

WCAG 2.0 Reference Document

Section 1 – Perceivable

1.1 Text Alternatives – WCAG states that target sites should “Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language¹”.

1.1.1: Non-text Content (Level A) – With the exception of the instances indicated below, any non-text content that is displayed to the user has a text alternative that fulfills the same function. The exceptions are as follows: controls/input, time-based media, tests, sensory experiences, CAPTCHA, non-text content that is decorative. Some examples of non-text content could include data charts, audio recordings of speech, animations that illustrate a concept, video footage, photographs, linked thumbnails, or an image map².

Situation A: If a short description can serve the same purpose and present the same information as the non-text content:

Technique G94: Providing Short Text Alternative for Non-Text Content That Serves the Same Purpose and Presents the Same Information as The Non-Text Content³:

Examples

- A search button uses an image of a magnifying glass. The text alternative is "search" and not "magnifying glass".
- A picture shows how a knot is tied including arrows showing how the ropes go to make the knot. The text alternative describes how to tie the knot, not what the picture looks like.
- A picture shows what a toy looks like from the front. The text alternative describes a front view of the toy.
- An animation shows how to change a tire. A short text alternative describes what the animation is about. A long text alternative describes how to change a tire.
- A logo of the TechTron company appears next to each product in a list that is made by that and has a short text alternative that reads, "TechTron."
- A chart showing sales for October has an short text alternative of "October sales chart". It also has a long description that provides all of the information on the chart.
- A heading contains a picture of the words, "The History of War" in stylized text. The alt text for the picture is "The History of War".
- An image of a series of books on a shelf contains interactive areas that provide the navigation means to a Web page about the particular book. The text alternative "The books available to buy in this section. Select a book for more details about that book." describes the picture and the interactive nature.

Testing Procedure

1. Remove, hide, or mask the non-text content
2. Replace it with the text alternative
3. Check that nothing is lost (the purpose of the non-text content is met by the text alternative)
4. If the non-text content contains words that are important to understanding the content, the words are included in the text alternative

Situation B: If a short description cannot serve the same purpose and present the same information as the non-text content (e.g., a chart or diagram):

¹ <https://www.w3.org/WAI/WCAG21/quickref/#non-text-content>

² <https://www.w3.org/WAI/WCAG21/Understanding/non-text-content.html>

³ <https://www.w3.org/WAI/WCAG21/Techniques/general/G94.html>

Technique G95: Providing Short Text Alternatives That Provide a Brief Description of The Non-Text Content⁴:

Example

- A chart showing sales for October has a short text alternative of "October sales chart". It also has a long description that provides all of the information on the chart.

Testing Procedure

1. Check for the presence of a short text alternative that provides a brief description of the non-text content.

Situation C: If non-text content is a control or accepts user input:

Technique G82: Providing A Text Alternative That Identifies the Purpose of The Non-Text Content⁵:

Examples

- An eye-hand coordination development applet has the following text alternative "Applet that uses the mouse and moving targets to develop eye-hand coordination"
- A camera applet that has a round disk where you push on the edges to control a remote camera and a slider in the middle for zooming has the following text alternative "Control for aiming and zooming remote video camera".

Testing Procedures

1. Remove, hide, or mask the non-text content
2. Replace it with the text alternative
3. Check that the purpose of the non-text content is clear - even if function is lost.

Situation D: If non-text content is time-based media (including live video-only and live audio-only); a test or exercise that would be invalid if presented in text; or primarily intended to create a specific sensory experience:

Acceptable Technique Solution:

1. Providing a descriptive label⁶

Situation E: If non-text content is a CAPTCHA:

Technique G143: Providing a text alternative that describes the purpose of the CAPTCHA⁷ **AND** Technique G144: Ensuring that the Web Page contains another CAPTCHA serving the same purpose using a different modality⁸

Examples

For G143

- A CAPTCHA test asks the user to type in text that is displayed in an obscured image. The text alternative is "Type the word in the image".
- A CAPTCHA test asks the user to type in text that is played in an audio file. The text alternative is "Type the letters spoken in the audio".

For G144

- A Web page that includes a CAPTCHA test that must be completed successfully before the user can advance to the next step in a process. The page includes both a visual task, such as typing words displayed in a image, and an audio task, such as typing letters spoken in an audio file. A user with hearing disabilities who cannot pass the audio CAPTCHA may be able to pass the visual CAPTCHA.

⁴ <https://www.w3.org/WAI/WCAG21/Techniques/general/G95.html>

⁵ <https://www.w3.org/WAI/WCAG21/Techniques/general/G82.html>

⁶ <https://www.w3.org/WAI/WCAG21/quickref/?showtechniques=122%2C131%2C132%2C133%2C134%2C141%2C142%2C143%2C144%2C145%2C1410%2C1411%2C1412%2C244#non-text-content>

⁷ <https://www.w3.org/WAI/WCAG21/Techniques/general/G143.html>

⁸ <https://www.w3.org/WAI/WCAG21/Techniques/general/G144.html>

- A blog comment form includes a visual CAPTCHA that must be completed before a user can submit comments. In addition to the visual CAPTCHA, it includes a CAPTCHA with a form field that asks, "What is two plus seven?" with a text entry field that allows users to enter the correct answer.

Testing Procedures

For G143

1. Remove, hide, or mask the CAPTCHA.
2. Replace it with the text alternative.
3. Check that the text alternative describes the purpose of the CAPTCHA.

For G144

For each CAPTCHA in a Web page:

1. Check that the Web page contains another CAPTCHA for the same purpose but using a different modality.

1.2 Time-based Media⁹ – In order to reach at least AA conformance, WCAG simply required that the target site provided alternatives for any time-based media. This included pre-recorded audio and video, pre-recorded captions, audio descriptions or similar media alternatives, live-captions, and pre-recorded audio descriptions.

1.2.1 Audio-only and Video-only (Pre-Recorded) (Level A)¹⁰ – The purpose of this requirement is to make time-based media information available through text-based alternatives since text could be displayed in any sensory modality (for instance, visual, auditory, or tactile) to suit the user's demands. Some examples of time-based media could include an audio recording of a speech, an audio recording of a press conference, an animation illustrating a concept, or a video file.

Situation A: If the content is prerecorded audio-only:

Technique G158: Providing an Alternative for Time-Based Media for Audio-only¹¹

Examples

- A podcast includes a description of new features in a recent software release. It involves two speakers informally discussing the new and updated features and describing how they are used. One of the speakers works from a list of questions that was used to outline the discussion prior to recording. After the recording is complete, the outline is then edited and supplemented to match the dialogue etc. The resulting transcript is then made available on the speakers Web site along with the audio-only file. The text alternative that identifies the audio only content reads, "Episode 42: Zap Version 12 (text transcript follows)" and the link to the transcript is provided immediately following the audio-only content.

Testing Procedure

1. View the audio-only content while referring to the alternative for time-based media.
2. Check that the dialogue in the transcript matches the dialogue and information presented in the audio-only presentation.
3. If the audio includes multiple voices, check that the transcript identifies who is speaking for all dialogue.
4. Check that at least one of the following is true:
 - a. The transcript itself can be programmatically determined from the text alternative for the audio-only content
 - b. The transcript is referred to from the programmatically determined text alternative for the audio-only content
5. If the alternate version(s) are on a separate page, check for the availability of link(s) to allow the user to get to the other versions.

⁹<https://www.w3.org/WAI/WCAG21/quickref/?showtechniques=131%2C132%2C133%2C134%2C141%2C142%2C143%2C144%2C145%2C1410%2C1411%2C1412#time-based-media>

¹⁰ <https://www.w3.org/WAI/WCAG21/Understanding/audio-only-and-video-only-prerecorded.html>

¹¹<https://www.w3.org/WAI/WCAG21/Techniques/general/G158.html>

Technique SL17: Providing Static Alternative Content for Silverlight Media Playing in a MediaElement

Examples

- This example has a UI definition in XAML and interaction logic in C#. In this case the MediaElement has no visual representation itself and is 0x0 size because it plays audio only. As a simple placeholder, this example displays the text "Library of Congress Audio" to represent the media element as something visible in the UI. In addition to Play/Stop controls, this interface includes a Display Transcript button. Activating the button displays static text that represents the transcript of the audio.

Testing Procedure

1. Using a browser that supports Silverlight, open an HTML page that references a Silverlight application through an object tag. That application has audio-only media content and is expected to supply a text alternative, or has media that is expected to be replaced entirely with a transcript or similar text alternative.
2. Check for a control that indicates that activating it will supply static alternative content for the media. Activate the control.
3. Verify that the media control is replaced with alternate content, and that assistive technologies represent the change to the user interface

Situation B: If the content is prerecorded video-only:

Technique G159: Providing an Alternative for Time-Based media for Video-only Content¹²

Examples

- An animation shows how to assemble a woodworking project. There is no audio, but the animation includes a series of numbers to represent each step in the process as well as arrows and picture-in-picture highlights illustrating how the assembly is completed. It also includes short outtake animations illustrating what will happen if assembly is done incorrectly. A text alternative that identifies the video-only content reads, "Breadbox assembly video (text description follows)," and the text description of the video includes a full text description of each step in the video.

