# Accessibility Expert Review References

## References

Each reference title is a heading, so that it can be linked with the content of an accessibility review. Each “More information” link accesses useful information and techniques for the implementation of these recommendations.

### [1] Page Title: Is your page title distinctive and descriptive?

Use consistent navigation and orientation by using descriptive page titles, by using headings consistently and by providing consistent navigation. ([More information on consistent navigation and orientation](https://accessibility.huit.harvard.edu/use-consistent-navigation-and-orientation))

### [2] Information Structure: Is your content broken into logical segments?

Ensure that the semantic meaning of your content is preserved, even if the visual display changes or the content isn’t visible to the user. ([More information on information structure](https://accessibility.huit.harvard.edu/structure))

### [3] Semantic Markup: Are headings styled using semantic markup, e.g., Heading 1, Heading 2, etc.?

Semantic markup for page content provides structure when pages are accessed using assistive technologies or when the pages’ styling is changed for readability purposes. Screen readers can also use structural markup as navigation features, such as by allowing for heading-based, list or table navigation or by allowing users to navigate between content areas such as main page content, navigation menus, or page footer. ([More information on semantic markup](https://accessibility.huit.harvard.edu/use-semantic-elements-regions-and-content) and [headings](https://accessibility.huit.harvard.edu/identify-headings-lists-and-tables))

### [4] Dynamic Updates: Are all dynamic updates, including error messages, conveyed to assistive technology?

Where dynamic content is updated either automatically or in response to a user action, make sure that users are notified of this update in an accessible way. Identify content that may be updated as a WAI-ARIA live region and provide a suitable priority for update notifications. ([More information on dynamic updates](https://accessibility.huit.harvard.edu/provide-notification-dynamic-changes-content))

### [5] Readability: Is the visual display clean and uncluttered, and easy to read?

Readability and legibility are key considerations for all users. For people with disabilities, these attributes can be essential to a successful user experience. For example, some people may have difficultly tracking along a line of text if its line height (a.k.a. leading) is too wide or too narrow. Some people need to enlarge text to read it and will not be able to access content set in a text size that is small or doesn't scale correctly. ([More information on readability](https://accessibility.huit.harvard.edu/design-readability))

### [6] Colors: Does the design provide sufficient color contrast and meaningful clues?

When text contrasts poorly with its background, it makes reading more difficult, especially for people with low vision. The same goes for icons and situations where highlighting is used to draw attention (such as the hover effects on links). When using visual characteristics, make sure the information is also available to people who can’t see color by providing another cue and meaningful labels. ([More information on color contrast](https://accessibility.huit.harvard.edu/use-sufficient-color-contrast) and on [avoiding reliance on color](https://accessibility.huit.harvard.edu/avoid-reliance-color))

### [7] Layouts: Do page layouts adapt to different window widths and text sizes?

With modern, responsive design approaches that accommodate different screen sizes, including mobile, the concept of supporting display flexibility is much more widespread and the benefits more obvious. Flexibility is also important for accessibility reasons to support people who need to make changes to the way text is presented to make it more readable. ([More information on responsive layout](https://accessibility.huit.harvard.edu/support-flexibility-and-adaptation))

### [8] Language: Is the text written for easy and quick comprehension?

To help readers focus on the information and experiences provided by web content, be ruthless in removing content that is unnecessary to the key purpose of the page (see Clear Purpose) and potentially distracting. It can be difficult to decide what’s extraneous clutter, so focus on content and features that support the intended experience you want readers to have when accessing the page. ([More information on designing for comprehension](https://accessibility.huit.harvard.edu/design-comprehension))

### [9] Links: Are links easy to find, and are they descriptive?

Links allow users to navigate a website or web application. An effective link is self-explanatory, telling the user where they will go if they click on the link. Links are also easy to distinguish from other content. ([More information on helpful links](https://accessibility.huit.harvard.edu/write-helpful-links))

### [10] Input Labels: Are there descriptive labels marking each input element, and labels for input groups?

Forms allow users to enter data by typing or selecting from a set of options. When forms are not designed with accessibility in mind, people with disabilities are likely to have difficulty or even find it impossible to enter data without errors. So forms need to be designed so that the purpose of each control is clear. ([More information on accessible labels and instructions](https://accessibility.huit.harvard.edu/provide-accessible-labels-and-instructions))

### [11] Keyboard: Can all interactive elements be selected and activated using the keyboard?

Make sure that controls can be operated using the keyboard. Native interactive HTML elements, such as links and form controls, support keyboard accessibility by default, and these should be used wherever possible. ([More information on keyboard interaction](https://accessibility.huit.harvard.edu/support-keyboard-interaction))

### [12] Focus: Is there an indicator when interactive elements have keyboard focus, and does its order follow a logical sequence?

It’s important to enhance keyboard usability by making sure that focus logically moves through the controls on the page and that there is a clear visible indication of which control currently has focus. ([More information on logical and visible focus indication](https://accessibility.huit.harvard.edu/provide-logical-and-visible-focus-indication))

### [13] Image Alternatives: Do all meaningful images have a suitably descriptive text alternative?

Pictures, diagrams, maps, charts, and icons can be effective ways to communicate information. Some people can’t see images, including people who use screen reader software. Providing text alternatives helps people who can’t see images access the information provided. ([More information on describing the content of images](https://accessibility.huit.harvard.edu/describe-content-images) and on [providing accessible images](https://accessibility.huit.harvard.edu/provide-accessible-images))

### [14] Media Alternatives: Does media have captions for audio and descriptions for information provided visually?

Video typically has spoken information in the audio track and visual information in the video track. Any information that is only provided audibly or visually will not be accessible to people who can’t hear or see. Captions provide a text version of spoken words, along with any sounds that are important to understanding the content, so people who can’t hear can comprehend the information. People who can’t see get the information from the video through the audio track ([More information on captions and descriptions of video](https://accessibility.huit.harvard.edu/provide-captions-and-descriptions-video))

### [15] Names: Do all interactive controls have an accessible descriptive name?

Extending web site and application functionality through custom widgets and controls can significantly improve the user experience for everyone, making complex tasks possible via a web interface without requiring specialist software. For interactive elements to be accessible, they must be keyboard operable and they must expose essential descriptive information, including the element’s name, role, and current state or value, in an accessible way so that assistive technologies can report this information. (More information on [custom widgets and controls](https://accessibility.huit.harvard.edu/custom-widgets-and-controls))

### [16] Roles: Do all custom controls and widgets have the correct role (e.g., link, button, tab panel)?

Users of assistive technologies must understand what a custom control is and what it does. Custom controls that lack accessibility information become difficult or impossible to understand or operate. Using WAI-ARIA provides a way to fill in missing accessibility information so that assistive technologies can recognize custom controls as controls and not as div or span elements without semantic meaning or value. ([More information on name, role, and value information](https://accessibility.huit.harvard.edu/provide-name-role-and-value-information))