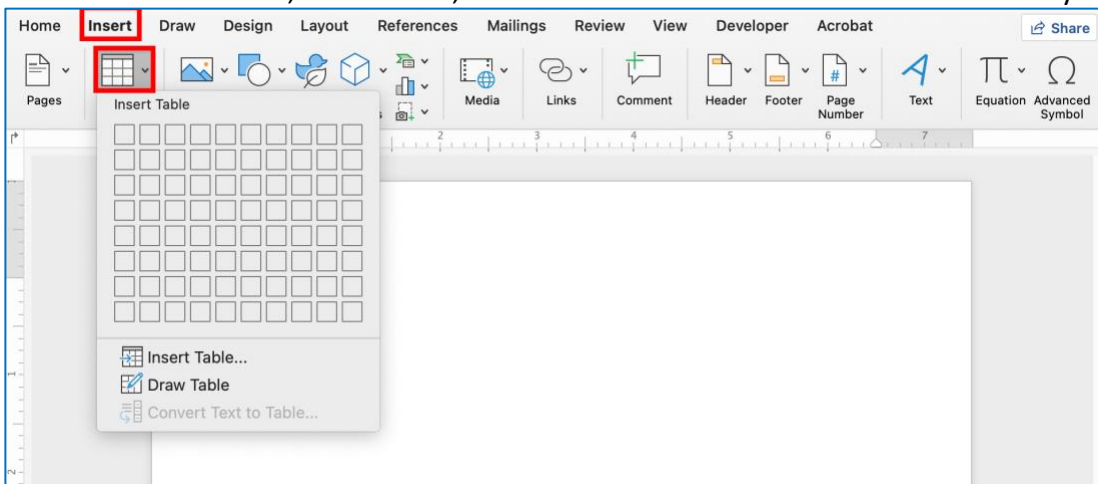
Tables, Lists, and Images in MS Word Documents

Some of your course documents may include tables, lists, and images. Like headings, these items need to be formatted so that a screen reader can read them to an individual.

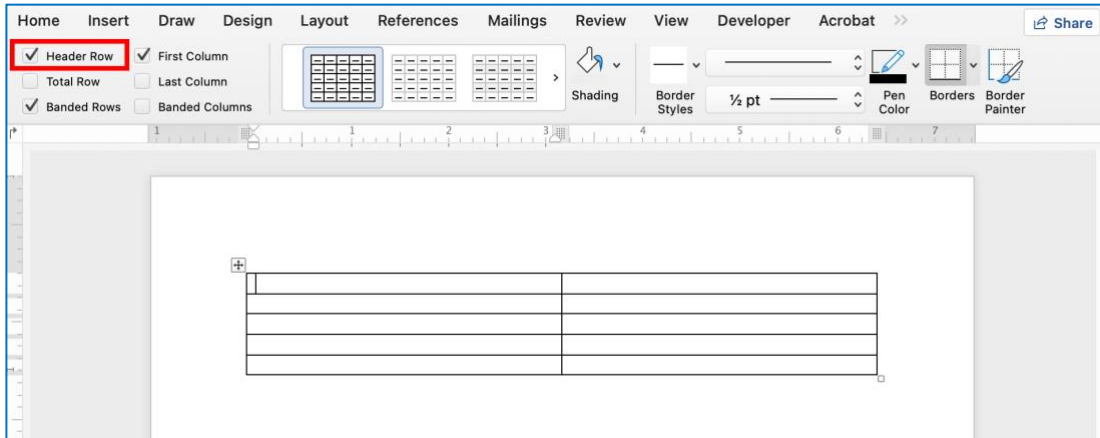
Tables

You may wish to present content as table in your documents. These tables need to have a header row. To insert a document table and add a header row:

- Click on the insert tab, select table, and choose the number of rows and columns you want.



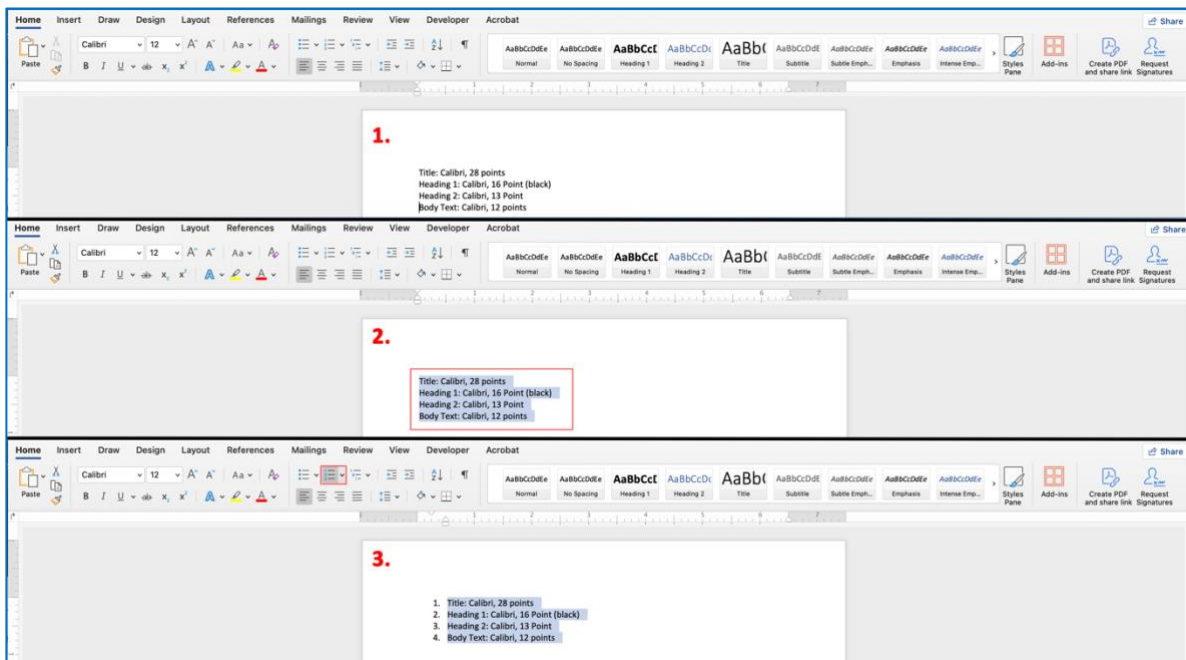
- Make sure the header row in the table toolbar is checked, indicating that the table does indeed contain a header row.



Lists

Lists in your document should be formatted using the bulleted or numbered lists function. To develop a list:

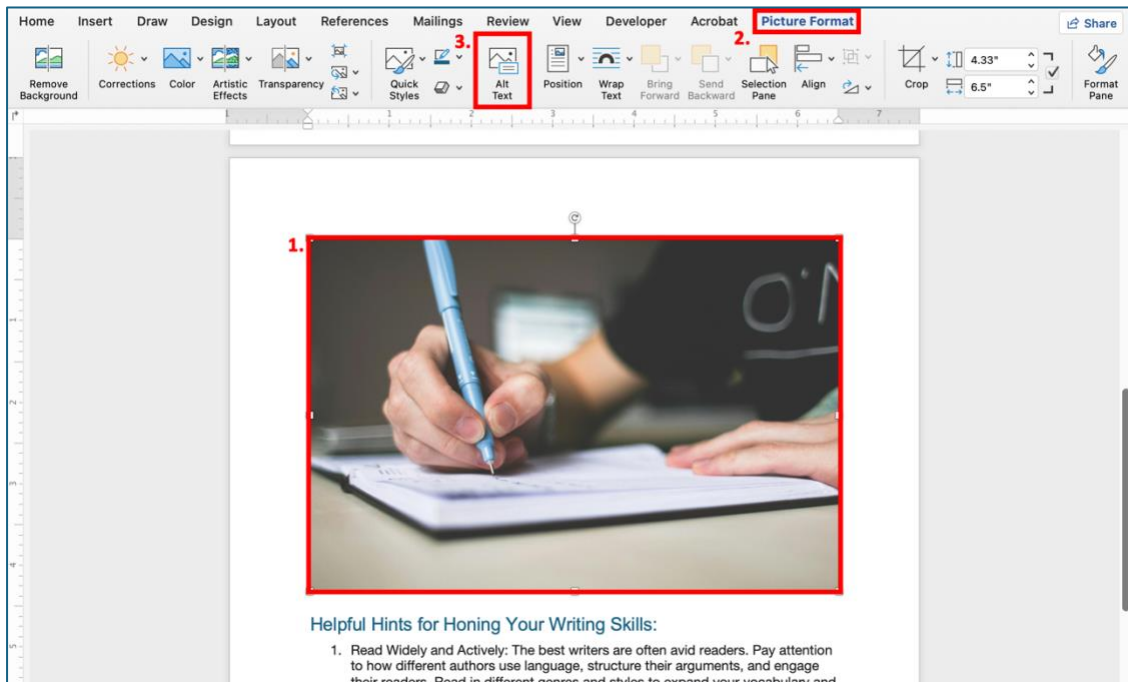
- Type each item of your list on its own line (1) and then select all of items you want in your list (2).
- Next, on the menu bar, select the icon for either a bullet or numeric list (3).



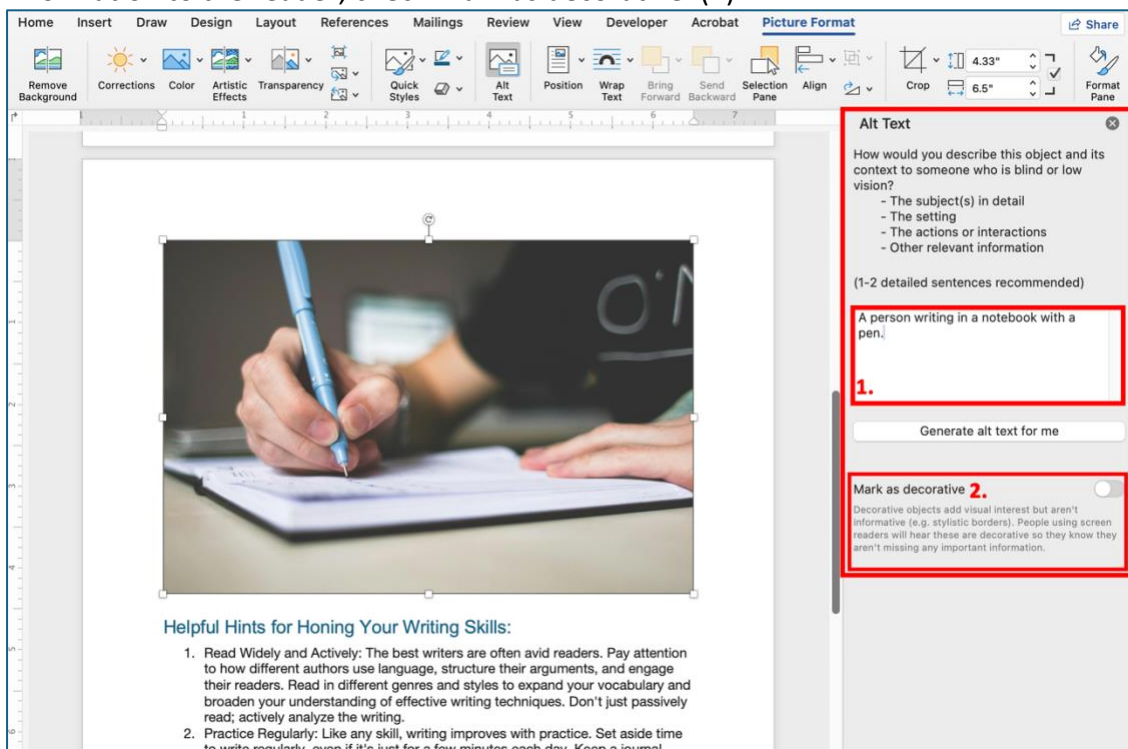
Images and Alternate Text

All images in your document should have alternate text (alt text). To add alt text:

- Select the image (1), and then select Picture Format (2) on the toolbar followed by Alt Text (3).



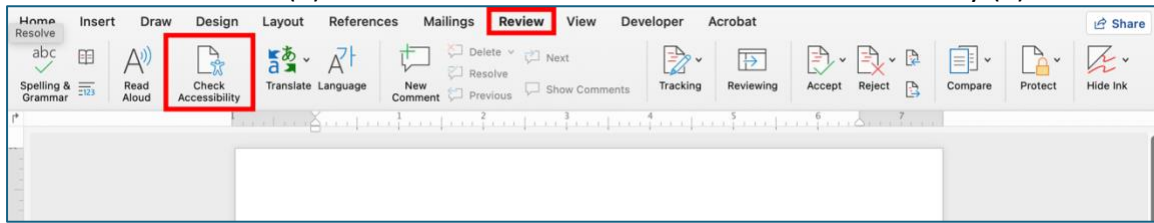
- In the alt text window, type description of the image (1). If the image does not reflect information to the reader, check Mark as decorative. (2)



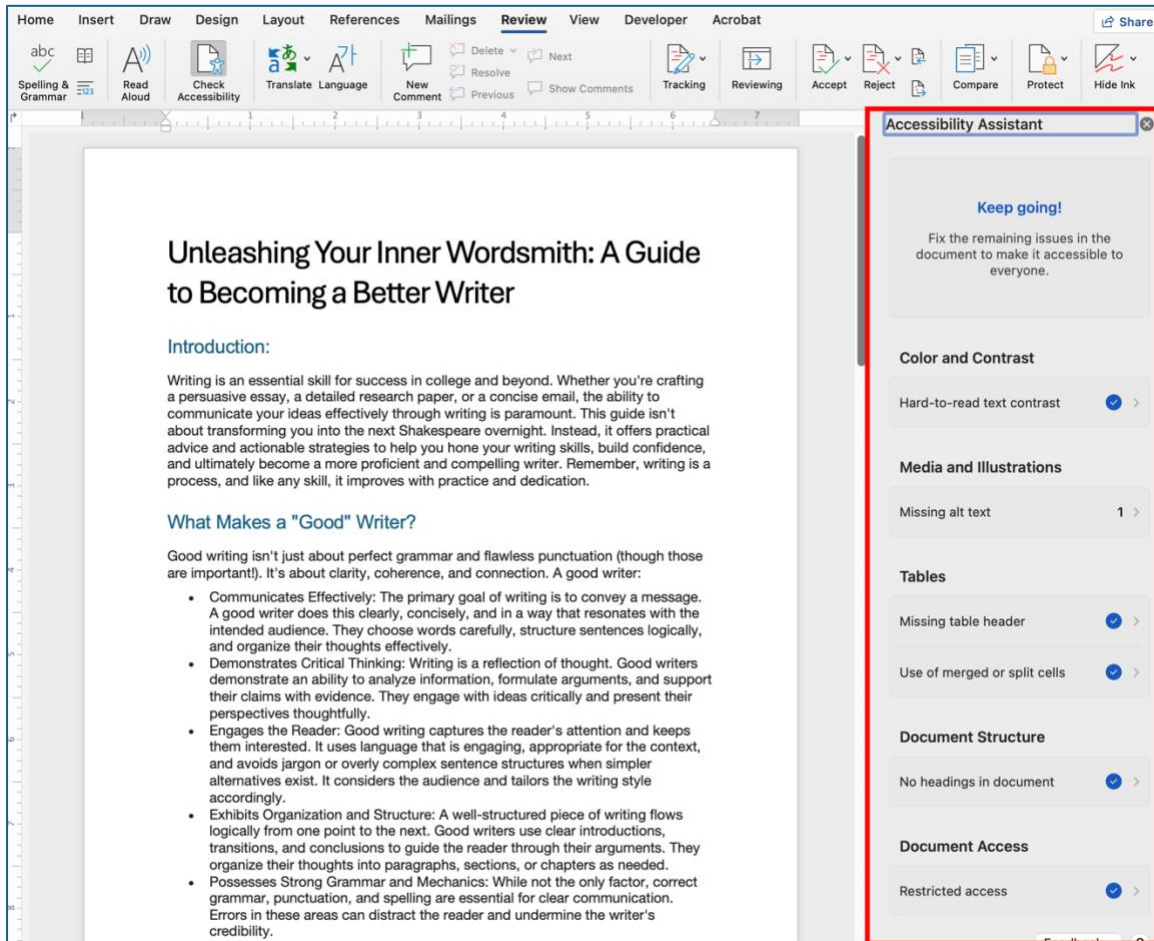
Checking Document Accessibility

When you are done constructing your document, you can check the accessibility of the entire document. To check the accessibility of the entire document:

- Go to the Review tab (1) and click on the button labeled Check Accessibility (2).



- A window will appear to the right displaying errors in the document, along with a tip on how to fix each.





Making Microsoft PowerPoints Accessible

Microsoft PowerPoint presentations are commonly used and because of their widespread use, it is helpful for them to be constructed in a way that makes them readily available to all users. Making your presentations accessible acknowledges learner variability and benefits all learners.

As you begin to create a PP presentation document, the first thing to consider is the font you will use. For your slides to be accurately read by an assistive technology, such as a screen reader, the font should be a San Serif font, such as Calibri, Arial, Tahoma, and Verdana. Select font colors that maximize contrast, such as black text on a white background since it is a combination most individuals can see. Microsoft PowerPoint has built-in formatting tools that when used increase the access of the presentation's content to all users. These include built-in templates, alternative text for images, a slide reading order pane, and an accessibility checker.

Templates

When you create PowerPoint presentations, using one of the built-in templates increases the accessibility of your presentation. To access slide templates, on the home menu, click on the chevron next to the Office Theme; a drop-down menu, named Office Theme, will appear with the available slide templates.



