Accessibility report

Conduct an accessibility audit on your design system / example site.

* Copy this document into your Benchmark 3 folder
* Go through each item on the checklist
  + Read the WCAG reference if you do not understand the context
* Make a note if your site meets the requirements of each item
* For items that are not met, make a note of changes you will make to meet the requirements
* Make the changes on both your design system and your example site
* Check the item off on the checklist under the ‘Done?’ column

This checklist is modified from <https://www.a11yproject.com/>. It uses [The Web Content Accessibility Guidelines](https://www.w3.org/WAI/standards-guidelines/wcag/) (WCAG) as a reference point. The WCAG is a shared standard for web content accessibility.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Does my site meet the requirements? If not, why not? | What will I revise on my site/s to ensure that I meet the requirements? | Done? |
| **Content** - is the most important part of your site. | | | |
| Make sure that <button>,<a> and <label> element content is unique and descriptive.  [1.3.1 INFO AND RELATIONSHIPS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html)  Terms like “click here” and “read more” do not provide any context. Some people navigate using a list of all buttons or links on a page or view. When using this mode, the terms indicate what will happen if navigated to or activated. | Yes |  |  |
| Use left-aligned text for left-to-right (LTR) languages, and right-aligned text for right-to-left (RTL) languages.  [1.4.8 VISUAL PRESENTATION](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-visual-presentation.html)  Centered-aligned or justified text is difficult to read. | No content where center-aligned or justified |  |  |
| **Global code** - is code that affects your entire website or web app. | | | |
| Validate your HTML.  [4.1.1 PARSING](https://www.w3.org/TR/UNDERSTANDING-WCAG20/ensure-compat-parses.html)  [Valid HTML](https://validator.w3.org/nu/) helps to provide a consistent, expected experience across all browsers and assistive technology. | Validated |  |  |
| Use a lang attribute on the html element.  [3.1.1 LANGUAGE OF PAGE](https://www.w3.org/TR/UNDERSTANDING-WCAG20/meaning-doc-lang-id.html)  This helps assistive technology such as screen readers to [pronounce content correctly](https://github.com/FreedomScientific/VFO-standards-support/issues/188). | Eng lang used |  |  |
| Provide a unique <title> for each page or view.  [2.4.2 PAGE TITLED](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-title.html)  The title element, contained in the document's head element, is often the first piece of information announced by assistive technology. This helps tell people what page or view they are going to start navigating. | Title created on each page |  |  |
| Ensure that viewport zoom is not disabled.  [1.4.4 RESIZE TEXT](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-scale.html)  Some people need to increase the size of text to a point where they can read it. Do not stop them from doing this, even for web apps with a native app-like experience. Even native apps should respect Operating System settings for resizing text. | Viewport enable |  |  |
| Use landmark elements to indicate important content regions.  [4.1.2 NAME, ROLE, VALUE](https://www.w3.org/TR/UNDERSTANDING-WCAG20/ensure-compat-rsv.html)  [Landmark regions](https://www.w3.org/TR/wai-aria-practices/examples/landmarks/HTML5.html) help communicate the layout and important areas of a page or view, and can allow quick access to these regions. For example, use the nav element to wrap a site’s navigation, and the main element to contain the primary content of a page. | Proper naming of class and id |  |  |
| Ensure a linear content flow.  [2.4.3 FOCUS ORDER](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-focus-order.html)  Remove tabindex attribute values that aren't either 0 or -1. Elements that are inherently focusable, such as links or button elements, do not require a tabindex. Elements that are not inherently focusable should not have a tabindex applied to them outside of very specific use cases. | No tabindex |  |  |
| Avoid using the autofocus attribute.  [2.4.3 FOCUS ORDER](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-focus-order.html)  People who are blind or who have low vision may be disoriented when focus is moved without their permission. Additionally, autofocus can be problematic for people with motor control disabilities, as it may create extra work for them to navigate out from the autofocused area and to other locations on the page/view. | Autofocus attribute not used |  |  |
| **Images** - make sure they can be enjoyed by all. | | | |