Testing Procedure

1. View the video-only content while referring to the alternative for time-based media.
2. Check that the information in the transcript includes the same information that is in the video-only presentation.
3. If the video includes multiple people or characters, check that the transcript identifies which person or character is associated with each action described.
4. Check that at least one of the following is true:
 - a. The transcript itself can be programmatically determined from the text alternative for the video-only content
 - b. The transcript is referred to from the programmatically determined text alternative for the video-only content
5. If the alternate version(s) are on a separate page, check for the availability of link(s) to allow the user to get to the other versions.

Technique G166: Providing Audio that Describes the Important Video Content and Describing it as Such¹³

Example

- A Web page has a link to a video-only presentation of a spaceship landing on Mars. The link to the video is a picture of a spaceship. Near the video is a link to an audio file of a person describing the video. This would look something like the following code example in HTML.

```
<a href="../../../video/marslanding.mp4"></a>
<br />
<a href="Mars_landing_audio.mp3">Audio description of "Mars Landing"</a>
```

¹² <https://www.w3.org/WAI/WCAG21/Techniques/general/G159>

¹³ <https://www.w3.org/WAI/WCAG21/Techniques/general/G166>

Testing Procedure

For a Web page that contains video-only content:

1. Check that there is link to an audio alternative which describes the contents of the video immediately before or after the video-only content.

Technique SL17: Providing Static Alternative Content for Silverlight Media Playing in a MediaElement

Example

{See Above}

Testing Procedure

{See Above}

1.2.2 Captions (Pre-Recorded) (Level A)¹⁴ – All prerecorded audio information in synced media must have included captions unless the media is expressly marked as a text alternative and is otherwise not captioned. Some examples might have included a captioned video recording, captions that describe non-verbal occurrences within a video, or a captioned description of a complex object depicted in a media file.

Technique G93: Providing Open (always visible) Captions¹⁵

Example

- In order to ensure that everyone can view their online movies, even if users do not know how to turn on captions in their media player, a library association puts the captions directly into the video.
- A news organization provides open captions on all of its material.

Testing Procedure

1. Watch the synchronized media with closed captioning turned off.
2. Check that captions (of all dialogue and important sounds) are visible.

Technique G87: Providing Closed Captions¹⁶

Example 1

- In order to ensure that users who are deaf can use their interactive educational materials, the college provides captions and instructions for turning on captions for all of their audio interactive educational programs.

Example 2

- The online movies at a media outlet all include captions and are provided in a format that allows embedding of closed captions.

Example 3

- Special caption files including synchronization information are provided for an existing movie. Players are available that can play the captions in a separate window on screen, synchronized with the movie window.

Example 4

- A video of a local news event has captions provided that can be played over the video or in a separate window depending on the player used.

Testing Procedure

¹⁴ <https://www.w3.org/WAI/WCAG21/Understanding/captions-prerecorded.html>

¹⁵ <https://www.w3.org/WAI/WCAG21/Techniques/general/G93.html>

¹⁶ <https://www.w3.org/WAI/WCAG21/Techniques/general/G87.html>

1. Turn on the closed caption feature of the media player
2. View the synchronized media content
3. Check that captions (of all dialogue and important sounds) are visible

Differing Methods to Meet G87 –

Technique SM11: Providing Captions Through Synchronized Text Streams in SMIL 1.0¹⁷

Example 1: SMIL 1.0 caption sample for Quicktime player

```
<?xml version="1.0" encoding="UTF-8"?>
<smil xmlns:qt="http://www.apple.com/quicktime/resources/smilextensions"
  xmlns="https://www.w3.org/TR/REC-smil" qt:time-slider="true">
  <head>
    <layout>
      <root-layout width="320" height="300" background-color="black"/>
      <region top="0" width="320" height="240" left="0" background-color="black"
        id="videoregion"/>
      <region top="240" width="320" height="60" left="0" background-color="black"
        id="textregion"/>
    </layout>
  </head>
  <body>
    <par>
      <video dur="0:01:20.00" region="videoregion" src="salesdemo.mov"
        alt="Sales Demo"/>
      <textstream dur="0:01:20.00" region="textregion" src="salesdemo_cc.txt"
        alt="Sales Demo Captions"/>
    </par>
  </body>
</smil>
```

Example 2: SMIL 1.0 caption sample for RealMedia player

```
<?xml version="1.0" encoding="UTF-8"?>
<smil xmlns="https://www.w3.org/TR/REC-smil">
  <head>
    <layout>
      <root-layout background-color="black" height="310" width="330"/>
      <region id="video" background-color="black" top="5" left="5"
        height="240" width="320"/>
      <region id="captions" background-color="black" top="250"
        height="60" left="5" width="320"/>
    </layout>
  </head>
  <body>
    <par>
      <video src="salesdemo.mpg" region="video" title="Sales Demo"
        alt="Sales Demo"/>
      <textstream src="salesdemo_cc.rt" region="captions"
        system-captions="on" title="captions"
        alt="Sales Demo Captions"/>
    </par>
  </body>
</smil>
```

The example shows a <par> segment containing a <video> and a <code><![CDATA[<textstream> tag. The system-captions attribute indicates that the textstream should be displayed when the user's player setting for captions indicates the preference for captions to be displayed. The <layout> section defines the regions used for the video and the captions.

Example 3: SMIL 1.0 caption sample with internal text streams

```
<?xml version="1.0" encoding="UTF-8"?>
```

¹⁷ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM11.html>

```

<smil xmlns="https://www.w3.org/TR/REC-smil">
  <head>
    <layout>
      <root-layout background-color="black" height="310" width="330"/>
      <region id="video" background-color="black" top="5" left="5"
        height="240" width="320"/>
      <region id="captions" background-color="black" top="250"
        height="60" left="5" width="320"/>
    </layout>
  </head>
  <body>
    <par>
      <video src="salesdemo.mpg" region="video" title="Sales Demo"
        alt="Sales Demo"/>
      <text src="data:,This%20is%20inline%20text." region="captions" begin="0s"
        dur="3" alt="Sales Demo Captions">
        <param name="charset" value="iso-8859-1"/>
        <param name="fontFace" value="System"/>
        <param name="fontColor" value="yellow"/>
        <param name="backgroundColor" value="blue"/>
      </text>
    </par>
  </body>
</smil>

```

This example shows a <text> element that includes synchronized text streams within the SMIL file.

Testing Procedure

1. Enabled caption preference in player, if present
2. Play file with captions
3. Check whether captions are displayed

Technique SM12: Providing Captions Through Synchronized Text Streams in SMIL 2.0¹⁸

Example 1: SMIL 2.0 caption sample for RealMedia player

```

<?xml version="1.0" encoding="UTF-8"?>
<smil xmlns="https://www.w3.org/2001/SMIL20/Language">
  <head>
    <layout>
      <root-layout backgroundColor="black" height="310" width="330"/>
      <region id="video" backgroundColor="black" top="5" left="5"
        height="240" width="320"/>
      <region id="captions" backgroundColor="black" top="250"
        height="60" left="5" width="320"/>
    </layout>
  </head>
  <body>
    <par>
      <video src="salesdemo.mpg" region="video" title="Sales Demo"
        alt="Sales Demo"/>
      <textstream src="salesdemo_cc.rt" region="captions" systemCaptions="on"
        title="captions" alt="Sales Demo Captions"/>
    </par>
  </body>
</smil>

```

The example shows a <par> segment containing a <video> and a <textstream> tag. The systemCaptions attribute indicates that the textstream should be displayed when the user's player setting for captions indicates the preference for captions to be displayed. The <layout> section defines the regions used for the video and the captions.

Example 2: SMIL 2.0 caption sample with internal text streams for RealMedia player

```

<?xml version="1.0" encoding="UTF-8"?>
<smil xmlns="https://www.w3.org/2001/SMIL20/Language">

```

¹⁸ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM12.html>

```

<head>
  <layout>
    <root-layout backgroundColor="black" height="310" width="330"/>
    <region id="video" backgroundColor="black" top="5" left="5"
      height="240" width="320"/>
    <region id="captions" backgroundColor="black" top="250"
      height="60" left="5" width="320"/>
  </layout>
</head>
<body>
  <par>
    <video src="salesdemo.mpg" region="video" title="Sales Demo"
      alt="Sales Demo"/>
    <text src="data:,This%20is%20inline%20text." region="captions"
      begin="0s" dur="3">
      <param name="charset" value="iso-8859-1"/>
      <param name="fontFace" value="System"/>
      <param name="fontColor" value="yellow"/>
      <param name="backgroundColor" value="blue"/>
    </text>
    <text src="data:,This%20is%20a%20second%20text."
      region="captions" begin="3s" dur="3">
      <param name="charset" value="iso-8859-1"/>
      <param name="fontFace" value="System"/>
      <param name="fontColor" value="yellow"/>
      <param name="backgroundColor" value="blue"/>
    </text>
  </par>
</body>
</smil>

```

This example shows a `<text>` element that includes synchronized text streams within the SMIL file.