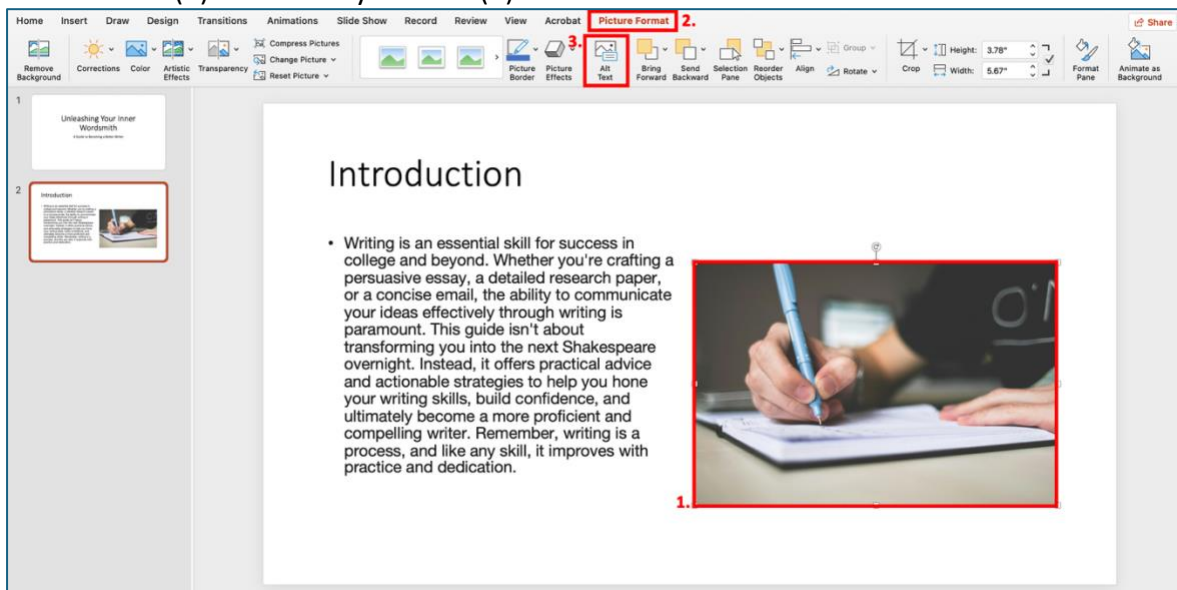
Note: It is a best practice to avoid manually creating text boxes and adding text in them. Manually added text boxes affect the reading order of the different elements of the slide, making it difficult for an

assistive technology, like a screen reader, to accurately read content to a user. Another best practice involves slide titles. Every slide should have a unique title. If there is a topic that requires multiple slides, it should be reflected in the title of the slide as Parts X of X.

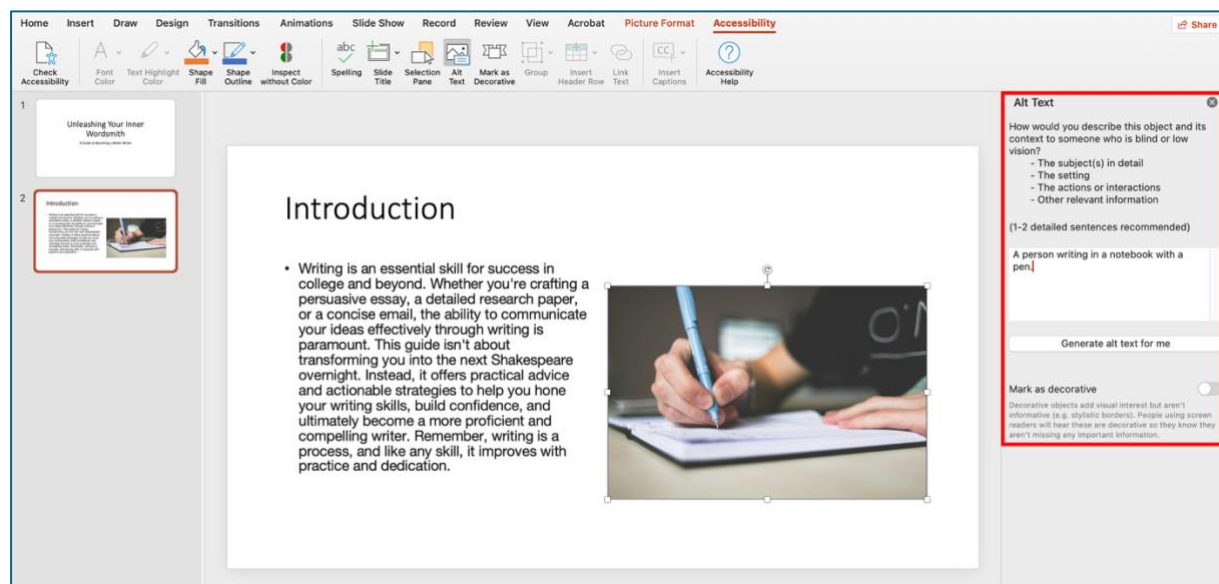
Alternate Text for Images

All images in your PowerPoint should have alternate text (alt text) applied to them, so that they can be read by a screen reader. To add alt text to an image:

- Select the image you added in the slide template placeholder (1) and then select the Picture Format item (2) followed by Alt text (3).



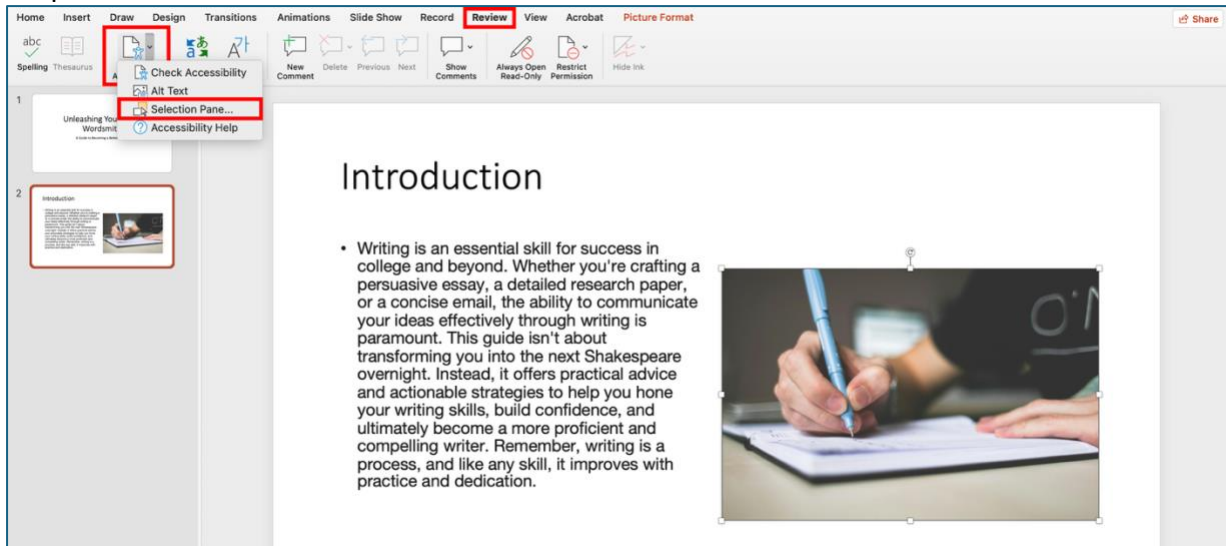
- An Alt text window will appear on the right where you will type a description of the image. If the image is merely for decoration, check “Mark as decorative.”



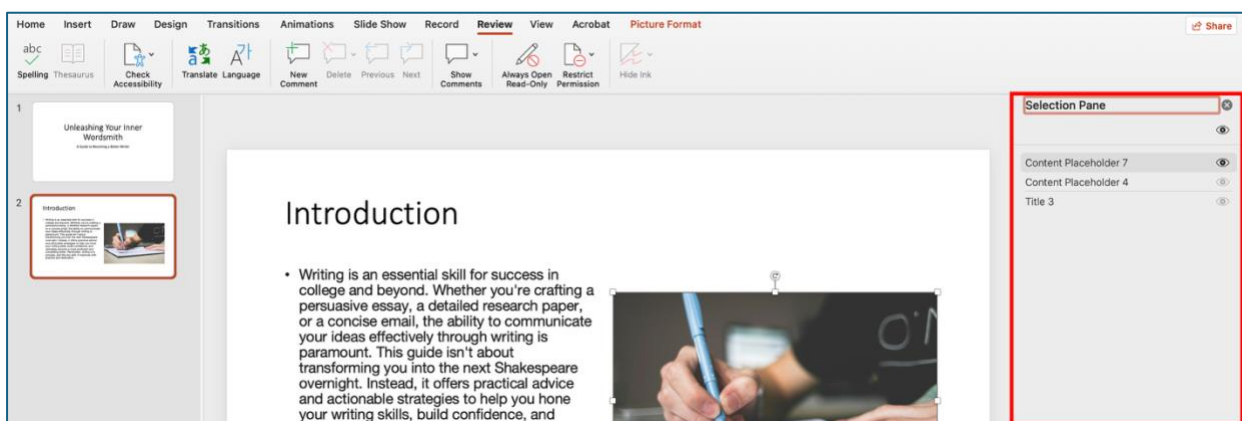
Slide Reading Order

Reading order is the order in which elements on a slide are read by a screen reader. As you create your PowerPoint slides, you will want to check that the reading order is correct. To check the reading order in your PowerPoint slides:

- Go to the review tab, click on the chevron next to the Check Accessibility icon to view the dropdown menu. Choose Selection Pane from the menu.



- The selection Pane is displayed on the right side and lists the current reading order for the elements of the slide. Typically, the slide title should be first, followed by your content placeholder and then other elements.



- If the reading order is not correct, click on the item and drag it up or down in the list to place it in its rightful place.

Home Insert Draw Design Transitions Animations Slide Show Record Review View Acrobat Picture Format

Spelling Thesaurus Check Accessibility Translate Language New Comment Delete Previous Next Show Comments Always Open Read-Only Restrict Permission Hide Ink

1 Unleashing Your Inner Wordsmith

2 Introduction

Introduction

- Writing is an essential skill for success in college and beyond. Whether you're crafting a persuasive essay, a detailed research paper, or a concise email, the ability to communicate your ideas effectively through writing is paramount. This guide isn't about transforming you into the next Shakespeare overnight. Instead, it offers practical advice and actionable strategies to help you hone your writing skills, build confidence, and



Selection Pane

- Content Placeholder 7
- Content Placeholder 4
- Title 3
- Content Placeholder 7



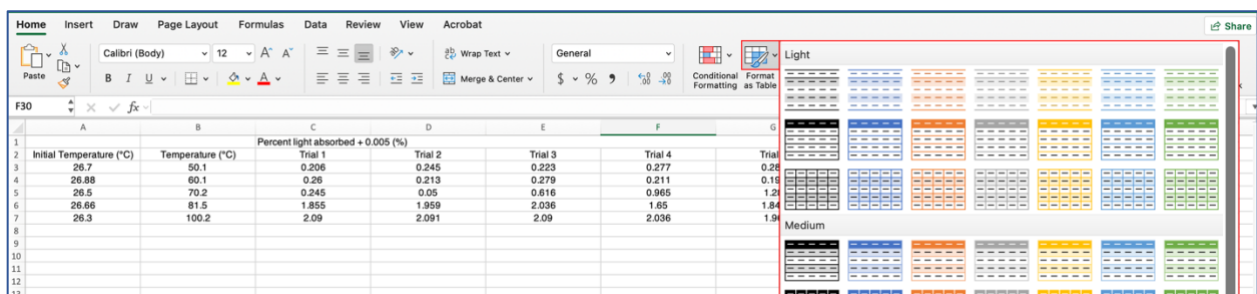
Making Microsoft Excel Data Tables Accessible

There are a few important components to making an Excel spreadsheet accessible for students using screen readers. Without structure, an unformatted Excel sheet becomes an overwhelming maze of data without meaning. Formatting your data correctly ensures it remains navigable and accessible for every learner.

Formatting as a Table

To ensure a screen reader recognizes your data structure, you must formally designate it as a table rather than just using borders and colors:

- Highlight the range of cells containing your data.
- Click the Home tab on the ribbon.
- Click Format as Table.
- Select any table style you prefer from the dropdown menu.

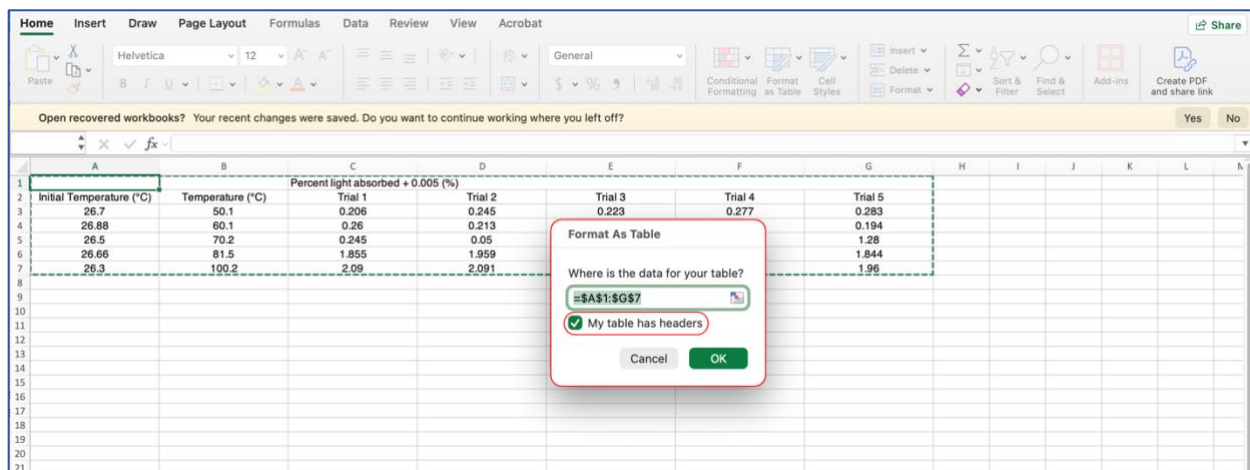


Defining Header Rows

Headers provide the necessary context for screen readers to announce what each piece of data represents:

- In the dialog box that appears after selecting your table style, check the box next to My table has headers.
- Click OK.

This tells Excel to treat your top row as column labels that screen readers can announce as the student navigates the data.



Simplifying Table Structure

To ensure the screen reader maintains a logical reading order from top to bottom and left to right:

- Avoid using merged cells, which can break the reading order.
- Do not leave blank rows within your data set.

Initial Temperature (°C)	Temperature (°C)	Percent light absorbed + 0.005 (%)	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5
26.7	50.1	0.206	0.245	0.223	0.277	0.283	
26.88	60.1	0.26	0.213	0.279	0.211	0.194	
26.5	70.2	0.245	0.05	0.616	0.965	1.28	
26.66	81.5	1.855	1.959	2.036	1.65	1.844	
26.3	100.2	2.09	2.091	2.09	2.036	1.96	

Adding Alternative Text (Alt Text)

Alt text provides a brief description so students know what the table is for before they dive into the data:

- Right-click anywhere inside your formatted table.
- Select Table from the menu, then click Alternate Text (or Alternative Text).
- In the pane that opens, type a brief description of the table's purpose.

Initial Temperature (°C)	Temperature (°C)	Trial 1 Percent light absorbed + 0.005 (%)	Trial 2 Percent light absorbed + 0.005 (%)	Trial 3 Percent light absorbed + 0.005 (%)	Trial 4 Percent light absorbed + 0.005 (%)	Trial 5 Percent light absorbed + 0.005 (%)
26.7	50.1	0.206	0.245	0.223	0.277	0.283
26.88	60.1	0.26	0.213	0.279	0.211	0.194
26.5	70.2	0.245	0.05	0.616	0.965	1.28
26.66	81.5	1.855	1.959			1.844
26.9	100.2		2.091			1.96

Cut
Copy
Paste
Paste Special
Thesaurus...
Refresh
Insert
Delete
Select
Clear Contents
Sort
Filter
Table
Insert Comment
Format Cells...
Pick From Drop-down List...
Hyperlink...
Open Hyperlink
AutoFill
Services

Totals Row
Convert to Range
Alternative Text...

Alternative Text
Description

Titles and descriptions provide alternative, text-based representations of the information contained in tables, diagrams, images, and other objects. This information is useful for people with vision or cognitive impairments who may not be able to see or understand the object.

A title can be read to a person with a disability and is used to determine whether they wish to hear the description of the content.