| Make sure that all <img> elements have an alt attribute.  [1.1.1 NON-TEXT CONTENT](https://www.w3.org/TR/UNDERSTANDING-WCAG20/text-equiv-all.html)  alt attributes (alt text) give a description of an image for people who may not be able to view them. When an alt attribute isn't present on an image, a screen reader may announce the image's file name and path instead. This fails to communicate the image’s content. | All have an alt attribute and no space between words |  |  |
| Make sure that decorative images use null alt (empty) attribute values.  [1.1.1 NON-TEXT CONTENT](https://www.w3.org/TR/UNDERSTANDING-WCAG20/text-equiv-all.html)  Null alt attributes are also sometimes known as empty alt attributes. They are made by including no information between the opening and closing quotes of an alt attribute. Decorative images do not communicate information that is required to understand the website's overall meaning. Historically they were used for flourishes and [spacer gif](https://en.wikipedia.org/wiki/Spacer_GIF) images, but tend to be less relevant for modern websites and web apps. | No decorative images present on sites |  |  |
| Provide a text alternative for complex images such as charts, graphs and maps.  [1.1.1 NON-TEXT CONTENT](https://www.w3.org/TR/UNDERSTANDING-WCAG20/text-equiv-all.html)  Is there a plain text which lists points on the map or sections of a flowchart? Describe all visible information. This includes graph axes, data points and labels, and the overall point the graphic is communicating. | No complex images present on sites |  |  |
| For images containing text, make sure the alt description includes the image’s text.  [1.1.1 NON-TEXT CONTENT](https://www.w3.org/TR/UNDERSTANDING-WCAG20/text-equiv-all.html)  For example, the FedEx logo should have an alt value of “FedEx.” | Proper alt text done |  |  |
| **Headings** - break up content into related ‘chunks’ of information. | | | |
| Use heading elements to introduce content.  [2.4.6 HEADINGS OR LABELS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-descriptive.html)  Heading elements construct a document outline, and should not be used for purely visual design. | Site meet the requirement |  |  |
| Use only one <h1> element per page or view.  [2.4.6 HEADINGS OR LABELS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-descriptive.html)  The h1 element should be used to communicate the high-level purpose of the page or view. Do not use the h1 element for a heading that does not change between pages or views (for example, the site's name). | H1 on used on site Title |  |  |
| Heading elements should be written in a logical sequence.  [2.4.6 HEADINGS OR LABELS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-descriptive.html)  [The order of heading elements](https://webdesign.tutsplus.com/articles/the-importance-of-heading-levels-for-assistive-technology--cms-31753) should descend, based on the “depth” of the content. For example, a h4 element should not appear on a page before the first h3 element declaration. A tool such as [headingsMap](https://www.a11yproject.com/resources/#headingsmap) can help you evaluate this. | Site meet the requirement |  |  |
| Don’t skip heading levels.  [2.4.6 HEADINGS OR LABELS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-descriptive.html)  For example, don't jump from a h2 to a h4, skipping a h3 element. If heading levels are being skipped for a specific visual treatment, use CSS classes instead. | No skipping were done |  |  |
| **Lists** - let people know a collection of items are related and if they are sequential. | | | |
| Use list elements (ol, ul and dl) for list content.  [1.3.1 INFO AND RELATIONSHIPS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html)  This may include sections of related content, items visually displayed in a grid-like layout, or sibling a elements. | List used properly |  |  |
| **Controls** - are interactive elements that let a person navigate to a destination or perform an action. | | | |
| Use the a element for links.  [1.3.1 INFO AND RELATIONSHIPS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html)  Links should always have a href attribute, even when used in Single Page Applications (SPAs). Without a href attribute, the link will not be properly exposed to assistive technology. An example of this would be a link that uses an onclick event, in place of a href attribute. | the a element was used for links |  |  |
| Ensure that links are recognizable as links.  [1.4.1 USE OF COLOR](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-without-color.html)  Color alone is not sufficient to indicate the presence of a link. Underlines are a popular and commonly-understood way to communicate the presence of link content. | Site meet the requirement |  |  |
| Ensure that controls have :focus states.  [2.4.7 FOCUS VISIBLE](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-focus-visible.html)  Visible focus styles help people determine which interactive element has keyboard focus. This lets them know that they can perform actions like activating a button or navigating to a link's destination. | Site meet the requirement |  |  |