Testing Procedure:

1. Enabled caption preference in player, if present
2. Play file with captions
3. Check whether captions are displayed

Technique H95: Using the Track Element to Provide Captions¹⁹

Example 1: Captions in one language

A `video` element for a video in the English language with an English caption track. The captions are provided in the WebVTT format.

```

<video poster="myvideo.png" controls>
  <source src="myvideo.mp4" srclang="en" type="video/mp4">
  <track src="myvideo_en.vtt" kind="captions" srclang="en" label="English">
</video>

```

Example 2: Captions in multiple languages

A `video` element for a video in the English language with an English caption track. The captions are provided in the WebVTT format.

```

<video poster="myvideo.png" controls>
  <source src="myvideo.mp4" srclang="en" type="video/mp4">
  <source src="myvideo.webm" srclang="fr" type="video/webm">
  <track src="myvideo_en.vtt" kind="captions" srclang="en" label="English">
  <track src="myvideo_fr.ttml" kind="captions" srclang="fr" label="French">
</video>

```

Testing Procedure

For each video element used to play a video:

¹⁹ <https://www.w3.org/WAI/WCAG21/Techniques/html/H95.html>

1. Check that the video contains a track element of kind captions in the language of the video.

Technique SL16: Providing Script-Embedded Text Captions for Mediaelement Content²⁰

Example: MediaElement handles MarkerReached, displays marker text in existing TextBox

This example has a UI definition in XAML and interaction logic in C#. The following is the basic UI in XAML. This example is deliberately simple and does not include `AutomationProperties` for identification or user instructions. The most relevant part of this example is that the Silverlight author declares a handler for the event `MarkerReached`. This event fires potentially hundreds of times, once for each caption in the stream. Each time the event fires, the event handler runs and adds the text to the dedicated `TextBox` in the user interface.

```
<UserControl x:Class="MediaTimelineMarkers.MainPage"
  xmlns="http://schemas.microsoft.com/winfx/2006/xaml/presentation"
  xmlns:x="http://schemas.microsoft.com/winfx/2006/xaml">
  <StackPanel x:Name="LayoutRoot" Background="White">
    <MediaElement MarkerReached="OnMarkerReached"
      HorizontalAlignment="Left"
      Source="/spacetime.wmv"
      Width="300" Height="200" />
    <ScrollView>
      <TextBox Name="captionText" Height="40"
        IsReadOnly="true" AcceptsReturn="true"/>
    </ScrollView>
  </StackPanel>
</UserControl>

private void OnMarkerReached(object sender, TimelineMarkerRoutedEventArgs e)
{
  captionText.Focus();
  captionText.SelectedText = e.Marker.Text.ToString() + "\n";
}
```

Testing Procedure

1. Using a browser that supports Silverlight, open an HTML page that references a Silverlight application through an object tag. The application plays media that is expected to have text captioning.
2. Check that a text area in the user interface shows captions for the media.

1.2.3 Audio Description or Media Alternative (Pre-Recorded) (Level A) – This Success Criterion aims to make visual information in a synchronized media presentation accessible to those who are blind or visually impaired. There are two approaches highlighted by WCAG-EM for addressing audio descriptions or media alternatives on a web page within a target site.

Technique G69: Providing an Alternative for Time Based Media²¹

Technique G58: Placing a link to the alternative for time-based media immediately next to the non-text content²²

Example 1: An .MOV Document in an HTML Document

Code on a page called "Olympic_Sports.htm"

```
<a name="Olympic_Wrestling"></a>
<p><a href="http://www.example.com/movies/olympic_wrestling.mov">Olympic Wrestling
movie</a>,
  <a href="http://www.example.com/transcripts/olympic_wrestling_transcript.htm">Olympic
  Wrestling collated Transcript</a></p>
```

Example 2: The link back to the .MOV Document in an HTML Document

Code on the page `olympic_wrestling_transcript.htm`

²⁰ <https://www.w3.org/WAI/WCAG21/Techniques/silverlight/SL16.html>

²¹ <https://www.w3.org/WAI/WCAG21/Techniques/general/G69.html>

²² <https://www.w3.org/WAI/WCAG21/Techniques/general/G58.html>

```

<p>Sports announcer 1: This is a great battle tonight between England's "Will Johnson" and
"Theodore Derringo" from Argentina</p>
<p>Scenery: There is a mat set out in the middle of the stadium with 500 people in the
stands...</p>
<p> ...more dialogue...<p>
<p> ...more scenery...</p>
<p> ...etc...</p>
<p>Sports announcer 2: And that is all for tonight, thank you for joining us tonight where
Will Johnson is the new Gold Medalist.
<a href="../../movies/Olympic_Sports.htm#Olympic_Wrestling>Return to Movie page</a> </p>

```

Testing Procedure

1. Check for the presence of a link immediately before or after the non-text content.
2. Check that it is a valid link that points directly to the collated document of this particular synchronized media.
3. Check for the availability of a link or back function to get the user back to the original location of the synchronized media content.

Technique SL17: Providing Static Alternative Content for Silverlight Media Playing in a MediaElement²³

Example

{See Above}

Testing Procedure

{See Above}

Linking to the alternative for time-based media using one of the following techniques:

Technique H53: Using the body of the object element²⁴

Example 1: An object includes a long description that describes it

```

<object classid="http://www.example.com/analogclock.py">
  <p>Here is some text that describes the object and its operation.</p>
</object>

```

Example 2: An object includes non-text content with a text alternative

```

<object classid="http://www.example.com/animatedlogo.py">
  
</object>

```

Example 3: The image object has content that provides a brief description of the function of the image

```

<object data="companylogo.gif" type="image/gif">
  <p>Company Name</p>
</object>

```

Example 4

This example takes advantage of the fact the object elements may be nested to provide for alternative representations of information.

```

<object classid="java:Press.class" width="500" height="500">
  <object data="Pressure.mpeg" type="video/mpeg">
    <object data="Pressure.gif" type="image/gif">
      As temperature increases, the molecules in the balloon...
    </object>
  </object>
</object>

```

Testing Procedure

1. Check that the body of each object element contains a text alternative for the object.

²³ <https://www.w3.org/WAI/WCAG21/Techniques/silverlight/SL17.html>

²⁴ <https://www.w3.org/WAI/WCAG21/Techniques/html/H53.html>

Technique G78: Providing A Second, User-Selectable, Audio Track That Includes Audio Descriptions²⁵

Examples

- A travelogue of the northeast has additional audio description added during the gaps in the dialogue to let listeners who are blind know what the person is talking about at any point in time.
- A video shows a woodpecker carving a nest in a tree. A button within the content allows users to turn the audio description track on or off.
- A lecture has audio description added whenever the instructor says things like "and *this* is the one that is most important." The audio descriptions lets listeners who can not see the video know what "this" is.
- A movie file has two audio tracks, one of which includes audio description. Users can choose either one when listening to the movie by selecting the appropriate track in their media player.

Testing Procedure

1. Check that the ability exists to turn on the audio track that includes audio descriptions. For example, by using a control within the content itself or by selecting a control or preference in the media player or operating system.
2. Listen to the synchronized media
3. Check to see if gaps in dialogue are used to convey important information regarding visual content

Technique G78: Providing a second, user-selectable, audio track that includes audio descriptions **AND** Technique SL1: Accessing Alternate Audio Tracks in Silverlight Media²⁶

Examples for G78

{See Above}

Testing Procedure for G78

{See Above}

Examples for SL1: Changing `AudioStreamIndex`

This example has a UI definition in XAML and interaction logic in C#. In addition to the typical Play/Pause/Stop controls, this interface includes a Play Full-Description Audio button. Activating the button invokes a function that swaps the audio channels and plays an alternative synchronized audio channel that contains a composite full-description audio track.