Cancel OK



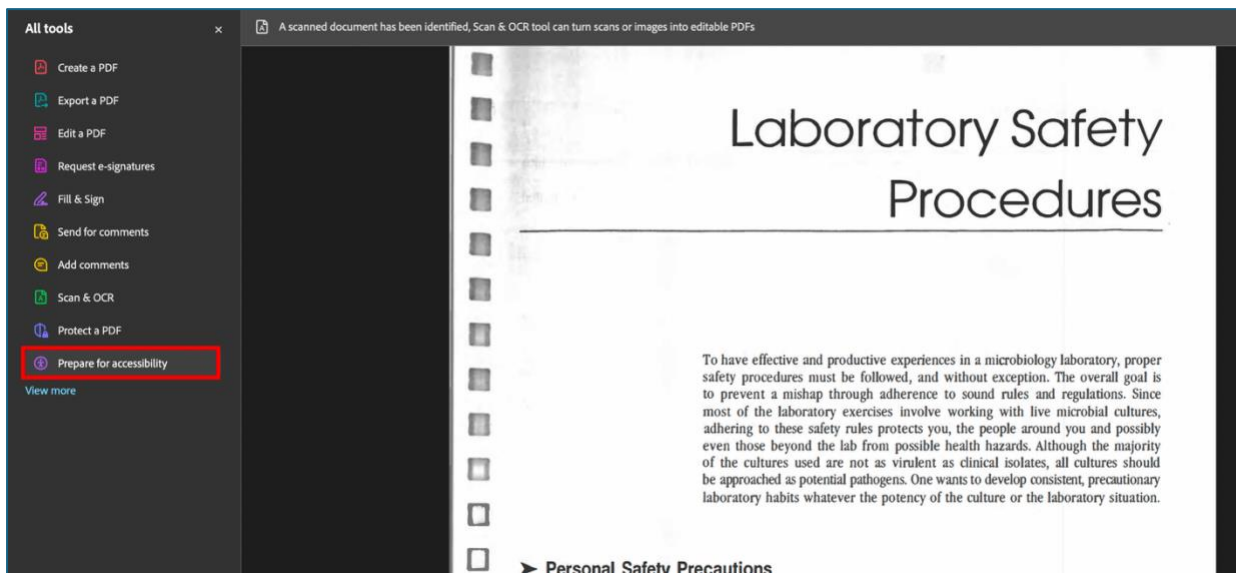
Making PDF Documents Accessible

Accessible PDFs benefit all students, particularly those using assistive technologies like screen readers. Two important accessibility principles associated with PDF documents are **tags** and **optical character recognition (OCR)**. Tags are hidden structural elements within a PDF, such as headings, paragraphs, lists, and tables, that define the document reading order. Screen readers use tags to interpret and convey information to users. **OCR** is a technology that converts scanned images of text into actual text characters that can be read by computers and assistive technologies.

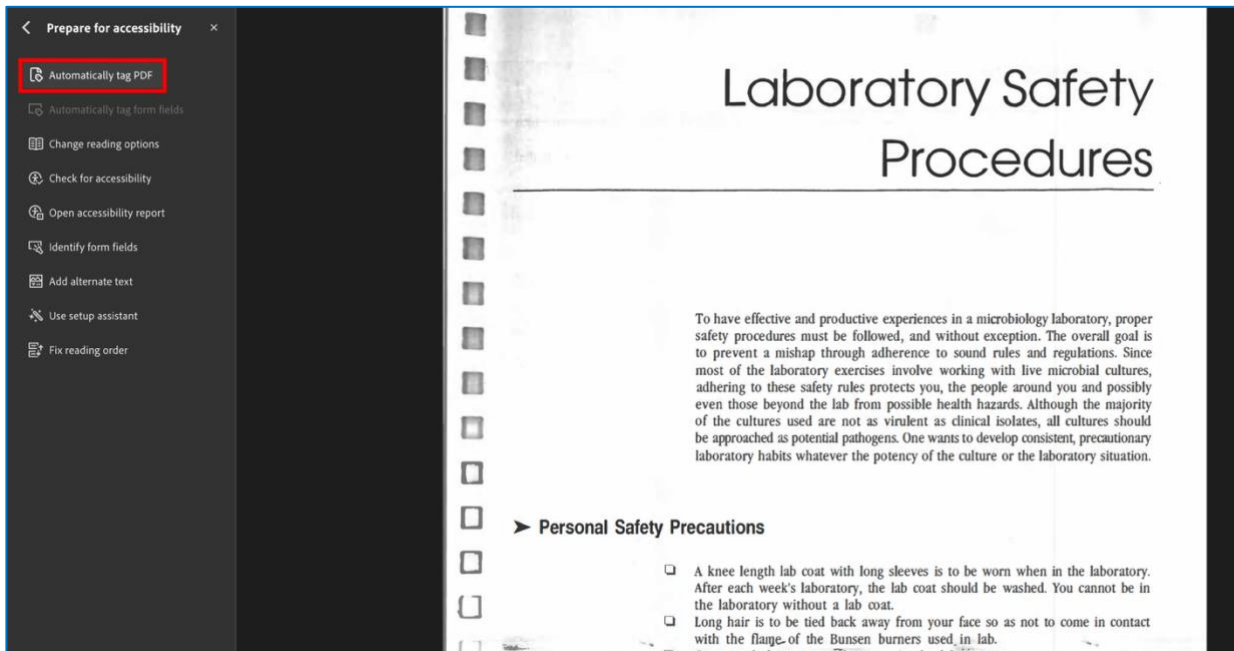
Tags

Tags are added using Adobe Acrobat. To add tags:

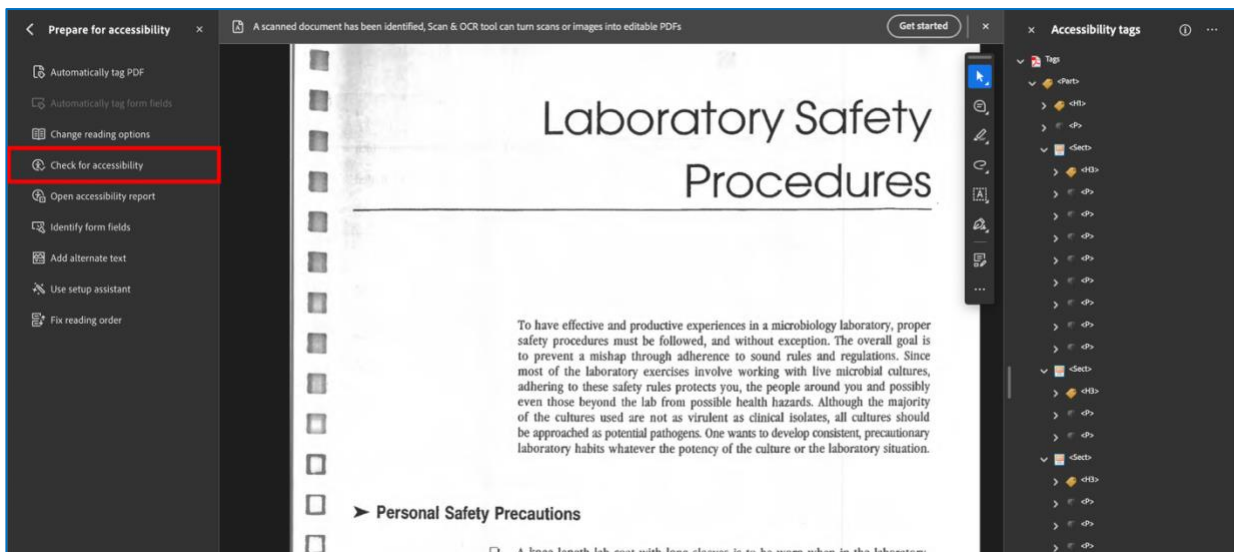
- Select Tools from the left side menu and then select Prepare for accessibility.



- On the next menu, select Automatically tag PDF.

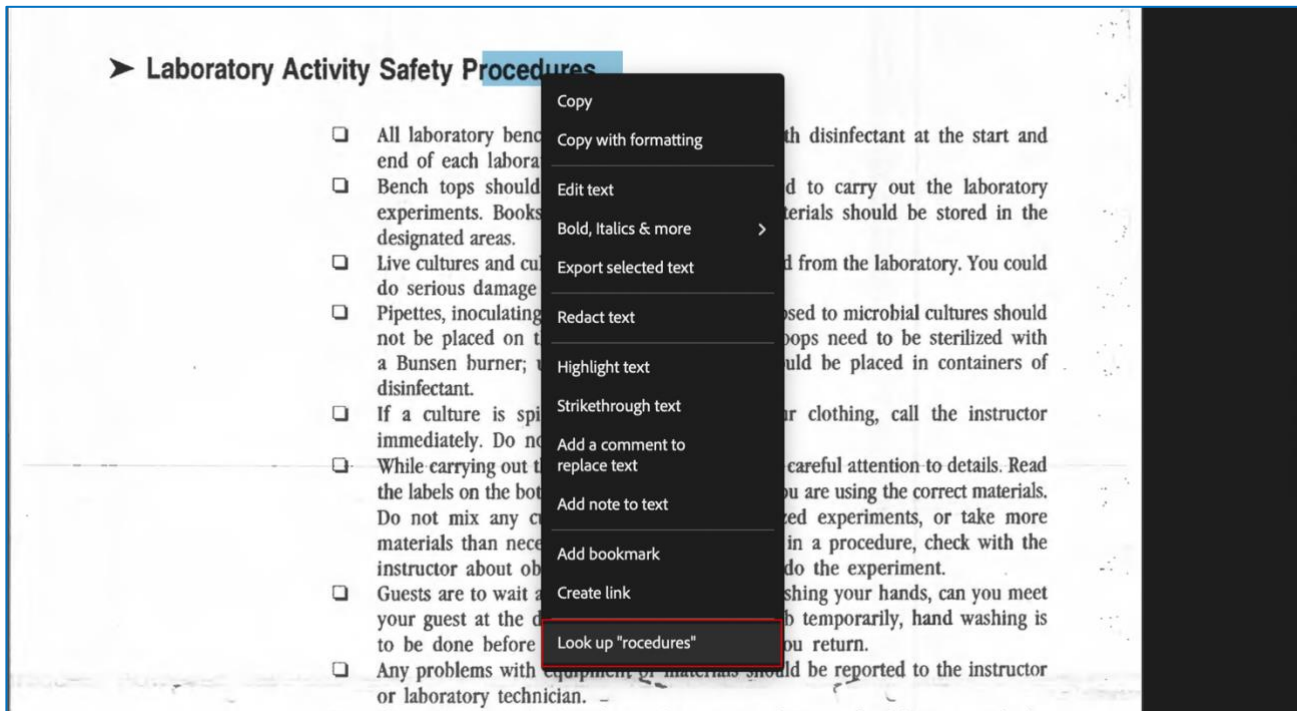


- Once tagged, you can check the full accessibility of your document.



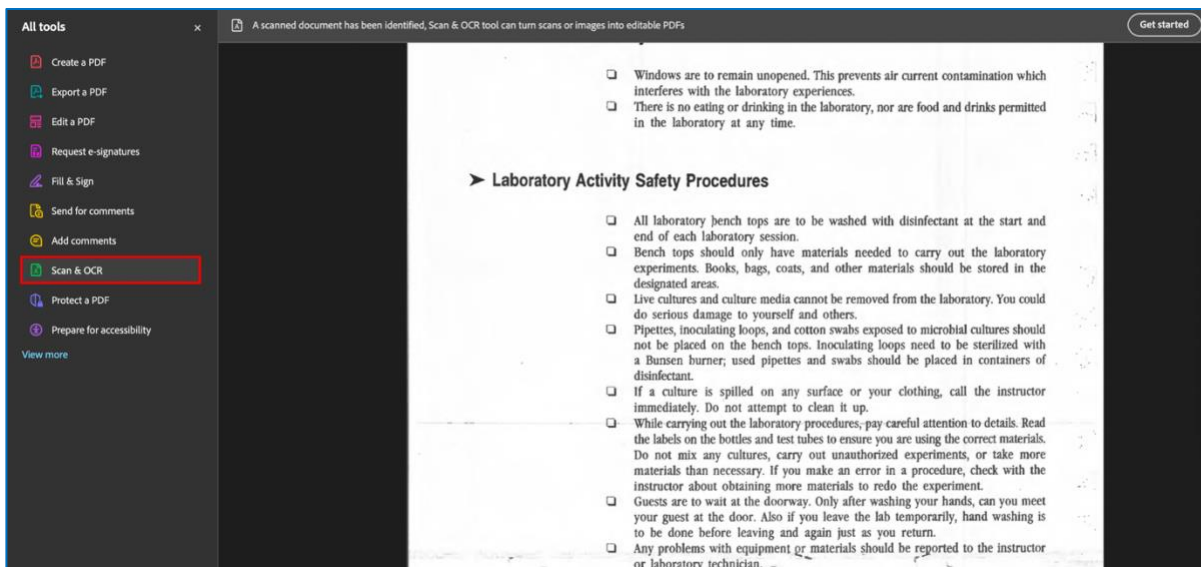
Optical Character Recognition

Sometimes, PDF documents contain images of text. These images need to be converted into actual text characters so that the document is searchable and can be read by a screen reader. The image below is a PDF with text that is an image. The word Procedures cannot be completely selected since it is an image and not text characters.

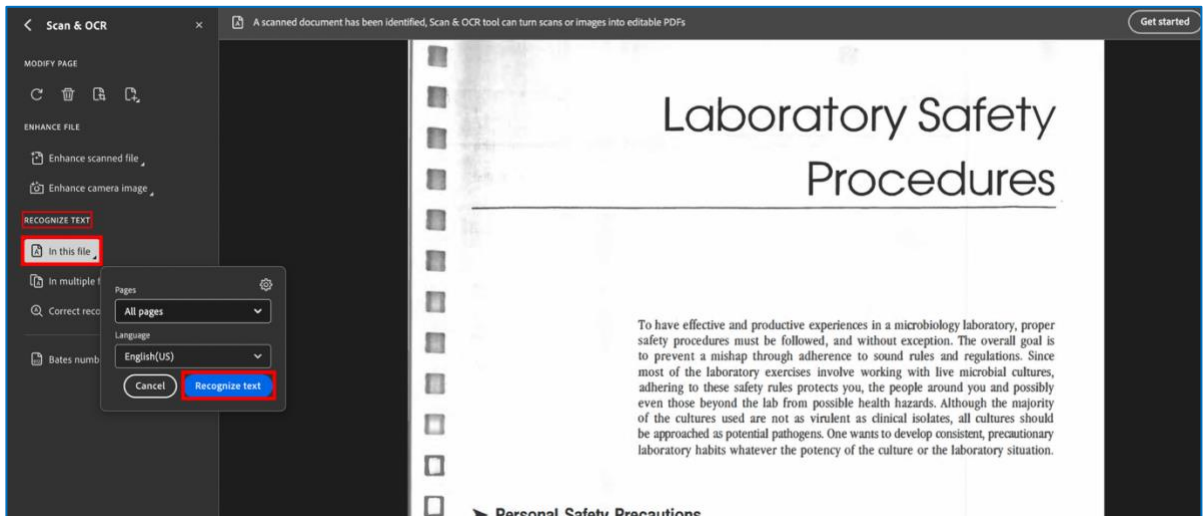


To convert images to text:

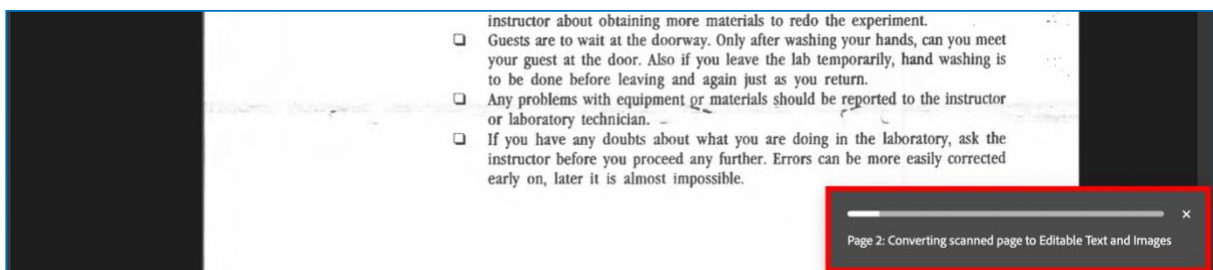
- Select Scan & OCR from your tools collection.



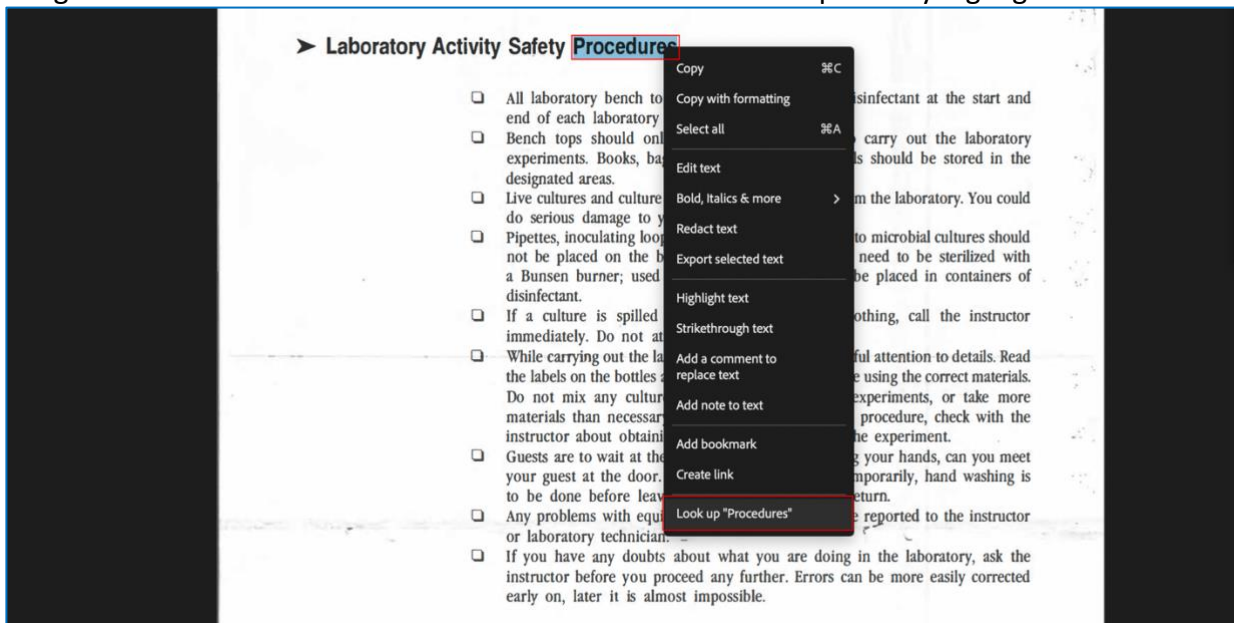
- On the next menu, under “Recognize Text,” select “In this File,” and then click on the button Recognize Text.