| Use the <button> element for buttons.  [1.3.1 INFO AND RELATIONSHIPS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html)  Buttons are used to submit data or perform an on-screen action which does not shift keyboard focus. You can add type="button" to a button element to prevent the browser from attempting to submit form information when activated. | Button element was used properly |  |  |
| Provide a skip link and make sure that it is visible when focused.  [2.4.1 BYPASS BLOCKS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-skip.html)  A [skip link](https://www.a11yproject.com/posts/skip-nav-links/) can be used to provide quick access to the main content of a page or view. This allows a person to easily bypass globally repeated content such as a website's primary navigation, or persistent search widget. | Not present on site |  |  |
| Identify links that open in a new tab or window.  [G201: GIVING USERS ADVANCED WARNING WHEN OPENING A NEW WINDOW](https://www.w3.org/TR/WCAG20-TECHS/G201.html)  If a link opens in a new window, ensure the link's behavior will be communicated in a way that is apparent to all users. Doing this will help people understand what will happen before activating the link. While this technique is technically not required for compliance, it is an often-cited area of frustration for many different kinds of assistive technology users. | Still searching on how to solve this one |  |  |
| **Forms** - allow people to enter information into a site for processing and manipulation. | | | |
| All inputs in a form are associated with a corresponding <label> element.  [3.2.2 ON INPUT](https://www.w3.org/TR/UNDERSTANDING-WCAG20/consistent-behavior-unpredictable-change.html)  Use a for/id pairing to guarantee the highest level of browser/assistive technology support. | Site meet the requirement |  |  |
| Use <fieldset> and <legend> elements where appropriate.  [1.3.1 INFO AND RELATIONSHIPS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html)  Does your form contain multiple sections of related inputs? Use fieldset to group them, and legend to provide a label for what this section is for. | Site meet the requirement |  |  |
| Inputs use autocomplete where appropriate.  [1.3.5 IDENTIFY INPUT PURPOSE](https://www.w3.org/WAI/WCAG21/Understanding/identify-input-purpose.html)  [Providing a mechanism](https://www.w3.org/TR/html52/sec-forms.html#sec-autofill) to help people more quickly, easily, and accurately fill in form fields that ask for common information (for example, name, address, phone number). | Not installed on site |  |  |
| Make sure that form input errors are displayed in list above form after submission.  [3.3.1 ERROR IDENTIFICATION](https://www.w3.org/TR/UNDERSTANDING-WCAG20/minimize-error-identified.html)  This provides a way for assistive technology users to quickly have a high-level understanding of what issues are present in the form. This is especially important for larger forms with many inputs. Make sure that each reported error also has a link to the corresponding field with invalid input.  Associate input error messaging with the input it corresponds to.  [3.3.1 ERROR IDENTIFICATION](https://www.w3.org/TR/UNDERSTANDING-WCAG20/minimize-error-identified.html)  Techniques such as [using aria-describedby](https://developer.paciellogroup.com/blog/2018/09/describing-aria-describedby/) allow people who use assistive technology to more easily understand the difference between the input and the error message associated with it. | Site meet the requirement |  |  |
| Make sure that error, warning and success states are not visually communicated by just colour.  [1.4.1 USE OF COLOR](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-without-color.html)  People who are color blind, who have other low vision conditions, or different cultural understandings for color may not see the state change, or understand what kind of feedback the state represents if color is the only indicator. | Site meet the requirement |  |  |
| **Media** - includes content such as pre-recorded and live audio and video. | | | |
| Make sure that media does not autoplay.  [1.4.2 AUDIO CONTROL](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-dis-audio.html)  Unexpected video and audio can be distracting and disruptive, especially for certain kinds of cognitive disability such as ADHD. Certain kinds of autoplaying video and animation can be a trigger for vestibular and seizure disorders. | No media file present on site |  |  |
| Ensure that media controls use appropriate markup.  [1.3.1 INFO AND RELATIONSHIPS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/content-structure-separation-programmatic.html)  Examples include making sure an audio mute button has [a pressed toggle state](https://www.w3.org/WAI/PF/aria/states_and_properties#aria-pressed) when active, or that a volume slider uses <input type="range">. | No media file present on site |  |  |