The following is the basic UI in XAML. This example is deliberately simple and does not include AutomationProperties. Audio streams are identified by an index in a collection.

```
<Grid x:Name="LayoutRoot" Background="White">
  <Grid.ColumnDefinitions>
    <ColumnDefinition Width="*" />
    <ColumnDefinition Width="*" />
    <ColumnDefinition Width="*" />
  </Grid.ColumnDefinitions>
  <Grid.RowDefinitions>
    <RowDefinition Height="*" />
    <RowDefinition Height="Auto" />
    <RowDefinition Height="20" />
  </Grid.RowDefinitions>
  <MediaElement x:Name="media" Source="/combined.wmv"
    Width="300" Height="300"
    Grid.Column="0" Grid.Row="0" Grid.ColumnSpan="3"
    AutoPlay="false"
  />
  <Button Click="StopMedia"
    Grid.Column="0" Grid.Row="1" Content="Stop" />
  <Button Click="PauseMedia"
    Grid.Column="1" Grid.Row="1" Content="Pause" />
  <Button Click="PlayMedia"
```

²⁵ <https://www.w3.org/WAI/WCAG21/Techniques/general/G78.html>

²⁶ <https://www.w3.org/WAI/WCAG21/Techniques/silverlight/SL1.html>

```

Grid.Column="2" Grid.Row="1" Content="Play" />
<Button Name="AltAudioBtn" Grid.Row="2" HorizontalAlignment="Left" Grid.ColumnSpan="2"
Click="AltAudioBtn_Click">Play Full-Description Audio</Button>
</Grid>
The following is the C# logic.
private void AltAudioBtn_Click(object sender, RoutedEventArgs e)
{
    if (media.AudioStreamCount > 1)
    {
        if (media.AudioStreamIndex == 1)
        {
            media.AudioStreamIndex = 0;
            (sender as Button).Content = "Play full-description audio";
        } else {
            media.AudioStreamIndex = 1;
            (sender as Button).Content = "Play default audio";
        }
    }
    else
    {
        (sender as Control).IsEnabled = false;
    }
}
private void StopMedia(object sender, RoutedEventArgs e)
{
    media.Stop();
}
private void PauseMedia(object sender, RoutedEventArgs e)
{
    media.Pause();
}
private void PlayMedia(object sender, RoutedEventArgs e)
{
    media.Play();
}

```

Testing Procedure for SL1

1. Open the HTML page for a Silverlight application, where that application plays media and the media is expected to support an alternate audio track for the video.
2. Verify that the application user interface presents a control that enables the user to cause the media to play with an alternate audio track.
3. Activate that control. Verify that the audio portion of the media player output as played through the computer's audio system is now playing the alternate audio track

Technique G173: Providing a version of a movie with audio descriptions²⁷

Technique SM6: Providing audio description in SMIL 1.0²⁸

Example 1: SMIL 1.0 audio description sample for QuickTime player

```

<?xml version="1.0" encoding="UTF-8"?>
<smil xmlns:qt="http://www.apple.com/quicktime/resources/smilextensions"
xmlns="https://www.w3.org/TR/REC-smil" qt:time-slider="true">
  <head>
    <layout>
      <root-layout background-color="black" height="266" width="320"/>
      <region id="videoregion" background-color="black" top="26" left="0"
height="144" width="320"/>
    </layout>
  </head>
  <body>
    <par>
      <video dur="0:01:20.00" region="videoregion" src="salesdemo.mov"
alt="Sales Demo"/>
      <audio dur="0:01:20.00" src="salesdemo_ad.mp3"

```

²⁷ <https://www.w3.org/WAI/WCAG21/Techniques/general/G173.html>

²⁸ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM6.html>

```

        alt="Sales Demo Audio Description"/>
    </par>
</body>
</smil>

```

Example 2: SMIL 1.0 audio description sample for RealTime player

```

<?xml version="1.0" encoding="UTF-8"?>
<smil xmlns="https://www.w3.org/TR/REC-smil">
  <head>
    <layout>
      <root-layout background-color="black" height="266" width="320"/>
      <region id="videoregion" background-color="black" top="26" left="0"
        height="144" width="320"/>
    </layout>
  </head>
  <body>
    <par>
      <video src="salesdemo.mov" region="videoregion" title="Sales Demo"
        alt="Sales Demo"/>
      <audio src="salesdemo_ad.mp3" title="audio description"
        alt="Sales Demo Audio Description"/>
    </par>
  </body>
</smil>

```

Testing Procedure

1. Find method for turning on audio description from content/player (unless it is always played by default)
2. Play file with audio description
3. Check whether audio description is played

Technique SM7: Providing audio description in SMIL 2.0²⁹

Example 1: SMIL 2.0 audio description sample for RealMedia player

```

<smil xmlns="https://www.w3.org/2001/SMIL20/Language">
  <head>
    <layout>
      <root-layout backgroundColor="black" height="266" width="320"/>
      <region id="video" backgroundColor="black" top="26" left="0"
        height="144" width="320"/>
    </layout>
  </head>
  <body>
    <par>
      <video src="salesdemo.mpg" region="video" title="Sales Demo"
        alt="Sales Demo"/>
      <audio src="salesdemo_ad.mp3" begin="33.71s" title="audio description"
        alt="Sales Demo Audio Description"/>
    </par>
  </body>
</smil>

```

The example shows a <par> segment containing an <audio> and a <video> tag. The audio stream is not started immediately.

Testing Procedure

1. Find method for turning on audio description from content/player (unless it is always played by default)
2. Play file with audio description
3. Check whether audio description is played

Technique SL1: Accessing Alternate Audio Tracks in Silverlight Media

²⁹ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM7.html>

<p>Examples {See Above}</p> <p>Testing Procedure {See Above}</p>	
<p>Technique G8: Providing a movie with extended audio descriptions³⁰</p> <p>Example 1 An alternate version of an online video of a family escaping from a burning building: there is a continuous dialogue between the husband and wife about where the children are. Meanwhile, in the background, a wall caves in. This is important information in the story because it will block their exit from that part of the building. The video track halts (same frame is repeated) while a narrator gives the details about the wall falling and the video continues.</p> <p>Example 2 A training film has narrative that runs almost continuously throughout. An alternate version is available for people who have difficulty viewing the video portion. The alternate version freezes the video and provides audio description of key information.</p> <p>Testing Procedure</p> <ol style="list-style-type: none"> 1. Open the version of the movie that includes extended audio descriptions. 2. Check that the video halts for extended audio description when there is not enough space to include necessary narration between the natural dialogue. 3. Check that the necessary information is in the audio description. 4. If the alternate version(s) are on a separate page, check for the availability of link(s) to allow the user to get to the other versions. 	
<p>Technique G203: Using a static text alternative to describe a talking head video³¹</p> <p>Example 1: A video of a CEO speaking to shareholders A CEO is speaking to shareholders from their office. The video has a title page at the beginning of the video giving the date. When the speaker begins, there is a strip of text at the bottom of the video saying "Jane Doe, President of XYZ Cooperation". At the end of the video are title credits that say "produced by the Honest TV Productions Ltd." As an alternative, there is a paragraph below the video which is associated with the video file using aria-describedby which says: "July 22, 2011, Jane Doe, President of XYZ cooperation, speaking from her office. Video produced by the Honest TV Productions Ltd."</p> <p>Testing Procedure</p> <ol style="list-style-type: none"> 1. Check that there is no important time-based information in the video track 2. Check that the programmatically associated description of the media contains any context of the content that is not contained in the audio track (e.g. speaker identification, credits, context) 	

1.2.4 Captions (Live) (Level AA) – This Success Criterion's goal is to make real-time presentations accessible to those who are hard of hearing or deaf. The information made available through the audio track has to be included in the captions. Along with the dialogue, captions must also list the speaker's name, sound effects, and other important audio³². There are three, two-part techniques that are considered acceptable by WCAG-EM for addressing live captions.

³⁰ <https://www.w3.org/WAI/WCAG21/Techniques/general/G8.html>

³¹ <https://www.w3.org/WAI/WCAG21/Techniques/general/G203.html>

³² <https://www.w3.org/WAI/WCAG21/Understanding/captions-live.html>

Technique G9: Creating captions for live synchronized media³³ **AND** Technique G93: Providing open (always visible) captions³⁴

Examples for G9:

Example 1

A television studio uses a real-time captioning service to create captions for its evening news online.

Example 2

A user watches an online seminar on their mobile device, including captioning provided through the use of Communication Access Real-time Translation (CART). The captions provided also benefit in-person participants who need captioning and can view the information on their own device.

Testing Procedure for G9:

1. Check that a procedure and policy are in place to ensure that captions are delivered in real-time.

Examples for G93:

{See Above}

Testing Procedure for G93:

{See Above}

Technique G9: Creating captions for live synchronized media **AND** Technique G87: Providing closed captions³⁵

Examples for G9:

{See Above}

Testing Procedure for G9:

{See Above}

Examples for G87:

{See Above}

Testing Procedure for G87:

{See Above}

Technique G9: Creating captions for live synchronized media

Technique SM11: Providing captions through synchronized text streams in SMIL 1.0³⁶

Examples

{See Above}

Testing Procedure

{See Above}

Technique SM12: Providing captions through synchronized text streams in SMIL 2.0³⁷ **AND** Technique G87: Providing closed captions

Examples for SM12:

{See Above}

Testing Procedure for SM12:

³³ <https://www.w3.org/WAI/WCAG21/Techniques/general/G9.html>

³⁴ <https://www.w3.org/WAI/WCAG21/Techniques/general/G93.html>

³⁵ <https://www.w3.org/WAI/WCAG21/Techniques/general/G87.html>

³⁶ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM11.html>

³⁷ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM12.html>

<p>{See Above}</p> <p>Examples for G87: {See Above}</p> <p>Testing Procedure for G87: {See Above}</p>
<p><u>Technique SM11:</u> Providing captions through synchronized text streams in SMIL 1.0³⁸</p> <p>Examples {See Above}</p> <p>Testing Procedure {See Above}</p>
<p><u>Technique SM12:</u> Providing captions through synchronized text streams in SMIL 2.0</p> <p>Examples {See Above}</p> <p>Testing Procedure {See Above}</p>

1.2.5 Audio Description (Pre-Recorded) (Level AA)³⁹ – This Success Criterion aimed to make visual information in a synchronized media presentation accessible to those who are blind or visually impaired. When the video portion is unavailable, the audio description should add the necessary information to the presentation's audio section. When there are pauses in the dialogue, audio description should fill them with details regarding crucial acts, characters, scene changes, and on-screen text that are not spoken or discussed in the main soundtrack.