- Adobe will start to scan and convert the PDF to editable text and images, as indicated by the small window that appears to the bottom right of the PDF.



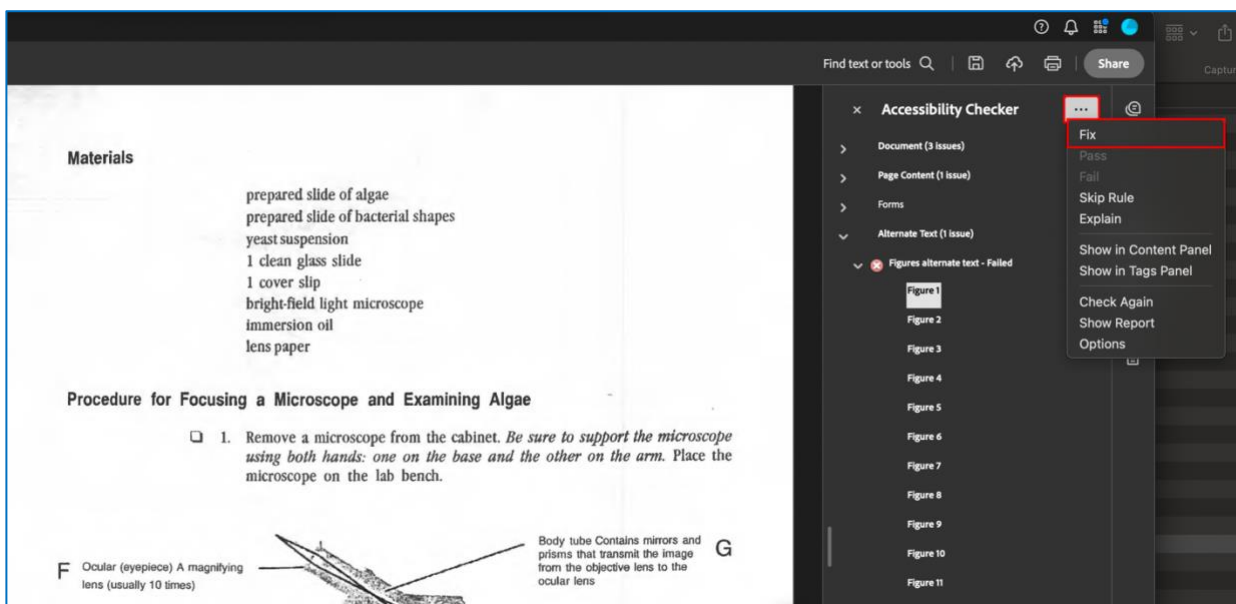
- Once the conversion is done, your document will reload with recognizable text. Notice in this image how the word "Procedures" can be selected and is now perfectly highlighted.



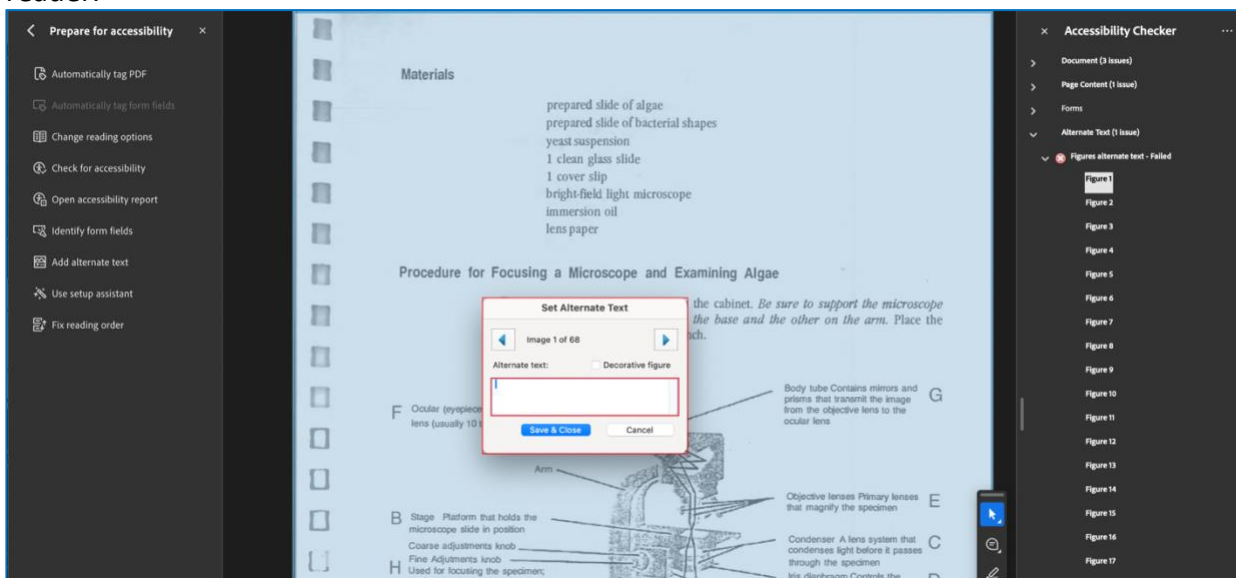
Adding Alternate Text to Images

All documents with images require alternate text. To add alt text to an image in a PDF document:

- Select one of the figures that needs alternate text. Click on the three-dot button in the top right corner of the Accessibility window, and in the drop-down menu that appears, click on “Fix.”



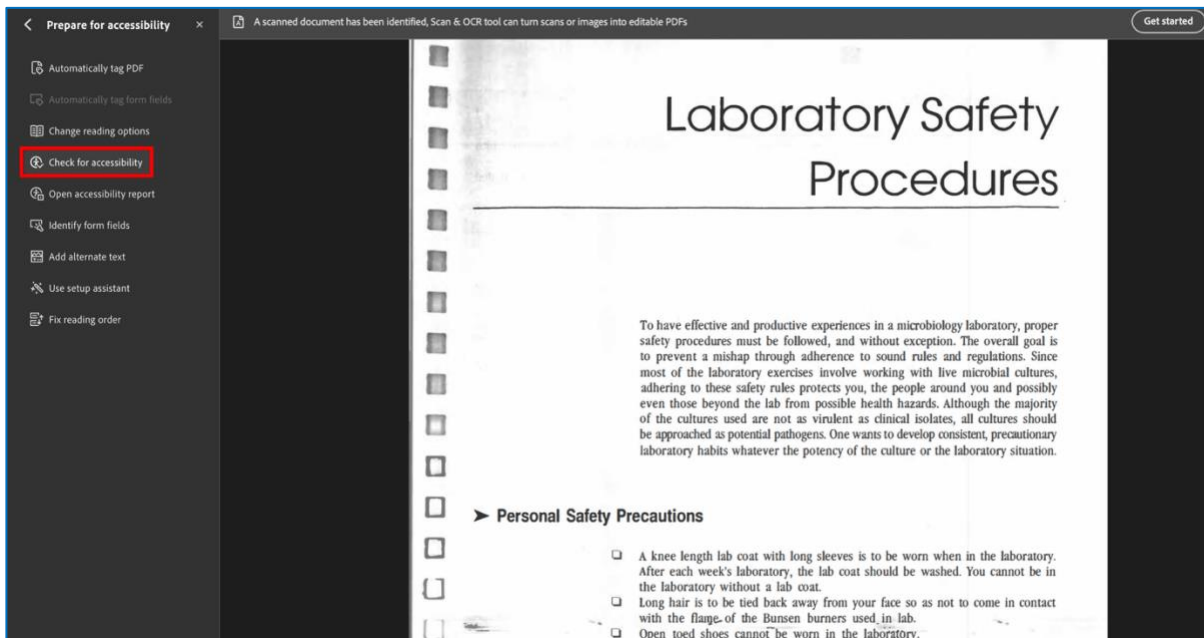
- A window will appear that allows you to add alternative text to images. Use the arrow buttons to move between images and check “Decorative figure” if the image should be ignored by a screen reader.



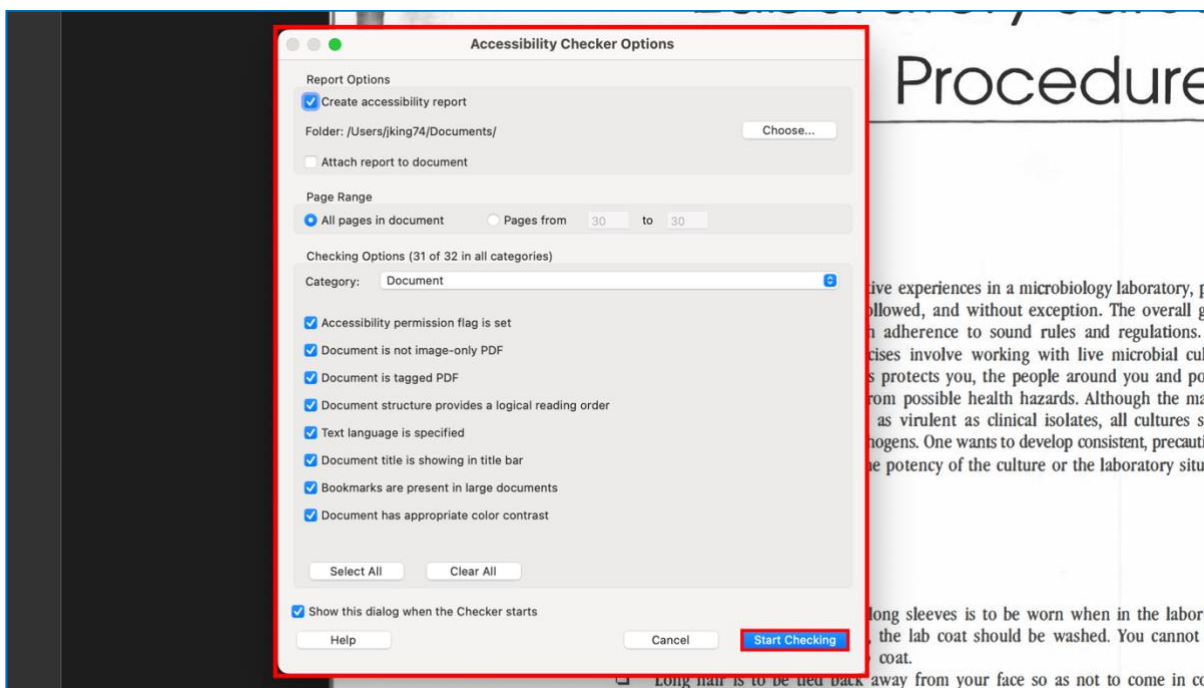
Check Full Accessibility

To check the accessibility of the entire PDF document:

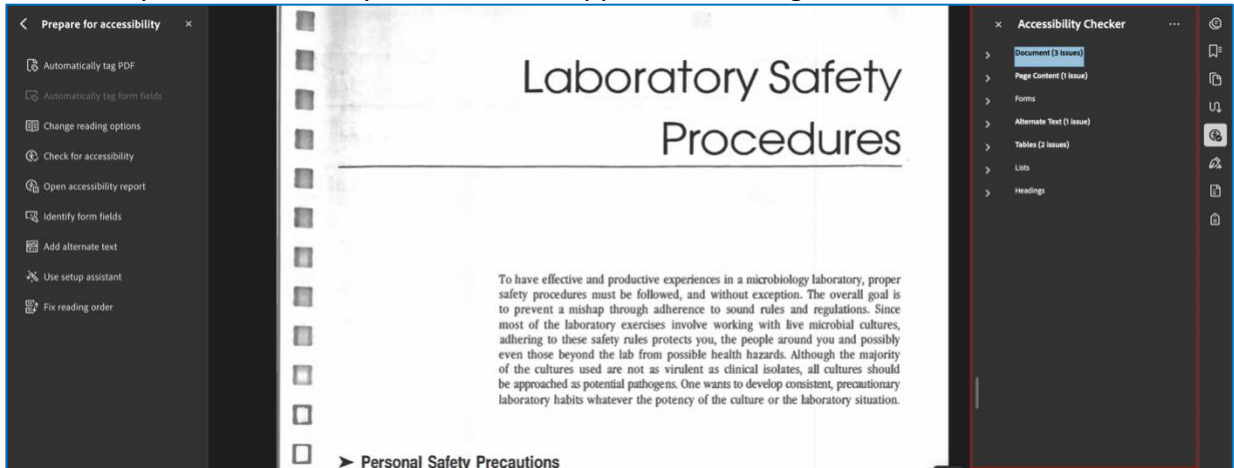
- On the Accessibility Menu, click on Check for accessibility.



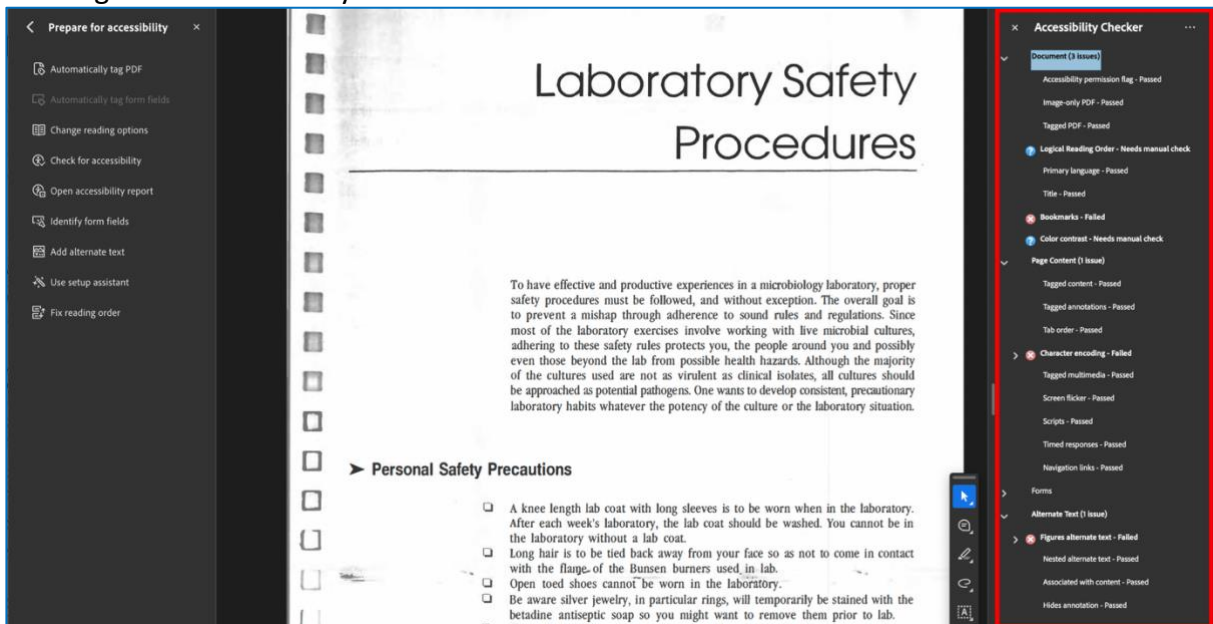
- A menu named Accessibility Checker Options will appear. On this menu, make sure all options are checked in the window that appears, and then click Start Checking.



- A summary of the issues in your document appears on the right side of the screen.



- For more details about the issues found in the PDF document, click the chevron next to each heading in the accessibility checker menu.





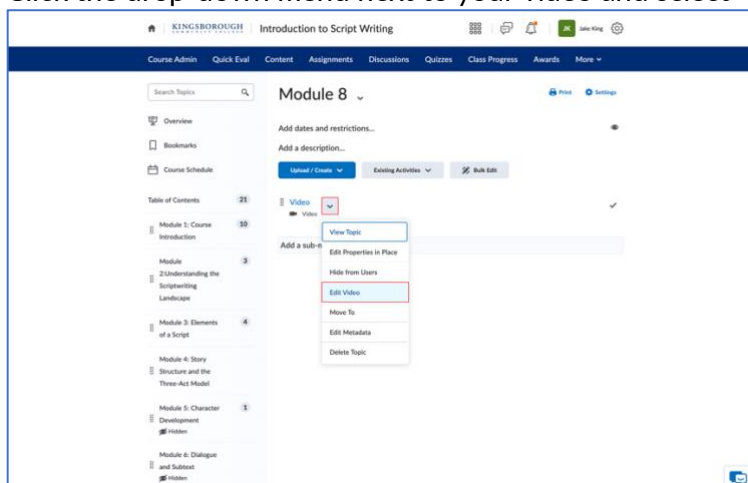
Captioning Options

Captions benefit all students in your course. Students who are deaf or hard of hearing need captions to access video content. Non-native English speakers use captions to follow lectures more easily. Students studying in quiet spaces like libraries or on noisy subway commutes rely on captions when they cannot use audio. Research shows that captions help all learners follow complex terminology, take better notes, and review material more efficiently. When you caption your videos, you remove barriers and support better learning outcomes across your entire class.