| Check to see that all media can be paused.  [2.1.1 KEYBOARD](https://www.w3.org/TR/UNDERSTANDING-WCAG20/keyboard-operation-keyboard-operable.html)  Provide a global pause function on any media element. If the device has a keyboard, ensure that pressing the Space key can pause playback. Make sure you also don't interfere with the Space key's ability to scroll the page/view when not focusing on a form control. | No media file present on site |  |  |
| **Appearance** - how your website or web app looks in any given situation. | | | |
| Check your content in specialized browsing modes.  [1.4.1 USE OF COLOR](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-without-color.html)  Activate [modes such as Windows High Contrast or Inverted Colors](https://www.a11yproject.com/posts/operating-system-and-browser-accessibility-display-modes/). Is your content still legible? Are your icons, borders, links, form fields, and other content still present? Can you distinguish foreground content from the background? | Site meet the requirement |  |  |
| Increase text size to 200%.  [1.4.4 RESIZE TEXT](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-scale.html)  Is the content still readable? Does increasing the text size cause content to overlap? | Site meet the requirement |  |  |
| Make sure colour isn’t the only way information is conveyed.  [1.4.1 USE OF COLOR](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-without-color.html)  Can you still see where links are among body content if everything is grayscale?  Make sure instructions are not visual or auditory only.  [1.3.3 SENSORY CHARACTERISTICS](https://www.w3.org/WAI/WCAG21/Understanding/sensory-characteristics.html)  Use a combination of characteristics to write cues, particularly the actual names of sections and elements, rather than just descriptions like location (“on the right”) or audio (“after the tone”). | Site meet the requirement |  |  |
| **Colour contrast** - how legible colors are when placed next to and on top of one another. | | | |
| For all foreground and background colours on your site (for example, text on your background colour), use the [WebAIM](https://webaim.org/resources/contrastchecker/) contrast checker. List the contrast ratios in the ‘Does my site meet requirements’ column. In your revisions, ensure that all of your colour contrasts meet the requirements listed below. | | | |
| Check the contrast for all normal-sized text.  [1.4.3 CONTRAST](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-contrast.html)  Level AA compliance requires a contrast ratio of 4.5:1. | Site meet the requirement |  |  |
| Check the contrast for all large-sized text.  [1.4.3 CONTRAST](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-contrast.html)  Level AA compliance requires a contrast ratio of 3:1. | Site meet the requirement |  |  |
| Check the contrast for all icons.  [1.4.11 NON-TEXT CONTRAST](https://www.w3.org/WAI/WCAG21/Understanding/non-text-contrast.html)  Level AA compliance requires a contrast ratio of 3.0:1. | Site meet the requirement |  |  |
| Check text that overlaps images or video.  [1.4.3 CONTRAST](https://www.w3.org/TR/UNDERSTANDING-WCAG20/visual-audio-contrast-contrast.html)  Is text still legible? | Site meet the requirement |  |  |
| Avoid problematic colour combinations such as:   * Red and green (the biggest one to avoid) * Green and brown * Green and blue * Green and gray * Green and black * Blue and gray * Blue and purple   If you must use these colour combinations, make sure there is a high contrast ratio between the two. Darken one colour and lighten the other to make the contrast more pronounced, or adjust the saturation so that one is high saturation, the other low. | Site meet the requirement |  |  |
| **Mobile and Touch** - check mobile experiences. | | | |
| Remove horizontal scrolling.  [1.4.10 REFLOW](https://www.w3.org/WAI/WCAG21/Understanding/reflow.html)  Requiring someone to scroll horizontally can be difficult for some, irritating for all. | Site meet the requirement |  |  |
| Ensure that button and link icons can be activated with ease.  [2.5.5 TARGET SIZE](https://www.w3.org/WAI/WCAG21/Understanding/target-size.html)  It's good to make sure things like hamburger menus, social icons, gallery viewers, and other touch controls are usable by a wide range of hand and stylus sizes. | Site meet the requirement |  |  |
| Ensure sufficient space between interactive items in order to provide a scroll area.  [2.4.1 BYPASS BLOCKS](https://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-skip.html)  Some people who experience motor control issues such as [hand tremors](https://axesslab.com/hand-tremors/) may have a very difficult time scrolling past interactive items which feature zero spacing. | Site meet the requirement |  |  |