<p><u>Technique G78:</u> Providing A Second, User-Selectable, Audio Track That Includes Audio Descriptions</p> <p>Examples {See Above}</p> <p>Testing Procedure {See Above}</p>
<p><u>Technique G78:</u> Providing A Second, User-Selectable, Audio Track That Includes Audio Descriptions AND <u>Technique SL1:</u> Accessing Alternate Audio Tracks in Silverlight Media</p> <p>Examples for G78: {See Above}</p> <p>Testing Procedure for G78: {See Above}</p> <p>Examples for SL1: {See Above}</p>

³⁸ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM11.html>

³⁹ <https://www.w3.org/WAI/WCAG21/Understanding/audio-description-prerecorded.html>

Testing Procedure for SL1:

{See Above}

Technique G173: Providing a version of a movie with audio descriptions**Technique SM6:** Providing audio description in SMIL 1.0**Examples**

{See Above}

Testing Procedure

{See Above}

Technique SM7: Providing audio description in SMIL 2.0**Examples**

{See Above}

Testing Procedure

{See Above}

Technique G8: Providing a movie with extended audio descriptions⁴⁰**Technique SM1:** Adding extended audio description in SMIL 1.0⁴¹**Example 1: SMIL 1.0 Video with audio descriptions that pause the main media in 4 locations to allow extended audio description**

```

<?xml version="1.0" encoding="UTF-8"?>
<smil xmlns:qt="http://www.apple.com/quicktime/resources/smilextensions"
xmlns="https://www.w3.org/TR/REC-smil" qt:time-slider="true">
  <head>
    <layout>
      <root-layout background-color="black" height="266" width="320"/>
      <region id="videoregion" background-color="black" top="26" left="0"
height="144" width="320"/>
    </layout>
  </head>
  <body>
    <par>
      <seq>
        <par>
          <video src="video.rm" region="videoregion" clip-begin="0s" clip-end="5.4"
dur="8.7" fill="freeze" alt="videoalt"/>
          <audio src="no1.wav" begin="5.4" alt="audio alt"/>
        </par>
        <par>
          <video src="video.rm" region="videoregion" clip-begin="5.4" clip-end="24.1"
dur="20.3" fill="freeze" alt="videoalt"/>
          <audio src="no2.wav" begin="18.7" alt="audio alt"/>
        </par>
        <par>
          <video src="video.rm" region="videoregion" clip-begin="24.1" clip-end="29.6"
dur="7.7" fill="freeze" alt="videoalt"/>
          <audio src="no3.wav" begin="5.5" alt="audio alt"/>
        </par>
        <par>
          <video src="video.rm" region="videoregion" clip-begin="29.6" clip-end="34.5"
dur="5.7" fill="freeze" alt="videoalt"/>
          <audio src="no4.wav" begin="4.9" alt="audio alt"/>
        </par>
        <par>
          <video src="video.rm" region="videoregion" clip-begin="77.4" alt="video alt"/>

```

⁴⁰ <https://www.w3.org/WAI/WCAG21/Techniques/general/G8.html>⁴¹ <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM1.html>

```

    </par>
  </seq>
</par>
</body>
</smil>

```

Testing Procedure

1. Play file with extended audio descriptions
2. Play file with audio description
3. Check whether video freezes in places and plays extended audio description

Technique SM2: Adding extended audio description in SMIL 2.0⁴²

Example 1: Video with extended audio description.

```

<smil xmlns="https://www.w3.org/2001/SMIL20/Language">
<head>
<layout>
<root-layout backgroundColor="black" height="266" width="320"/>
<region id="video" backgroundColor="black" top="26" left="0"
height="144" width="320"/>
</layout>
</head>
<body>
<excl>
<priorityClass peers="pause">
<video src="movie.rm" region="video" title="video" alt="video" />
<audio src="desc1.rm" begin="12.85s" alt="Description 1" />
<audio src="desc2.rm" begin="33.71s" alt="Description 2" />
<audio src="desc3.rm" begin="42.65s" alt="Description 3" />
<audio src="desc4.rm" begin="59.80s" alt="Description 4" />
</priorityClass>
</excl>
</body>
</smil>

```

Testing Procedure

1. Play file with extended audio description
2. Check whether video freezes in places and plays extended audio description

Technique G203: Using a static text alternative to describe a talking head video

Examples

{See Above}

Testing Procedure

{See Above}

1.3 Adaptable⁴³ – This section requires that the pages within the target site have the capacity to display content that may be shown in a variety of ways (for instance, a simplified layout) without losing any of its structure or information. There are six criteria points that had to be addressed in order to reach level AA conformance.

⁴² <https://www.w3.org/WAI/WCAG21/Techniques/smil/SM2.html>

⁴³ <https://www.w3.org/WAI/WCAG21/quickref/?showtechniques=131%2C132%2C133%2C134%2C141%2C142%2C143%2C144%2C145%2C1410%2C1411%2C1412#adaptable>

1.3.1 Info and Relationships (Level A)⁴⁴ – This Success Criterion's goal is to make sure that when the presentation format changes, information and connections that are implied by visual or auditory formatting are still available. For instance, the presentation format could be altered when a screen reader reads the information or when a user style sheet takes the place of the author's style sheet. The target website might either possess the technology that would provide the semantic structure to make information and relationships conveyed through presentation programmatically determinable through one of eleven possible features or it does not and would have some type of workaround would have to be built in.

Situation A: The technology provides semantic structure to make information and relationships conveyed through presentation programmatically determinable:

Technique ARIA11: Using ARIA landmarks to identify regions of a page⁴⁵

Example 1: Simple landmarks

The following example shows how landmarks might be added to an HTML4 or XHTML 1.0 document:

```
<div id="header" role="banner">A banner image and introductory title</div>
<div id="sitelookup" role="search">....</div>
<div id="nav" role="navigation">...a list of links here ... </div>
<div id="content" role="main"> ... Ottawa is the capital of Canada ...</div>
<div id="rightsideadvert" role="complementary">....an advertisement here...</div>
<div id="footer" role="contentinfo">(c)The Freedom Company, 123 Freedom Way, Helpville, USA</div>
```

Example 2: Multiple landmarks of the same type and aria-labelledby

The following example shows a best practice of how landmarks might be added to an HTML4 or XHTML 1.0 document in situations where there are more than two of the same type of landmark on the same page. For instance, if a navigation role is used multiple times on a Web page, each instance may have a unique label specified using aria-labelledby:

```
<div id="leftnav" role="navigation" aria-labelledby="leftnavheading">
<h2 id="leftnavheading">Institutional Links</h2>
<ul><li>...a list of links here ...</li> </ul></div>
<div id="rightnav" role="navigation" aria-labelledby="rightnavheading">
<h2 id="rightnavheading">Related topics</h2>
<ul><li>...a list of links here ...</li></ul></div>
```

Example 3: Multiple landmarks of the same type and aria-label

The following example shows a best practice of how landmarks might be added to an HTML4 or XHTML 1.0 document in situations where there are more than two of the same type of landmark on the same page, and there is no existing text on the page that can be referenced as the label.

```
<div id="leftnav" role="navigation" aria-label="Primary">
<ul><li>...a list of links here ...</li></ul> </div>
<div id="rightnav" role="navigation" aria-label="Secondary">
<ul><li>...a list of links here ...</li> </ul></div>
```

Example 4: Search form

The following example shows a search form with a "search" landmark. The search role typically goes on the form element or a div surrounding the form.

```
<form role="search">
<label for="s6">search</label><input id="s6" type="text" size="20">
...
</form>
```

Testing Procedure

1. Examine each element with a [landmark role](#).

⁴⁴ <https://www.w3.org/WAI/WCAG21/Understanding/info-and-relationships.html>

⁴⁵ <https://www.w3.org/WAI/WCAG21/Techniques/aria/ARIA11.html>

2. Examine whether the landmark role attribute is applied to the section of the page that corresponds with that role. (i.e., the "navigation" role is applied to a navigation section, the "main" role is applied to where the main content begins.)

Technique ARIA12: Using role=heading to identify headings⁴⁶

Example 1: Simple headings

This example demonstrates how to implement simple headings using role="heading" when retrofitting a legacy site where scripts depend on the existing element hierarchy or the level is unknown. For example, web content which is syndicated from various sources may be constructed without knowledge of what the final presentation will be.

```
<div role="heading">Global News items</div>
... a list of global news with editorial comment....
```

```
<div role="heading">Local News items</div>
... a list of local news, with editorial comment ...
```

Example 2: Additional heading levels

This example demonstrates how to implement a level 7 heading using role="heading" and the aria-level attribute. Since HTML only supports headings through level 6, there is no native element to provide these semantics.

```
...
<h5>Fruit Trees</h5>
...
<h6>Apples</h6>
<p>Apples grow on trees in areas known as orchards...</p>
...
<div role="heading" aria-level="7">Jonagold</div>
<p>Jonagold is a cross between the Golden Delicious and Jonathan varieties...</p>
```

Testing Procedure

1. Examine each element with the attribute role="heading".
2. Determine whether the content of the element is appropriate as a heading.
3. If the element has an aria-level attribute, determine whether the value is the appropriate hierarchical level.