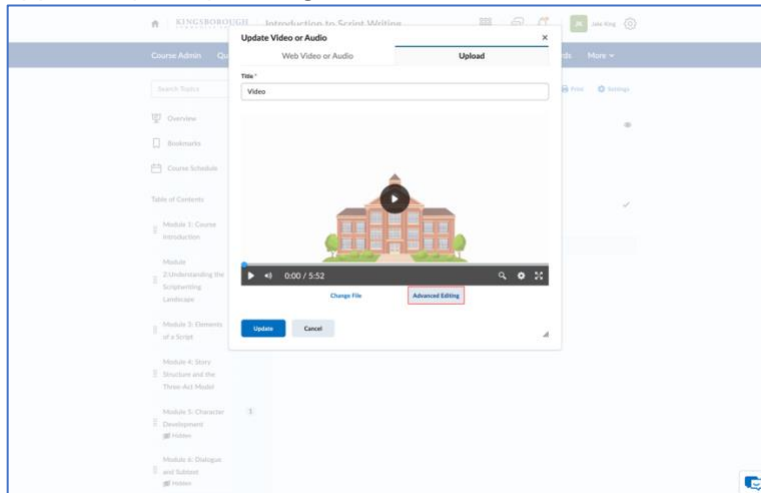
This guide presents free captioning methods ranked by efficiency and ease of use. You will find step-by-step instructions for the three most practical approaches, starting with the fastest option that requires the least technical skill. Each method works with tools you already have access to through CUNY, so you can choose the approach that fits your workflow and technical comfort level. Follow the first method if you want the quickest path to captioned videos, or explore the alternatives if your situation requires a different approach.

Method 1: Adding Video in Brightspace Content

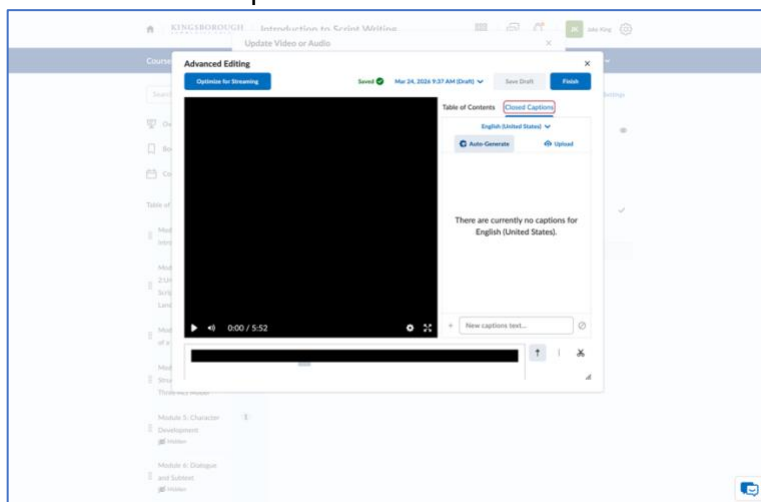
- Click the drop-down menu next to your video and select “Edit Video.”



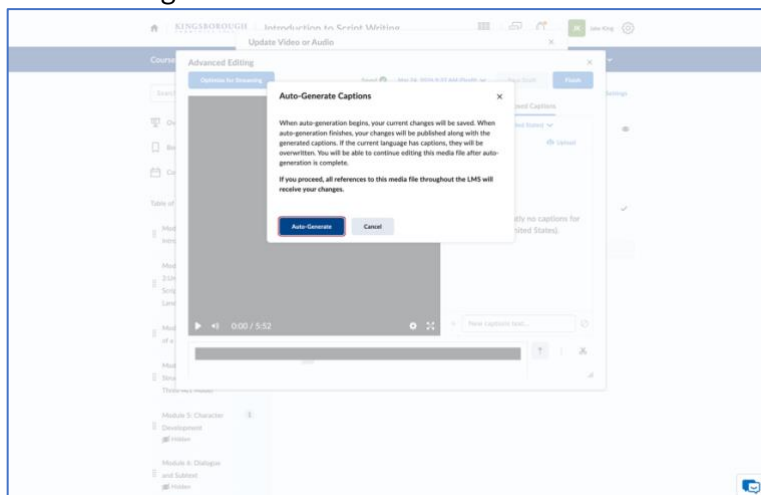
- At the bottom of the video display, click "Advanced editing" link (Note: If this option doesn't appear, try re-uploading the video file)



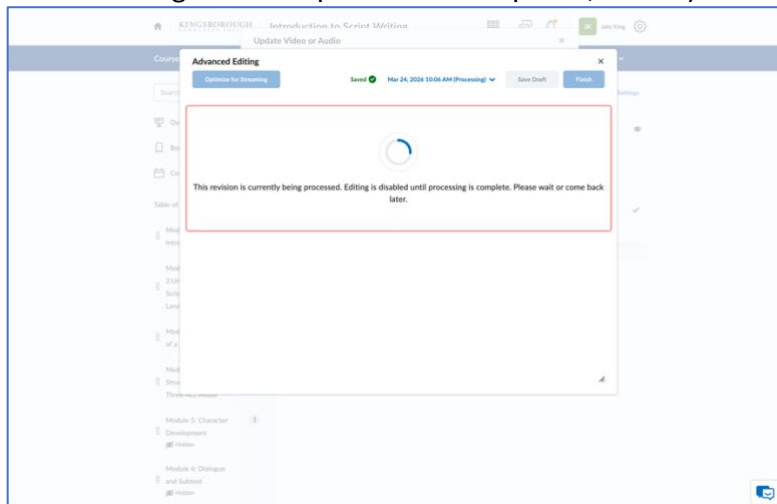
- Click on "Closed captions"



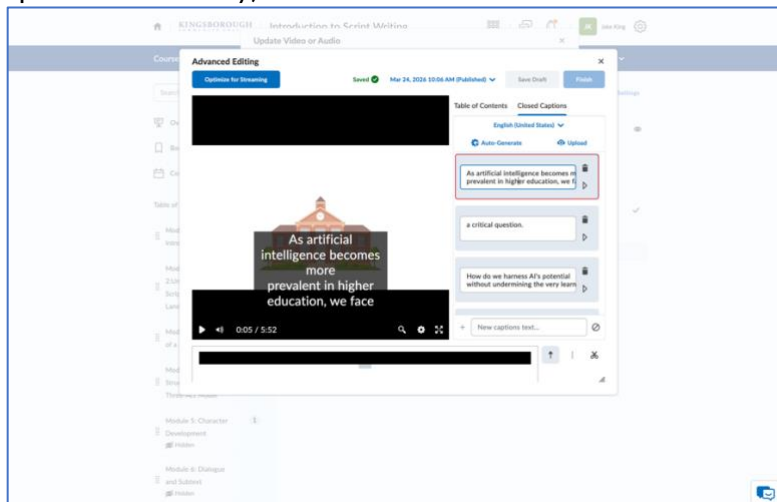
- Click "Auto-generate"



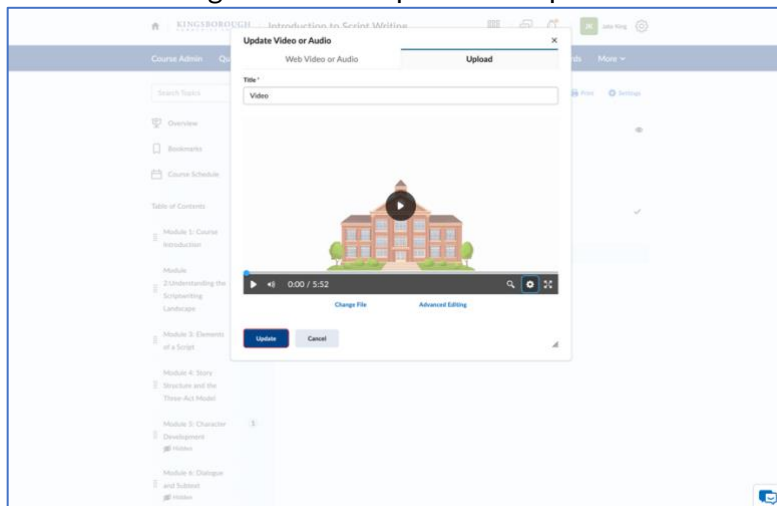
- Wait for the generation process to complete (this may take several minutes)



- Review and edit the captions for accuracy (especially technical terms, names, and discipline-specific vocabulary)



- Close the editing window and press the "update" button

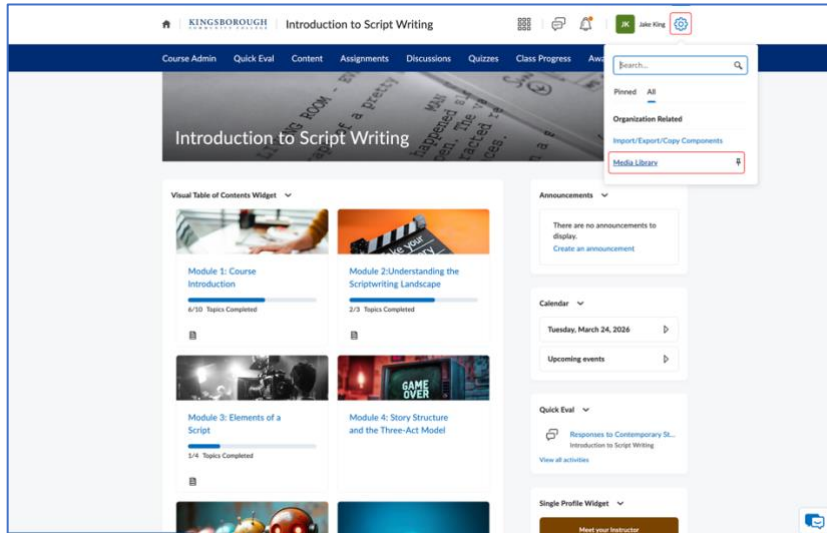


This is the fastest method, no external tools needed, captions stay within Brightspace Cons: but auto-generation may be slow; accuracy varies with audio quality

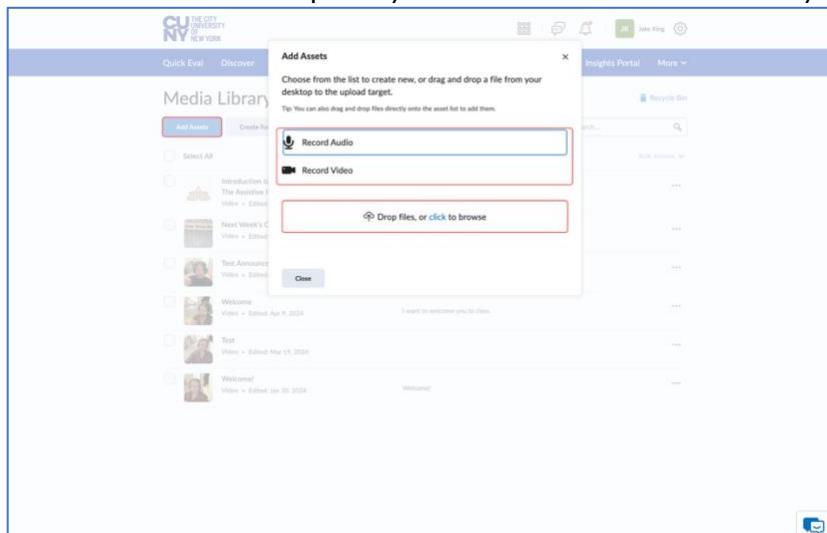
Method 1a: Brightspace Media Library with Auto-Captioning

Best for: New recordings or videos you're uploading for the first time

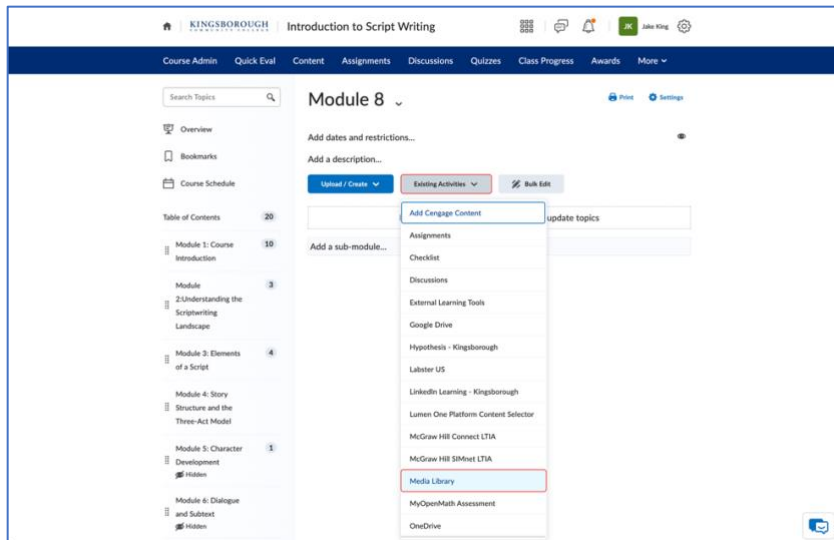
- Click the cogwheel in the top right corner and click “media library”



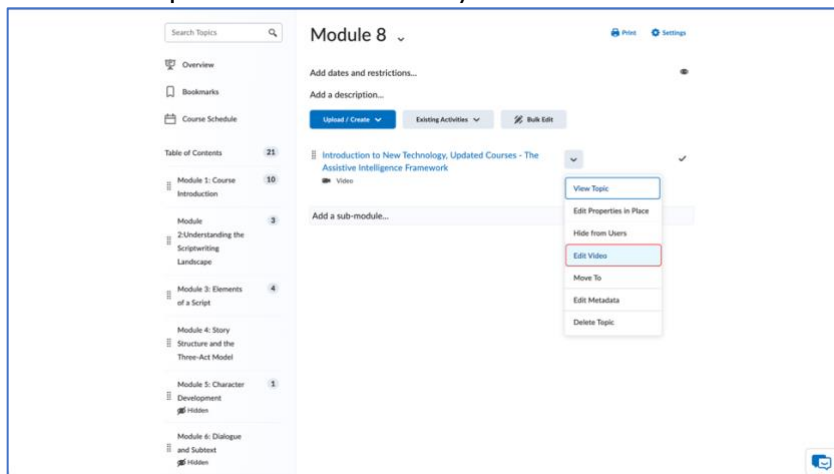
- Click “add assets” and upload your video file OR record directly in the media library



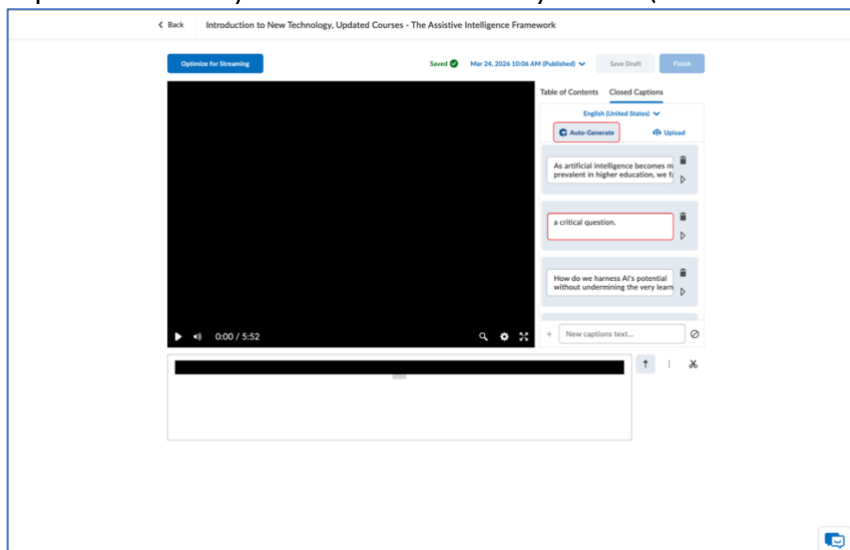
- Once uploaded, add the video to your course via existing activities



- Click the drop-down menu next to your video and select “edit video”

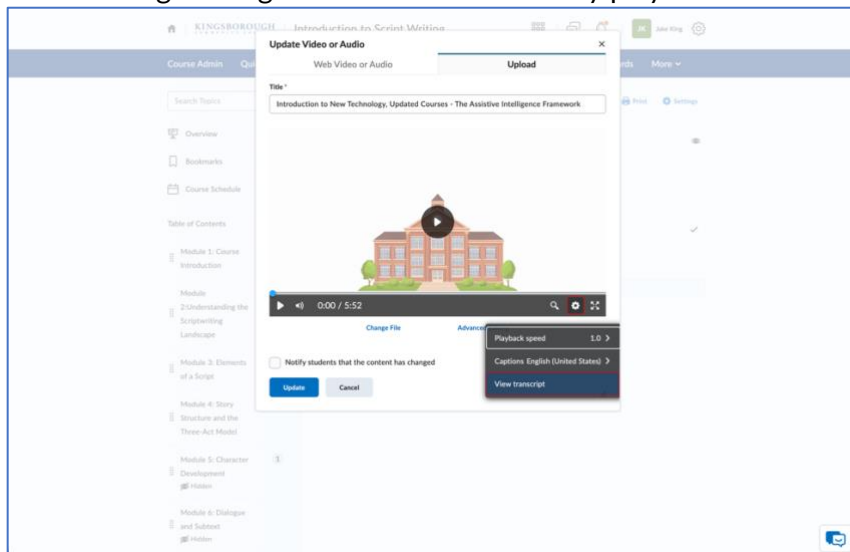


- Use the auto-generate captions: Click on the caption editor to review the auto-generated captions. Manually review and correct any errors: (technical terminology, speaker names etc.)