Technique ARIA13: Using aria-labelledby to name regions and landmarks⁴⁷

Example 1: Identify a landmark with on-page text

Below is an example of aria-labelledby used on a complementary Landmark. The region of the document to which the heading pertains could be marked with the aria-labelledby property containing the value of the id for the header.

```
<div role="complementary" aria-labelledby="hdr1">
  <h1 id="hdr1">
    Top News Stories
    ...
  </h1>
</div>
```

Example 2: Identification for Application landmarks

The following code snippet for application landmarks with static prose. If you have a regional landmark of type application and static descriptive text is available, then on the application landmark, include an aria-describedby reference to associate the application and the static text as shown here:

```
<div role="application" aria-labelledby="p123" aria-describedby="info">
  <h1 id="p123">Calendar</h1>
  <p id="info">
    This calendar shows the game schedule for the Boston Red Sox.
  </p>
```

⁴⁶ <https://www.w3.org/WAI/WCAG21/Techniques/aria/ARIA12.html>

⁴⁷ <https://www.w3.org/WAI/WCAG21/Techniques/aria/ARIA13.html>

```
<div role="grid">
  ...
</div>
```

Testing Procedure

1. Examine each element with attribute role=region or with a [landmark role](#), where an aria-labelledby attribute is also present.
2. Check that the value of the aria-labelledby attribute is the id of an element on the page.
3. Check that the text of the element with that id accurately labels the section of the page.

Technique ARIA16: Using aria-labelledby to provide a name for user interface controls⁴⁸

Example 1: Labelling a simple text field

The following is an example of aria-labelledby used on a simple text field to provide a label in a situation where there is no text available for a dedicated label but there is other text on the page that can be used to accurately label the control.

```
<input name="searchtxt" type="text" aria-labelledby="searchbtn">
<input name="searchbtn" id="searchbtn" type="submit" value="Search">
```

Example 2: Labelling a slider

Below is an example of aria-labelledby used to provide a label for a slider control. In this case the label text is selected from within a longer adjacent text string. Please note that this example is simplified to show only the labeling relationship; authors implementing custom controls also need to ensure that controls meet other success criteria.

```
<p>Please select the <span id="mysldr-lbl">number of days for your trip</span></p>
<div id="mysldr" role="slider" aria-labelledby="mysldr-lbl"></div>
```

Example 3: A label from multiple sources

The following example of aria-labelledby with multiple references uses the label element. For additional detail on concatenating multiple sources of information into a label with aria-labelledby, please view the technique [Using ARIA-labelledby to concatenate a label from several text nodes](#).

```
<label id="l1" for="f3">Notify me</label>
<select name="amt" id="f3" aria-labelledby="l1 f3 l2">
  <option value="1">1</option>
  <option value="2">2</option>
</select>
<span id="l2" tabindex="-1">days in advance</span>
```

Testing Procedure

For each user interface control element where an aria-labelledby attribute is present:

1. Check that the value of the aria-labelledby attribute is the id of an element or a space separated list of ids on the web page.
2. Check that the text of the referenced element or elements accurately labels the user interface control.

Technique ARIA17: Using grouping roles to identify related form controls⁴⁹

Example 1: Social Security Number

Social security number fields which are 9 digits long and broken up into 3 segments can be grouped using role="group".

```
<div role="group" aria-labelledby="ssn1">
  <span id="ssn1">Social Security#</span>
  <span style="color: #D90D0D;"> * </span>
  <input size="3" type="text" aria-required="true" title="First 3 digits" />-
  <input size="2" type="text" aria-required="true" title="Next 2 digits" />-
```

⁴⁸ <https://www.w3.org/WAI/WCAG21/Techniques/aria/ARIA16.html>

⁴⁹ <https://www.w3.org/WAI/WCAG21/Techniques/aria/ARIA17.html>

```
<input size="4" type="text" aria-required="true" title="Last 4 digits" />
</div>
```

Example 2: Identifying radio groups

This example demonstrates use `role=radiogroup`. Note also that the radio buttons are custom controls with `role=radio`. (But the script to make the span actually work like radio buttons is not included in this example.) One may optionally employ CSS to place a border around groups of such fields to visually reinforce the group relationship. The CSS properties are available below the form.

```
<h3>Set Alerts for your Account</h3>
<div role="radiogroup" aria-labelledby="alert1">
  <p id="alert1">Send an alert when balance exceeds $ 3,000</p>
  <div>
    <span role="radio" aria-labelledby="a1r1" name="a1radio"></span>
    <span id="a1r1">Yes</span>
  </div>
  <div>
    <span role="radio" aria-labelledby="a1r2" name="a1radio"></span>
    <span id="a1r2">No</span>
  </div>
</div>
<div role="radiogroup" aria-labelledby="alert2">
  <p id="alert2">Send an alert when a charge exceeds $ 250</p>
  <div>
    <span role="radio" aria-labelledby="a2r1" name="a2radio"></span>
    <span id="a2r1">Yes</span>
  </div>
  <div>
    <span role="radio" aria-labelledby="a2r2" name="a2radio"></span>
    <span id="a2r2">No</span>
  </div>
</div>
<p><input type="submit" value="Continue" id="continue_btn" name="continue_btn" /></p>
```

Related CSS Style Definition to place a border around the group of fields :

```
div[role=radiogroup] {
  border: black thin solid;
}
```

Testing Procedure

For groups of related controls where the individual labels for each control do not provide a sufficient description, and an additional group level description is needed:

1. Check that the group of logically related input or select elements are contained within an element with `role=group`.
2. Check that this group has an accessible name defined using `aria-label` or `aria-labelledby`.

Technique ARIA20: Using the region role to identify a region of the page⁵⁰

Example 1: Region on a news website

A section on the home page of a news website that contains a poll that changes every week is marked up with `role="region"`. The h3 text above the form is referenced as the region's name using `aria-labelledby`.

```
<div role="region" aria-labelledby="pollhead">
<h3 id="pollhead">This week's Poll</h3>
<form method="post" action="#">
  <fieldset>
    <legend>Do you believe the tax code needs to be overhauled?</legend>
    <input type="radio" id="r1" name="poll" />
    <label for="r1">No, it's fine the way it is</label>
    <input type="radio" id="r2" name="poll" />
    <label for="r2">Yes, the wealthy need to pay more</label>
    <input type="radio" id="r3" name="poll" />
```

⁵⁰ <https://www.w3.org/WAI/WCAG21/Techniques/aria/ARIA20.html>

```

    <label for="r3">Yes, we need to close corporate loopholes</label>
    <input type="radio" id="r4" name="poll" />
    <label for="r4">Changes should be made across the board</label>
  </fieldset>
</form>
<a href="results.php">See Poll Results</a>
</div>

```

Example 2: Identifying a region on a banking site

A user can expand links on a bank website after logging in to see details of term deposit accounts. The details are within a span marked up with region role. The heading for the region has role=heading and is included in the aria-labelledby that names the region.

```

<ol>
  <li><a id="l1" href="#" aria-expanded="false" title="Show details" aria-
controls="block1" >John Henry's Account</a>
    <div id="block1" class="nowHidden" tabindex="-1" aria-labelledby="l1 cd1"
role="region"><span id="cd1" role="heading" aria-level="3">Certificate of Deposit:</span>
      <table>
        <tr><th scope="row">Account:</th> <td>25163522</td></tr>
        <tr><th scope="row">Start date:</th> <td>February 1, 2014</td></tr>
        <tr><th scope="row">Maturity date:</th><td>February 1, 2016</td></tr>
        <tr><th scope="row">Deposit Amount:</th> <td>$ 3,000.00</td></tr>
        <tr><th scope="row">Maturity Amount:</th> <td>$ 3,072.43</td></tr>
      </table>
    </div>
  </li>
</ol>

```

Example 3: Identifying a portlet with a generic region

This example shows how a generic region landmark might be added to a weather portlet. There is no existing text on the page that can be referenced as the label, so it is labelled with aria-label.

```

<div role="region" aria-label="weather portlet">
  ...
</div>

```

Testing Procedure

For each section marked up with role="region":

1. Examine the content and ensure that it is important enough to have an independent landmark
2. Ensure that a standard landmark role is not appropriate for this content
3. Check that the region has a programmatically determined name

Technique G115: Using semantic elements to markup structure⁵¹ **AND** Technique H49: Using semantic markup to mark emphasized or special text⁵²

Examples for G115:

Example 1

A paragraph contains a hyperlink to another page. The hyperlink is marked up using the <a> element.

```

<p> Do you want to try our new tool yourself? A free
    demonstration version is available in our
    <a href="download.html">download section </a></p>

```

Example 2

A page about the history of marriage uses a quotation from Jane Austen's novel, Pride and Prejudice, as an example. The reference to the book is marked up using the cite element and the quotation itself is marked up using the blockquote element.