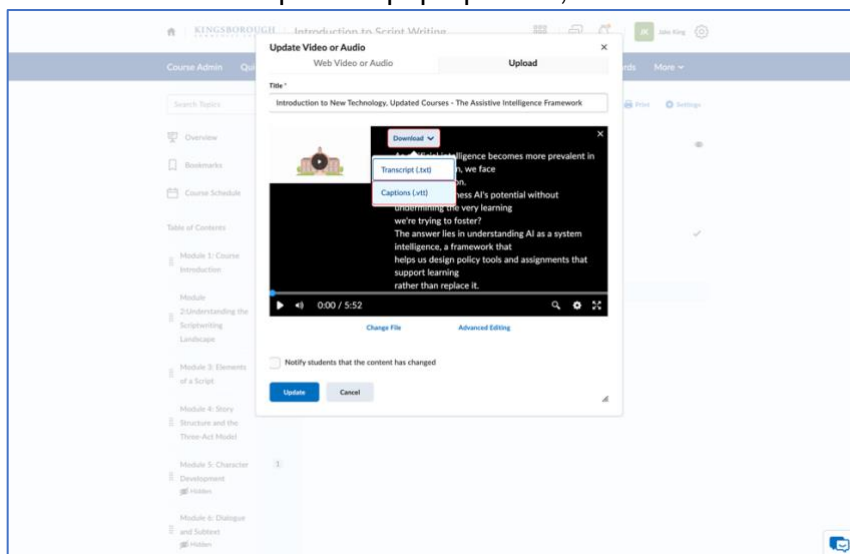


- Save your edited captions

- If desired, download the captions as a .vtt file for backup or reuse
- Click the cog/settings icon in the media library player and select "view transcript" menu

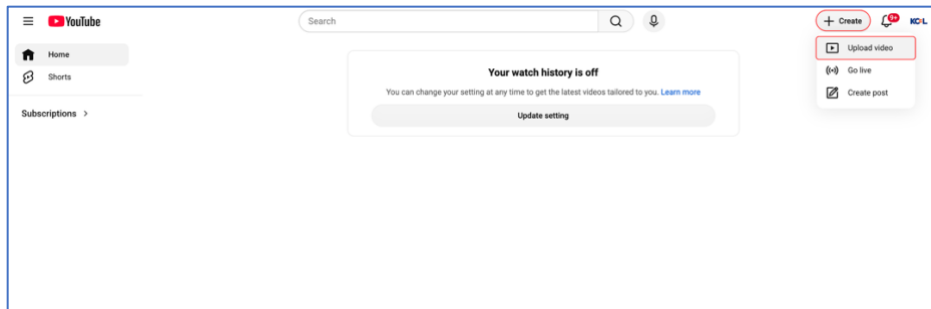


- Click download on top of the pop-up menu, and then choose the VTT download option

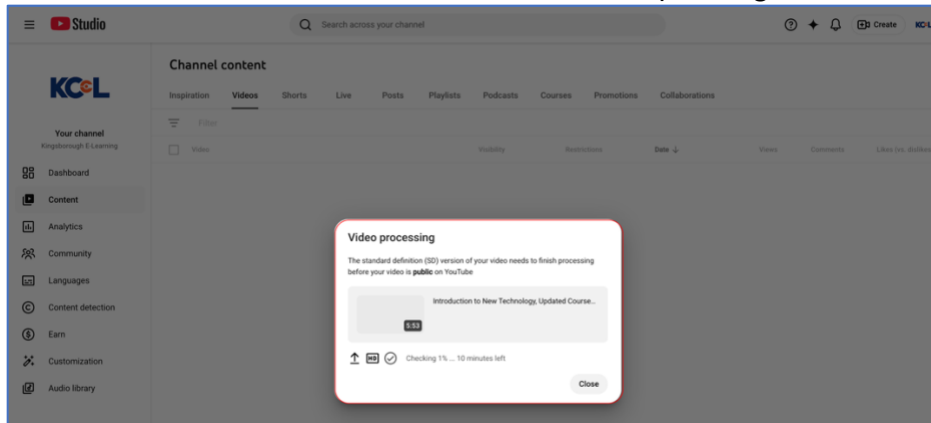


Method 2: Uploading to YouTube, then Adding to Brightspace

- Log in to Google and access YouTube. Then click the create button on top and upload your video/audio



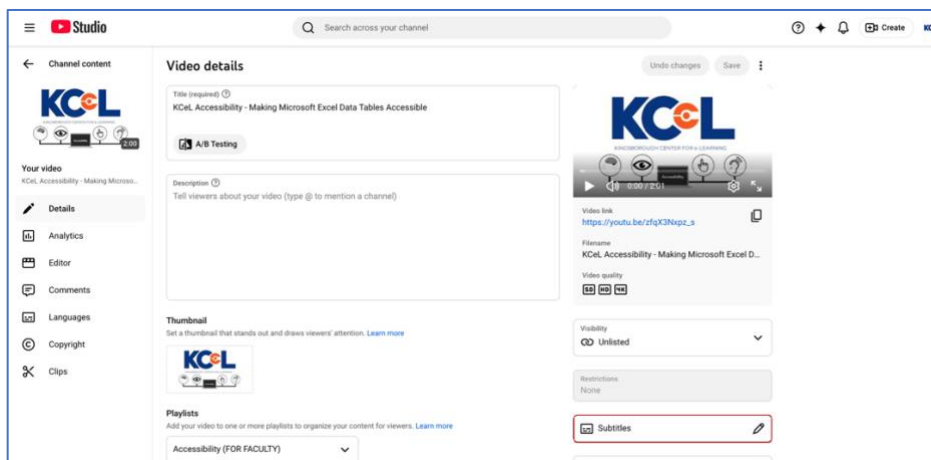
- Fill out the details and wait for YouTube to finish uploading the video



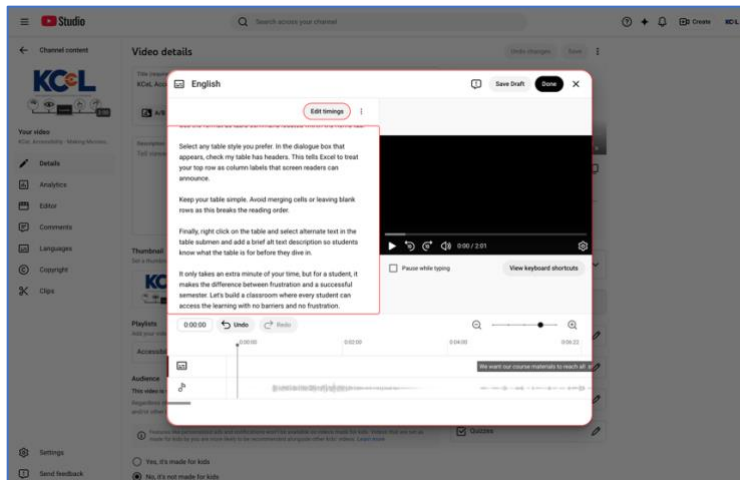
- Give YouTube a few extra minutes and captions should automatically be created
- Go to your video and click on the cogwheel at the bottom of the video frame to view subtitles



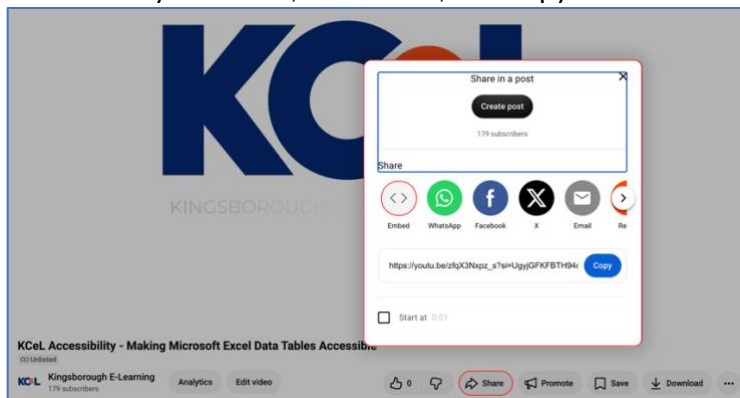
- If you wish to edit captions, click on Edit Video and you will be brought to YouTube Studio
- Click on subtitles



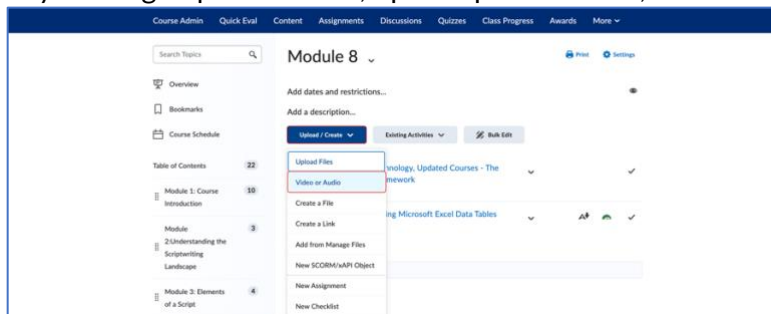
- Fine tune the captions and their timings



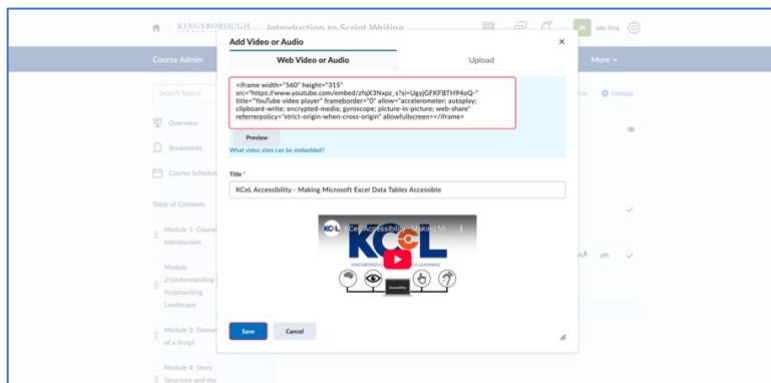
- Go back to your video, click share, and copy the embed code



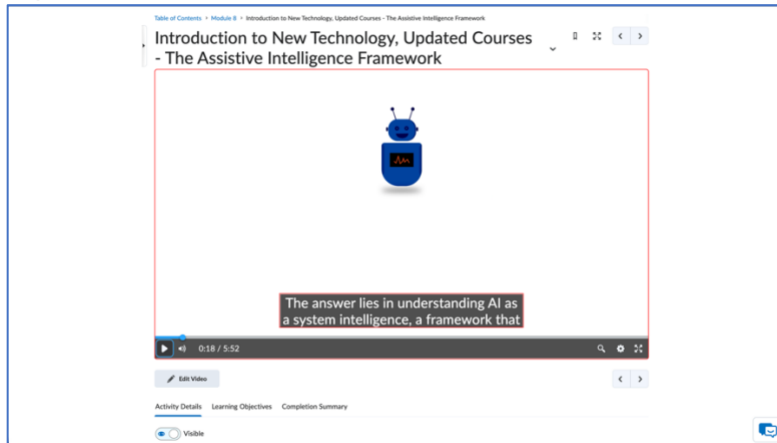
- In your Brightspace module, open "upload/create," and click "video or audio"



- Paste the embed code and click save

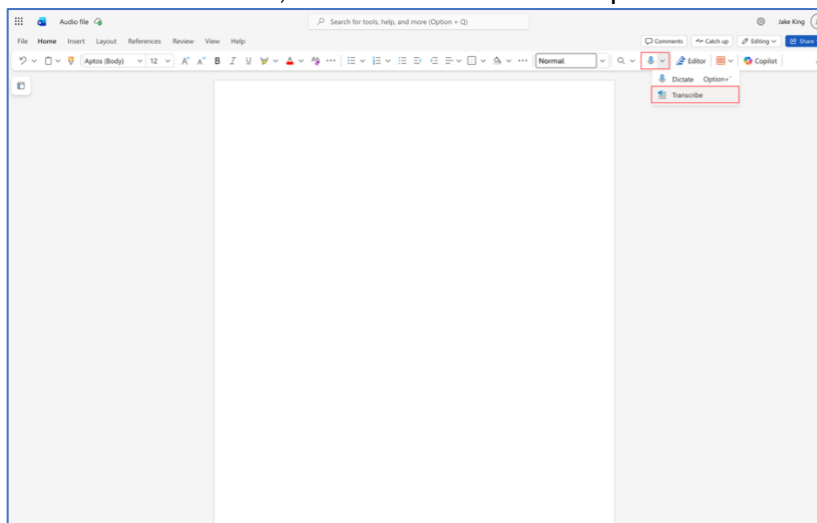


- Go to your newly created video, and you will see that the video is visible, as are your captions

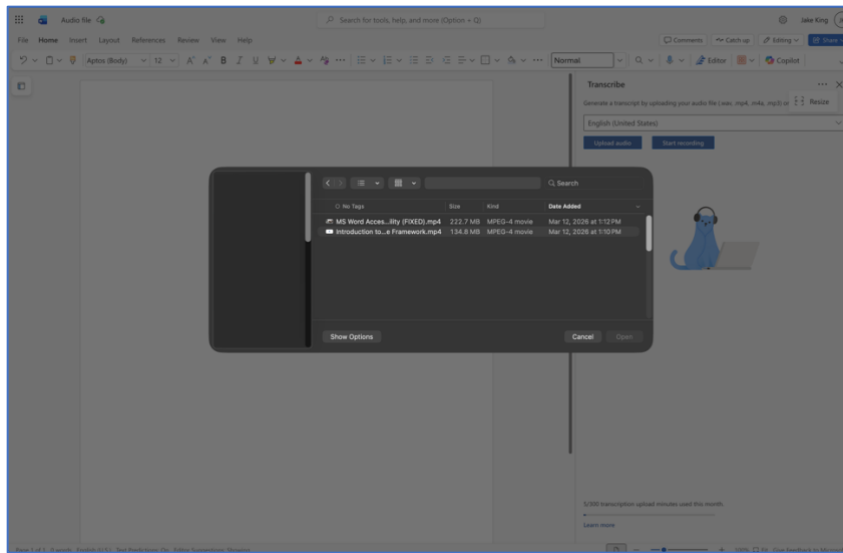


Method 3: (Most Technically Challenging) Microsoft Word Transcribe + Manual Upload

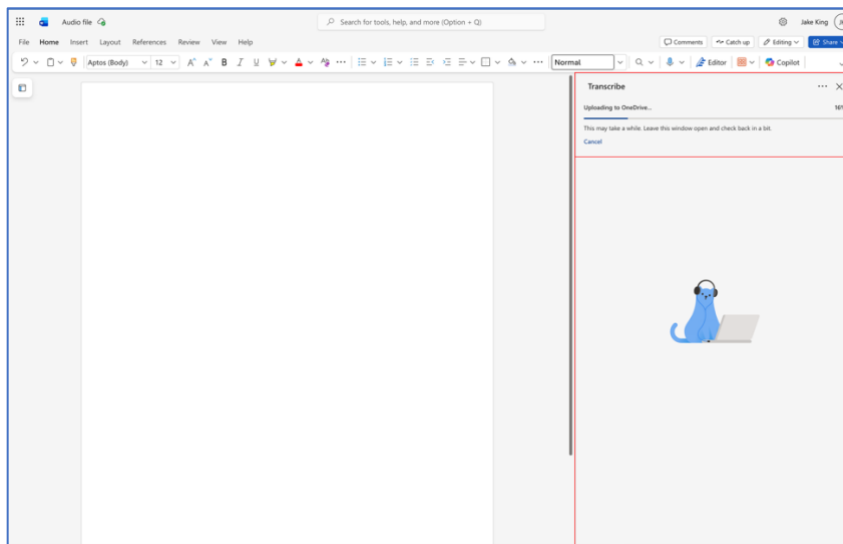
- Open Microsoft Word (desktop or online version)
- Go to the “home” tab, click on the “dictate” dropdown menu and select "transcribe"



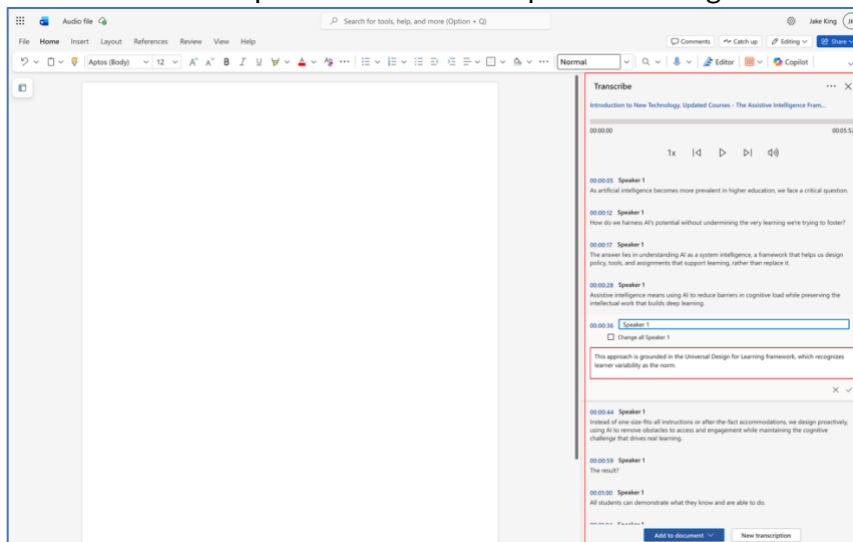
- Upload your video or audio file



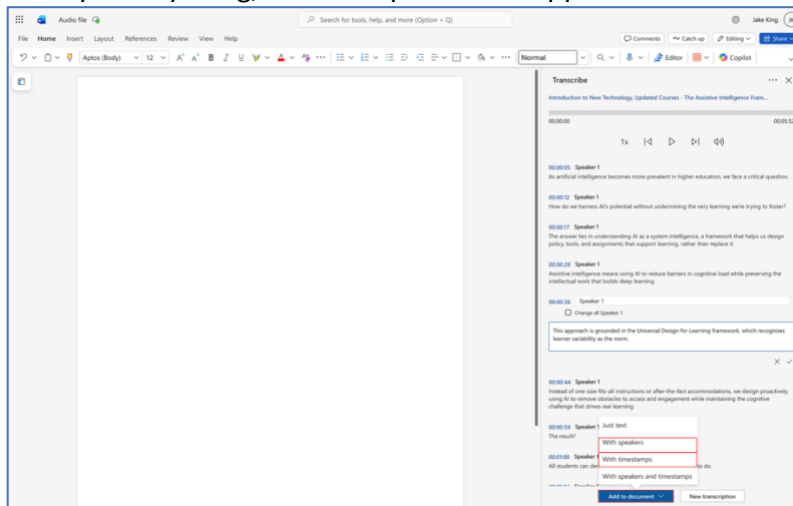
- Wait for Microsoft to transcribe the content