⁵¹ <https://www.w3.org/WAI/WCAG21/Techniques/general/G115.html>

⁵² <https://www.w3.org/WAI/WCAG21/Techniques/html/H49.html>

```

<p>Marriage was considered a logical step for a bachelor,
as can be seen in the first chapter of the novel
<cite>Pride and Prejudice</cite>:</p>
<blockquote>
<p>It is a truth universally acknowledged, that a single man in
possession of a good fortune, must be in want of a wife.</p>
<p>However little known the feelings or views of such a man may
be on his first entering a neighbourhood, this truth is so well
fixed in the minds of the surrounding families, that he is considered
the rightful property of some one or other of their daughters.</p>
</blockquote>

```

Example 3

A car manual explains how to start the engine. The instructions include a warning to make sure the gear is in neutral. The author feels the warning is so important that it should be emphasized so the warning is marked up using the strong element.

```

<h1>How to start the engine</h1>
<p>Before starting the engine, <strong>make sure the gear
is in neutral</strong>. Next, turn the key in the ignition.
The engine should start.</p>

```

Example 4

This example shows how to use the em and strong elements to emphasize text.

```

<p>What she <em>really</em> meant to say was,
"This is not ok, it is <strong>excellent</strong>!"</p>

```

Example 5: Using highlighting and background color to visually and semantically identify important information.

```

<style type="text/css">
.vocab {
background-color:cyan;
font-style:normal;
}
</style>
...
<p>New vocabulary words are emphasized and highlighted
with a cyan background</p>
<p>The <em class="vocab">scathing</em> review of the play
seemed a bit too harsh... </p>

```

Testing Procedure for G115:

1. Check if there are parts of the content that have a semantic function.
2. For each part that has a semantic function, if corresponding semantic markup exists in the technology, check that the content has been marked up using that semantic markup.

Examples for H49:

Example 1: Using the em and strong elements to emphasize text

The em and strong elements are designed to indicate structural emphasis that may be rendered in a variety of ways (font style changes, speech inflection changes, etc.).

```

... What she <em>really</em> meant to say was, "This is not OK,
it is <strong>excellent</strong>" ...

```

Example 2: Using the blockquote element to mark up long quotations from another source

This example also demonstrates the use of the cite element to specify a reference.

```

<p>The following is an excerpt from the <cite>The Story Of My Life</cite>
by Helen Keller:</p>
<blockquote>
<p>Even in the days before my teacher came, I used to feel along the square stiff

```



```
boxwood hedges, and, guided by the sense of smell, would find the first violets
and lilies. There, too, after a fit of temper, I went to find comfort and to hide
my hot face in the cool leaves and grass.</p>
</blockquote>
```

Example 3: Using the *q* element to mark up a shorter quotation from another source

Quotation marks aren't manually added to the quote because they are added by the user agent.

```
<p>Helen Keller said, <q>Self-pity is our worst enemy and if we yield to it,
we can never do anything good in the world</q>.</p>
```

Example 4: Using the *sup* and *sub* elements to markup superscripts and subscripts

The sup and sub elements must be used only to markup typographical conventions with specific meanings, not for typographical presentation for presentation's sake.

```
<p>Beth won 1<sup>st</sup> place in the 9<sup>th</sup> grade science competition.</p>
<p>The chemical notation for water is H<sub>2</sub>O.</p>
```

Example 5: Using the *code* element to mark up code

This example shows use of the code element to provide visual emphasis for a CSS rule:

```
<code>
#trial {
  background-image: url(30daytrial.jpg);
  background-position: left top;
  background-repeat: no-repeat;
  padding-top: 68px;
}
</code>
```

Testing Procedure for H49:

1. Examine the content for information that is conveyed through variations in presentation of text.
2. Check that appropriate semantic markup (such as **em**, **strong**, **cite**, **blockquote**, **sub**, and **sup**) have been used to mark the text that conveys information through variations in text.

Technique G117: Using text to convey information that is conveyed by variations in presentation of text⁵³

Example 1: Indicating new content with boldface and a text indicator

The following example shows a list of accessibility standards. WCAG 2.0 is new, so is indicated in bold face. To avoid conveying information solely by presentation, the word "(new)" is included after it as well.

```
<h2>Web Accessibility Guidelines</h2>
<ul>
  <li><strong>WCAG 2.0 (New)</strong></li>
  <li>WCAG 1.0</li>
  <li>Section 508</li>
  <li>JIS X 8341-3</li>
  ...
</ul>
```

Example 2: Font variations and explicit statements.

An on-line document has gone through multiple drafts. Insertions are underlined and deletions are struck through. At the end of the draft a "change history" lists all changes made to each draft.

Example 3: Providing an alternate way to know which words in the text have been identified by using a different font.

An on-line test requires students to write a short summary of a longer document. The summary must contain certain words from the original document. When a sentence in the original document contains a word or phrase that must be

⁵³ <https://www.w3.org/WAI/WCAG21/Techniques/general/G117.html>

used in the summary, the word or phrase is shown in a different font than the rest of the sentence. A separate section also lists all the words and phrases that must be used in the summary.

Testing Procedures

1. Find items where variations in presentation of text are used to convey information.
2. For those items, check to determine if information conveyed visually is also stated explicitly in text.

Technique G140: Separating information and structure from presentation to enable different presentations⁵⁴

Example 1: HTML with CSS

An HTML document uses the structural features of HTML, such as paragraphs, lists, headings, etc., and avoids presentational features such as font changes, layout hints, etc. CSS is used to format the document based on its structural properties. Well-crafted "class" attributes in the HTML extend the semantics of the structural markup if needed to allow more flexible formatting with CSS. Assistive technologies can substitute or extend the CSS to modify presentation, or ignore the CSS and interact directly with the structural encoding.

Example 2: Tagged PDF

A PDF document consists mostly of the content embedded with formatting information. Information about the structure is provided in a separate section of the document using XML-like tags; this is called "tagged PDF". The information in these tags can be used by assistive technologies to perform meaningful structure transformations (e.g., generating a list of sections) or to support interaction with content based on structural characteristics (e.g., jumping to the start of forms).

Testing Procedures

1. Examine the encoding of a document.
2. Check that structural information and functionality are explicitly provided and is logically separated from presentational information.

Technique ARIA24: Semantically identifying a font icon with `role="img"`⁵⁵

Example 1: Star Icon Font used as an indicator (not interactive)

In this example a star icon is used to indicate a favorite. It is not interactive and does not disappear if the user overrides the font family via CSS.

Author CSS

```
/* default class for fonts-face with icons */  
.icon { font-family: 'IconFontRoleImg' !important; }
```

```
/* specific class for icon */  
.icon-star-bg:before { content: "\e982"; }
```

HTML

- Instead of... -

```
<p>  
  <span class="icon icon-star-bg"></span>  
</p>
```

- Do... -

```
<p>  
  <span class="icon icon-star-bg" role="img" aria-label="Favorite"></span>  
</p>
```

User CSS

```
*:not([role="img"]) { font-family: Verdana, sans-serif !important; }
```

Example 2: Two colored / stacked star Icon Font used as an indicator

⁵⁴ <https://www.w3.org/WAI/WCAG21/Techniques/general/G140.html>

⁵⁵ <https://www.w3.org/WAI/WCAG21/Techniques/aria/ARIA24.html>

In this example a two colored star icon is created by stacking two fonts with different colors on top of each other. This way it's possible to mimic only half the star is filled. It is not interactive and does not disappear if the user overrides the font family via CSS.

Author CSS

```
/* default class for fonts-face with icons */
.icon { font-family: 'IconFontRoleImg' !important; }

/* specific classes for icons */
.icon-star-bg:before {content: "\e982"; }
.icon-star-half:before {content: "\e983"; }
```

HTML

```
- Instead of... -
<span class="icon-stacked">
  <span class="icon icon-star-bg grey"></span>
  <span class="icon icon-star-half yellow"></span>
</span>

- Do... -
<span class="icon-stacked" role="img" aria-label="Favorite star half filled">
  <span class="icon icon-star-bg grey" role="img" aria-hidden="true"></span>
  <span class="icon icon-star-half yellow" role="img" aria-hidden="true"></span>
</span>
```

User CSS

```
*:not([role="img"]) { font-family: Verdana, sans-serif !important; }
```

Example 3: Email Icon Font in a link WITHOUT visible text

In this example an email icon is in a link with no visible text. It does not disappear if a user overrides font family. The icon font is identified by assistive technology as a "link image" and the name "Email" (keyboard or mouse).