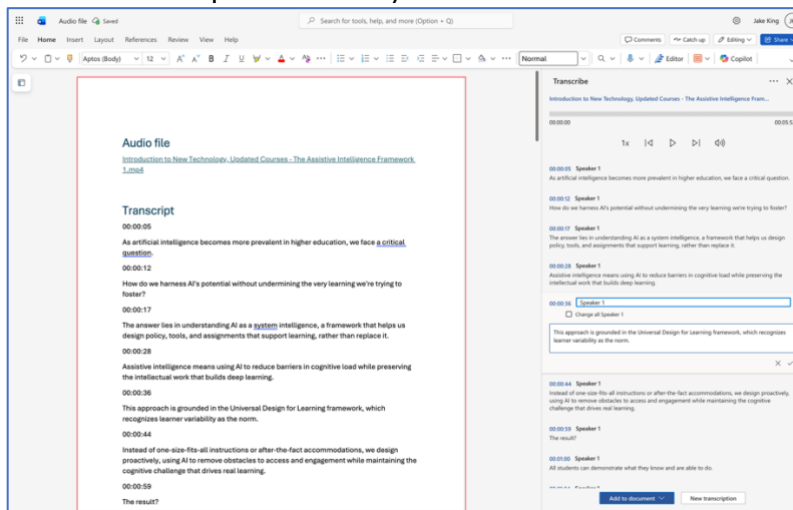
- Review the transcript in the “transcribe” pane on the right-hand side



- Click "add to document." Then choose between two options: "with timestamps" (important for caption syncing) or "with speakers" if applicable

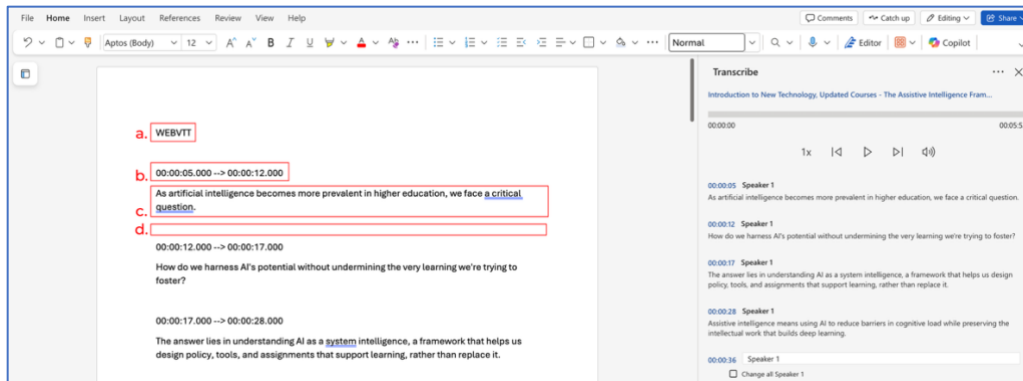


- Edit the transcript for accuracy

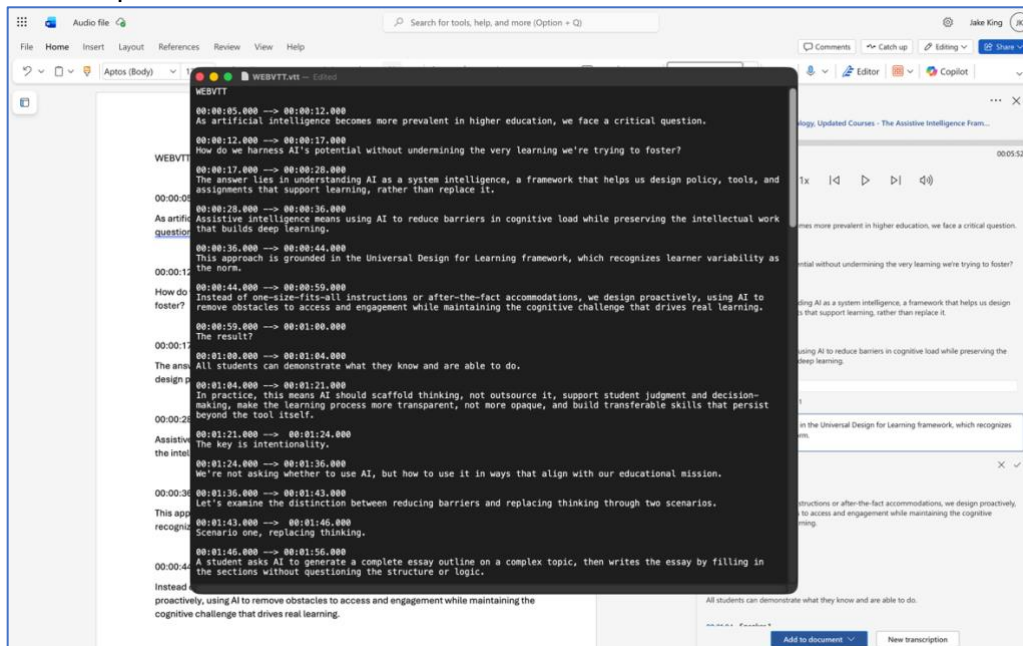


Convert to WebVTT Format

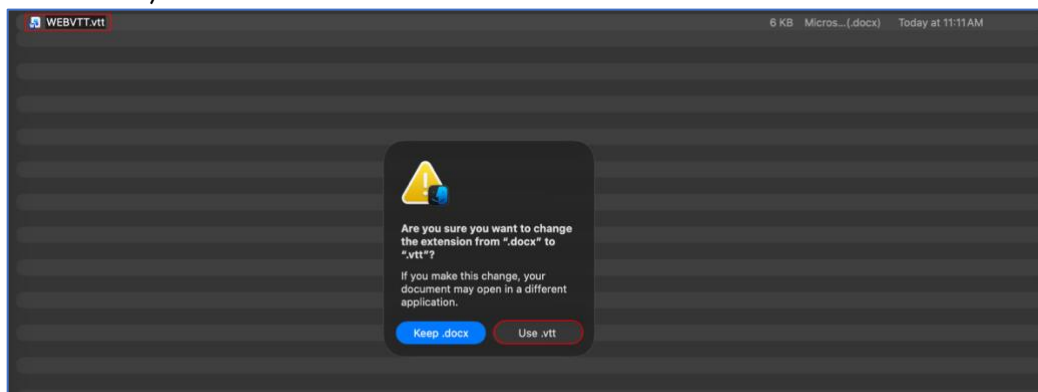
- Format the transcript as a WebVTT file (.vtt):
 - Start with the line: "WEBVTT"
 - Format timestamps as: 00:00:00.000 --> 00:00:05.000 (Note: Microsoft Word provides "in-points" for each subtitle, but no "out-points." So, add the beginning of the next subtitle as the end of the previous subtitle)
 - Add caption text below each timestamp
 - Include a space in-between each caption



- Copy the entire transcript with the document and paste it into a basic text app like “TextEdit” or “Notepad.”

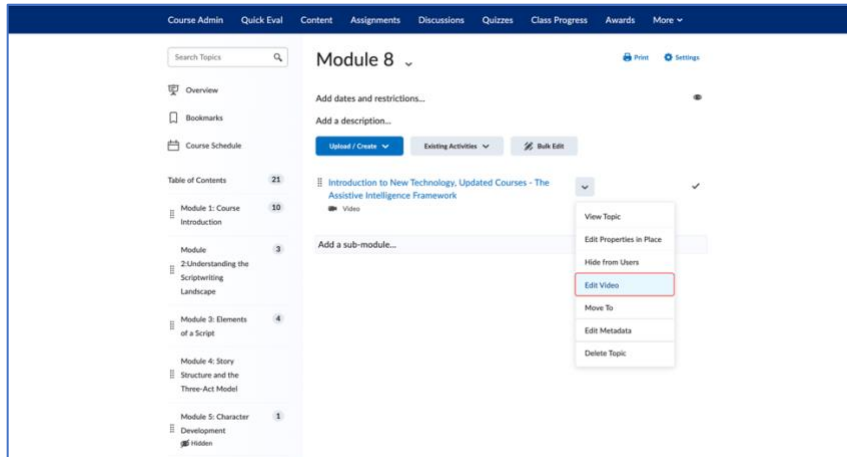


- Save the transcript with a “.VTT” extension (You may have to rename it manually in your documents)

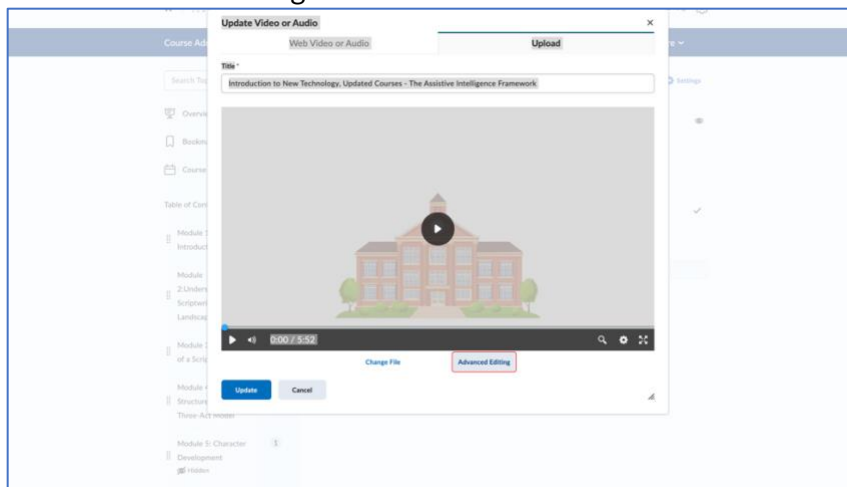


Upload to Brightspace

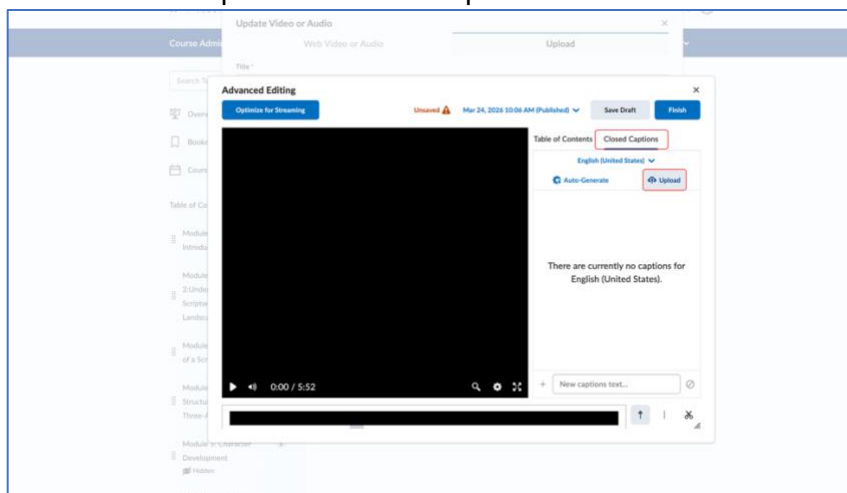
- In Brightspace, navigate to your video in content
- Click the drop-down menu next to the video and click “edit video”



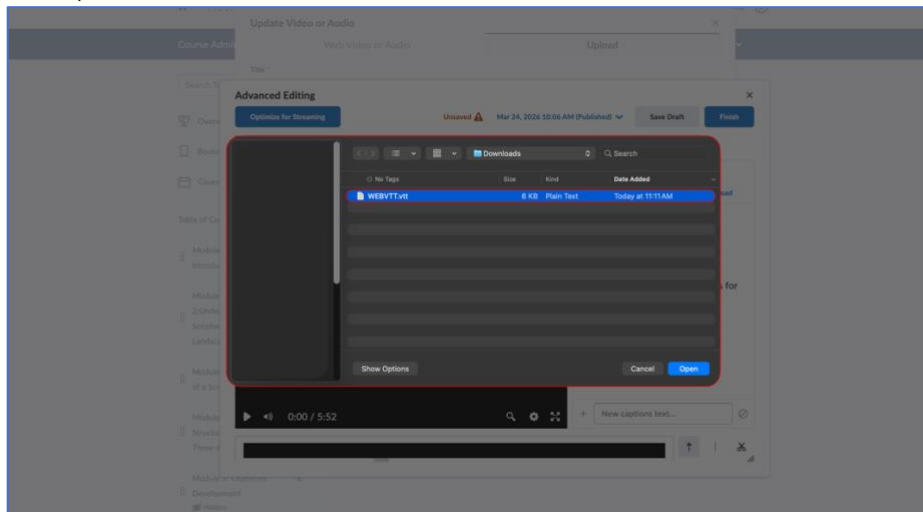
- Click “advanced editing”



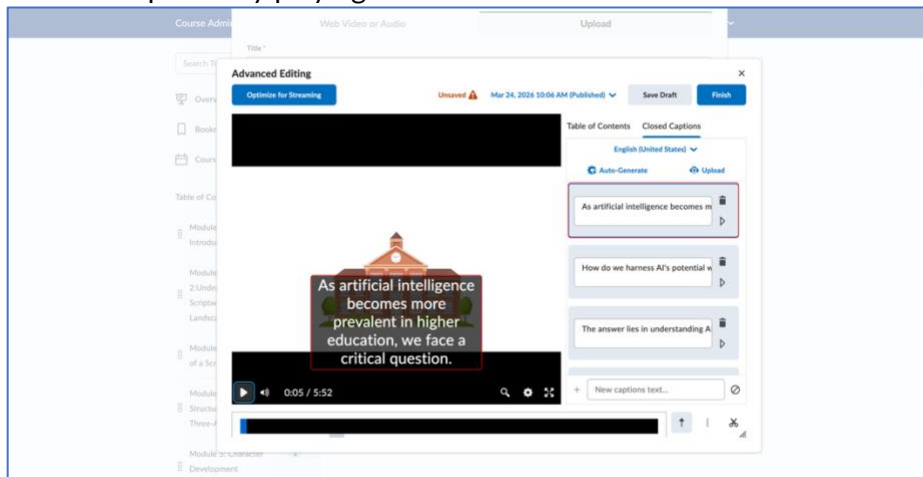
- Select "closed captions" and click “upload”



- Browse and select your .vtt file, then upload the file (it will be stored in a subfolder with your video)



- Test the captions by playing the video



Pros: More control over transcript quality, works when auto-generate isn't available Cons: More time-intensive,



Using WebAIM

WebAIM (Web Accessibility in Mind) is a non-profit organization based at Utah State University. It provides tools to determine accessibility of web content and digital materials, such as [WAVE](#) evaluation tools.

[Browser Extensions](#) [Stand-alone API/Testing Engine](#) [Subscription API](#) [AIM Report](#) [Help](#)

 **WAVE**
web accessibility evaluation tool

Web page address:

WAVE Web Accessibility Evaluation Tools

WAVE® is a suite of evaluation tools that helps authors make their web content more accessible to individuals with disabilities. WAVE can identify many accessibility and Web Content Accessibility Guideline (WCAG) errors, but also facilitates human evaluation of web content. Our philosophy is to focus on issues that we know impact end users, facilitate human evaluation, and to educate about web accessibility.

WAVE Browser Extensions

You can use the online WAVE tool by entering a web page address (URL) in the field above. [WAVE Chrome, Firefox, and Edge browser extensions](#) are available for testing accessibility directly within your web browser - handy for checking password protected, locally stored, or highly dynamic pages.

WAVE API and Testing Engine

The [WAVE subscription API](#) and [Stand-alone WAVE API and Testing Engine](#) are powerful tools for easily collecting accessibility test data on many pages. The stand-alone API and Testing Engine can be integrated into your infrastructure for testing intranet, non-public, and secure pages, including in continuous integration processes.

Accessibility IMpact (AIM) Report

Your [Accessibility IMpact \(AIM\) assessment report](#) provides detailed WAVE test data, your site's AIM score (a measure of end user impact compared to web pages generally and as determined by human testers), and expert manual test results to give you insights into the accessibility of your web site for users with disabilities.

There are 12-13 Web Content Accessibility Guidelines (WCAG), and they are organized into four principles:

- Perceivable
- Operable
- Understandable
- Robust

WCAG Standards- Perceivable and Operable

Users must be able to perceive the information by some of their senses (can't be invisible to all of their senses). This includes creating:

- [text alternatives](#)
- [captions and other alternatives](#)
- content [presented in different ways](#)

Make it easier for users to [see and hear content](#).

Navigation needs to be operable by the user (the interface cannot require interaction that a user cannot perform). Operable WCAG standards:

- Make all functionality available from a [keyboard](#).
- Give users [enough time](#) to read and use content.
- Do not use content that causes [seizures](#) or physical reactions.
- Help users [navigate and find content](#).
- Make it easier to use [inputs other than keyboard](#).

Assessment of Content

Each guideline, has testable *success criteria*

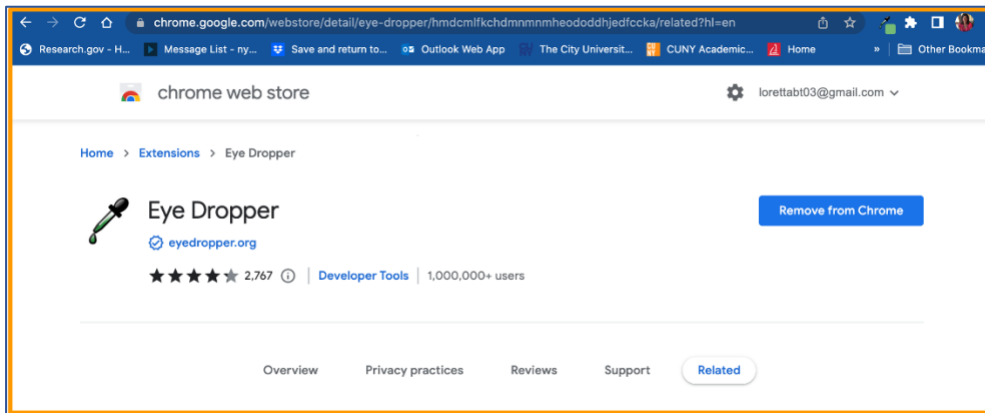
Three levels of success criteria

- Level A conformance (the minimum level of conformance),
 - The [Web page satisfies](#) all the Level A Success Criteria, or a [conforming alternate version](#) is provided.
- Level AA conformance
 - The Web page satisfies all the Level A and Level AA Success Criteria, or a Level AA conforming alternate version is provided.
- Level AAA conformance
 - The Web page satisfies all the Level A, Level AA and Level AAA Success Criteria, or a Level AAA conforming alternate version is provided.

Using the Eyedropper Extension

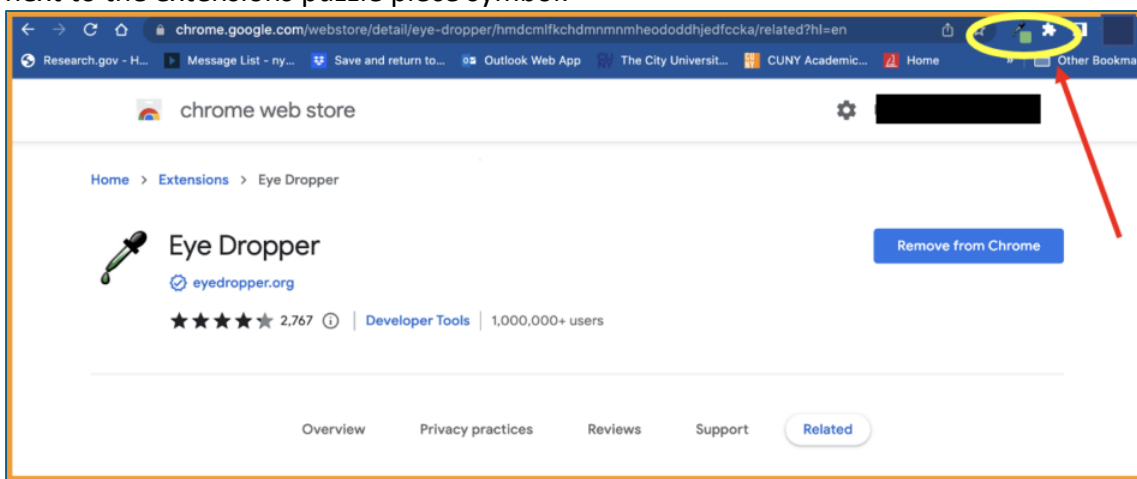
A simple way to get started using the WebAim Contract Checker tool is by first adding the [Eye dropper](#) extension to your Chrome web browser. Follow these steps to try it out:

- First, Add the Eyedropper Extension to Your Chrome Browser



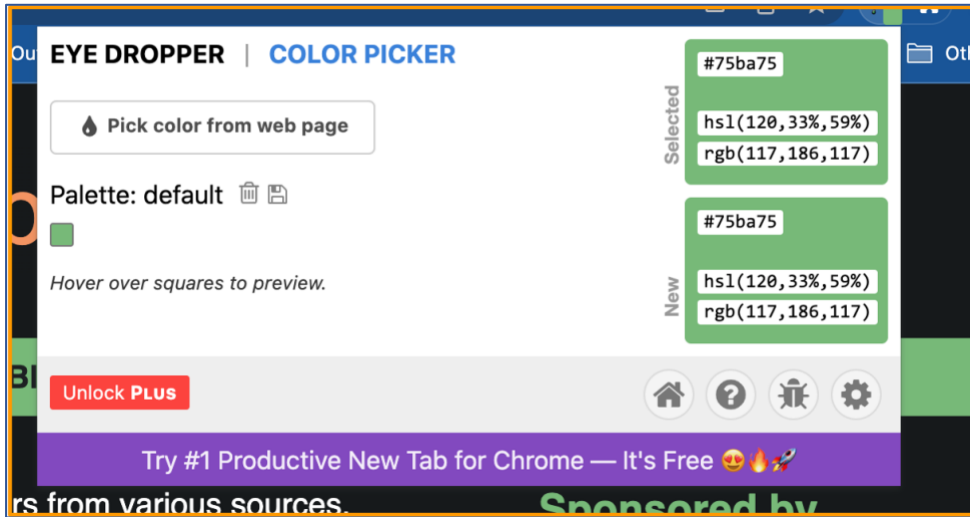
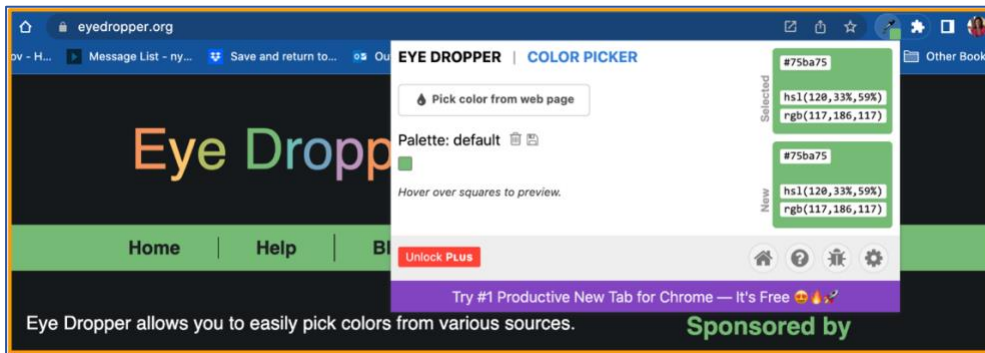
To add the Eye Dropper extension:

- First, go to [Eyedropper.org](https://eyedropper.org) and follow instructions to install the Eyedropper extension to your Chrome web browser
- Next, go to the Chrome extensions icon (it's the puzzle piece icon at the top right of your Chrome browser page) and select it
- From there, select “manage extensions” and then select “Eye Dropper”
- You should now see an eyedropper icon appear at the top of your Chrome web browser ribbon, next to the extensions puzzle piece symbol.



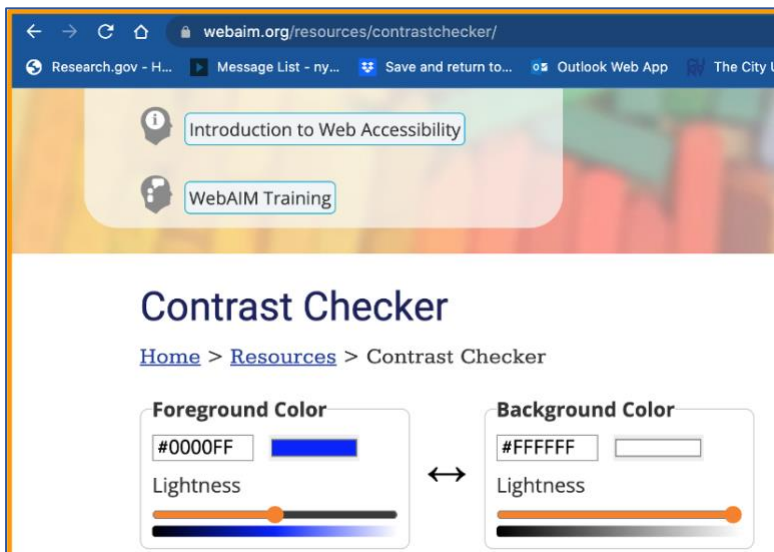
Now that you’ve installed the EyeDropper, you can use it to pick some desired colors from your favorite web pages (Follow the simple directions at EyeDropper.org on how to pick colors)

c. The EyeDropper Will Show You Your Colors’ Hexidecimal Numbers



Once you've picked your colors, EyeDropper will show you the corresponding hexadecimal numbers for those colors (all colors have a six-character code, or a "hex code").

d. Put The Hexidecimal Numbers From the EyeDropper Into WebAim's Contrast Checker Page



Once you have the hex codes for two colors, open [WebAim's Contrast Checker page](https://webaim.org/resources/contrastchecker/) and put them into the foreground and background fields. WebAim's checker will then automatically show you if there is

enough contrast between the colors to make them an accessible combination for people with low or no vision or with other issues with seeing color.

e. View the Results from WebAim's Contrast Checker

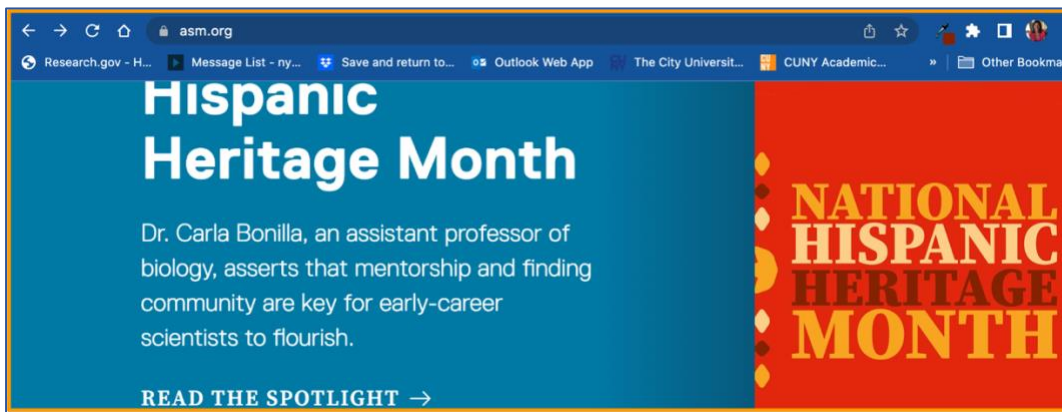
WCAG 2 "Contrast Ratio"

In WCAG 2, contrast is a measure of the difference in perceived "luminance" or brightness between two colors (the phrase "color contrast" is never used in WCAG). This brightness difference is expressed as a ratio ranging from 1:1 (e.g. white on white) to 21:1 (e.g., black on a white). To give a frame of reference, on a white background:

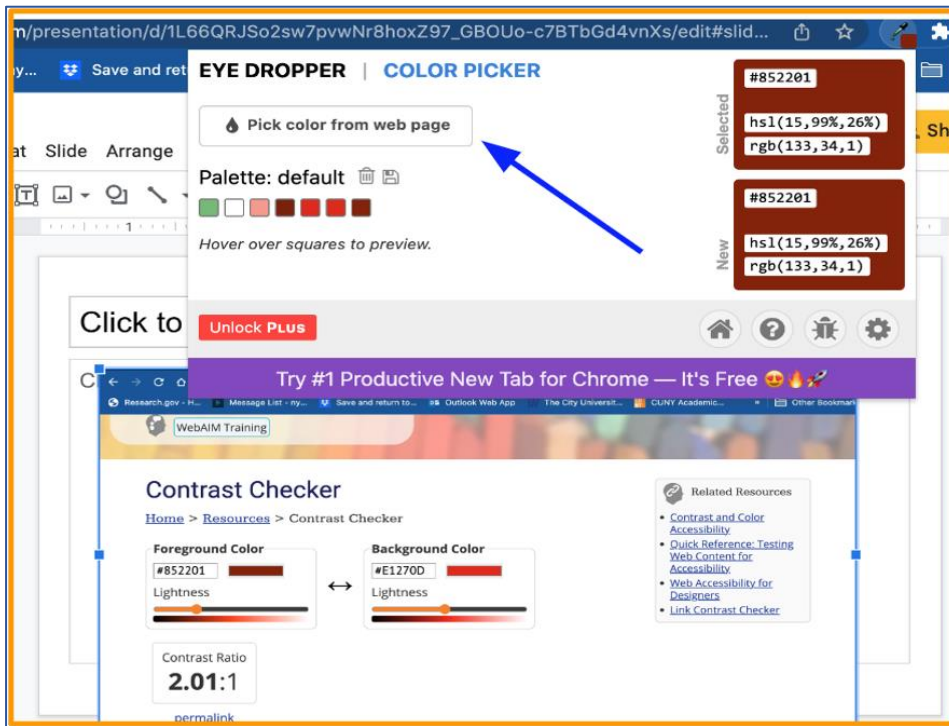
- Pure red (#FF0000) has a ratio of 4:1. **I am red text.**
- Pure green (#00FF00) has a very low ratio of 1.4:1. **I am green text.**
- Pure blue (#0000FF) has a contrast ratio of 8.6:1. **I am blue text.**

Using WebAIM

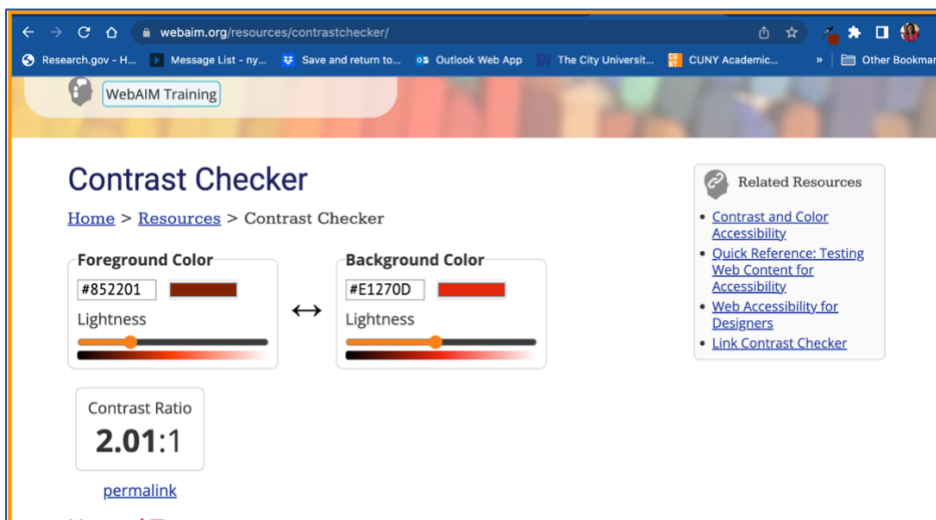
- Select a Website



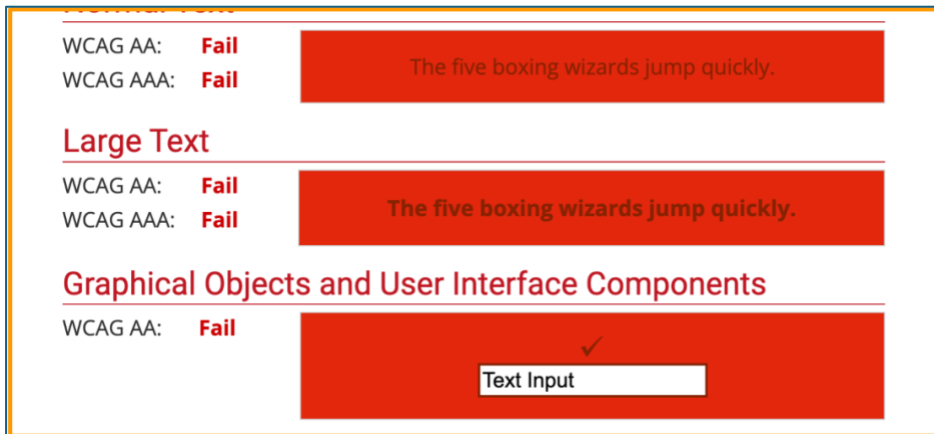
- Use the Eye Dropper



- Add Numbers to the Contrast Checker



- View results from contrast checker.



The Contrast Checker will show a contrast ratio number and pass or fail information for the WCAG AA and AAA conformance standards. In addition, you can use the sliding tool to change the color to make it lighter or darker. When you do so, you will notice your AA and AAA pass/fail ratings will change. Use the sliders to find accessible color combinations to use in your content. The tool will also show you an explanation of your contrast checker results.