Author CSS

```
/* default class for fonts-face with icons */
.icon { font-family: 'IconFontRoleImg' !important; }

/* specific class for icon */
.icon-email:before { content: "\e93e"; }
```

HTML

```
- Instead of... -
<a href="email.html">
  <span class="icon icon-email"></span>
</a>

- Do... -
<a href="email.html">
  <span class="icon icon-email" role="img" aria-label="Email"></span>
</a>
```

User CSS

```
*:not([role="img"]) { font-family: Verdana, sans-serif !important; }
```

Example 4: Multiple Icon Fonts as part of another semantic element WITH visible text

This example already has a visible text label in the link to be used as an accessible name, the mail and chevron font icons must stay visible when the font family is changed. This can be done by ensuring the icons are contained in their own element and the attribute `aria-hidden="true"` is used so the font icons will be ignored by assistive technologies.

Author CSS

```
/* default class for fonts-face with icons */
.icon { font-family: 'IconFontRoleImg' !important; }

/* specific class for icon */
- See style declarations in HTML examples -
```

HTML

```

- Instead of... -
<style>
.icon-double-link:before { content: "\e93e"; }
.icon-double-link:after { content: "\e993"; }
</style>

<a href="email.html" class="icon-double-link">
  Email
</a>

- Do... -
<style>
.icon-email:before { content: "\e93e"; }
.icon-chevron:before { content: "\e993"; }

.icon-double-link .icon-chevron { float: right; margin-left: 1.5rem; }
</style>

<a href="email.html" class="icon-double-link">
  <span class="icon icon-email" role="img" aria-hidden="true"></span>
  <span class="icon icon-chevron" role="img" aria-hidden="true"></span>
  Email
</a>

```

User CSS

```
*:not([role="img"]) { font-family: Verdana, sans-serif !important; }
```

Testing Procedure

For each font icon check that:

1. The element providing the font icon has `role="img"`.

Situation B: The technology in use does NOT provide the semantic structure to make the information and relationships conveyed through presentation programmatically determinable:

Technique G117: Using text to convey information that is conveyed by variations in presentation of text

Examples

{See Above}

Testing Procedure

{See Above}

Making information and relationships conveyed through presentation programmatically determinable or available in text using the following techniques:

Technique T1: Using standard text formatting conventions for paragraphs⁵⁶

Examples

Two paragraphs. Each starts and ends with a blank line.

This is the first sentence in this paragraph. Paragraphs may be long or short.

In this paragraph the first line is indented. Indented and non-indented sentences are allowed. White space within the paragraph lines is ignored in defining paragraphs. Only completely blank lines are significant.

Testing Procedures

⁵⁶ <https://www.w3.org/WAI/WCAG21/Techniques/text/T1.html>

For each paragraph:

1. Check that the paragraph is preceded by exactly one blank line, or that the paragraph is the first content in the Web page
2. Check that the paragraph is followed by at least one blank line, or that the paragraph is the last content in the Web page.
3. Check that no paragraph contains any blank lines

Technique T2: Using standard text formatting conventions for lists⁵⁷

Example 1: Unordered list

- unordered list item
- unordered list item
- unordered list item

Example 2: Numeric ordered list

1. Ordered list item
2. Ordered list item
3. Ordered list item

Example 3: Roman numeral ordered list

- i. Ordered list item
- ii. Ordered list item
- iii. Ordered list item
- iv. Ordered list item

Example 4: Alphabetic ordered list

- A) Ordered list item
- B) Ordered list item
- C) Ordered list item

Testing Procedure

For each list in the text content

1. Check that each list item is a paragraph that starts with a label
2. Check that the list contains no lines that are not list items
3. Check that all list items in a list use the same style label
4. Check that the labels in ordered lists are in sequential order
5. Check that the labels in each unordered list are the same

Technique T3: Using standard text formatting conventions for headings⁵⁸

Example

A paragraph is followed by two blank lines, then a heading, then one blank line, then another paragraph:

...this is the end of paragraph 1.

The Text of the Heading

This is the beginning of paragraph 2.

Testing Procedure

For each heading in the content:

1. Check that each heading is preceded by two blank lines
2. Check that each heading is followed by a blank line
3. Check that no heading contains any blank lines

⁵⁷ <https://www.w3.org/WAI/WCAG21/Techniques/text/T2.html>

⁵⁸ <https://www.w3.org/WAI/WCAG21/Techniques/text/T3.html>

1.3.2 Meaningful Sequence (Level A)⁵⁹ – This Success Criterion's goal was to make sure that when the presentation format changes, information and connections that were implied by visual or auditory formatting were still available. For instance, the presentation format could have altered when a screen reader read the information or when a user style sheet took the place of the author's style sheet. It's important to note that some platforms might not offer a way to programmatically determine certain sorts of data and relationships. In that situation, a text description of the data and connections is required. Asterisks (*) are used to indicate that a field is necessary. When the page is linearized, the text description should be close to the information it is describing, such as in the parent element or in the adjacent element.

Technique G57: Ordering the content in a meaningful sequence⁶⁰

Examples

A Web page from a museum exhibition contains a navigation bar containing a long list of links. The page also contains an image of one of the pictures from the exhibition, a heading for the picture, and a detailed description of the picture. The links in the navigation bar form a meaningful sequence. The heading, image, and text of the description also form a meaningful sequence. CSS is used to position the elements on the page.

Markup:

```
<h1>My Museum Page</h1>
<ul id="nav">
  <li><a href="#">Link 1</a></li>
  ...
  <li><a href="#">Link 10</a></li>
</ul>
<div id="description">
  <h2>Mona Lisa</h2>
  <p>
    
  </p>
  <p>...detailed description of the picture...</p>
</div>
```

CSS:

```
ul#nav {
  float: left;
  width: 9em;
  list-style-type: none;
  margin: 0;
  padding: 0.5em;
  color: #fff;
  background-color: #063;
}
ul#nav a {
  display: block;
  width: 100%;
  text-decoration: none;
  color: #fff;
  background-color: #063;
}
div#description {
  margin-left: 11em;
}
```

Testing Procedure

1. Linearize content using a standard approach for the technology (e.g., removing layout styles or running a linearization tool)
2. Check to see if the order of content yields the same meaning as the original

Marking sequences in the content as meaningful **AND** **Technique G57:** Ordering the content in a meaningful sequence:

⁵⁹ <https://www.w3.org/WAI/WCAG21/Understanding/info-and-relationships.html>

⁶⁰ <https://www.w3.org/WAI/WCAG21/Techniques/general/G57.html>

Technique H34: Using a Unicode right-to-left mark (RLM) or left-to-right mark (LRM) to mix text direction inline⁶¹

Example

This example shows an Arabic phrase in the middle of an English sentence. The exclamation point is part of the Arabic phrase and should appear on its left. Because it is between an Arabic and Latin character and the overall paragraph direction is LTR, the bidirectional algorithm positions the exclamation mark to the right of the Arabic phrase.

The title is "مفتاح معايير الويب" in Arabic.

Visually-ordered ASCII version (RTL text in uppercase, LTR in lower):
the title is "HCTIWS SDRADNATS BEW!" in arabic.

Inserting a Unicode right-to-left mark in the code immediately after the exclamation mark positions it correctly when you view the displayed text (see below). You can use a character escape or the (invisible) control character to insert the right-to-left mark.

The title is "مفتاح معايير الويب!" in Arabic.

Visually-ordered ASCII version:
the title is "!HCTIWS SDRADNATS BEW" in arabic.

Testing Procedure

1. Examine the source for places where text changes direction.
2. When text changes direction, check whether neutral characters such as spaces or punctuation occur adjacent to text that is rendered in the non-default direction.
3. When check 2 is true and the HTML bidirectional algorithm would produce the wrong placement of the neutral characters, check whether the neutral characters are followed by Unicode right-to-left or left-to-right marks that cause neutral characters to be placed as part of the preceding characters.

Technique H56: Using the `dir` attribute on an inline element to resolve problems with nested directional runs⁶²

Example: Defining the text direction of a nested, mixed-direction phrase, in Hebrew and English, to be right-to-left

Because the whole quote is in Hebrew, and therefore runs right to left, the text "W3C" and the comma should appear to the left of (i.e., after) the Hebrew text, like this:

The title is "פעילות הבינאום, W3C" in Hebrew.

Visually-ordered ASCII version (RTL text in uppercase, LTR in lower):
the title is "w3c,YTIVITCA NOITAZILANOITANRETNI" in Hebrew.

The Unicode bidirection algorithm alone is insufficient to achieve the right result, and leaves the text "W3C" on the right side of the quote:

The title is "פעילות הבינאום, W3C" in Hebrew.

Visually-ordered ASCII version:
the title is "YTIVITCA NOITAZILANOITANRETNI, w3c" in hebrew.

The following markup will produce the expected result:

<p>The title says "פעילות הבינאום, W3C" in Hebrew.</p>

Testing Procedure

1. Examine the text direction of text in the document

⁶¹ <https://www.w3.org/WAI/WCAG21/Techniques/html/H34.html>

⁶² <https://www.w3.org/WAI/WCAG21/Techniques/html/H56.html>

2. If the text direction is right-to-left, check that for the ancestor element that has a dir attribute, the attribute has the value "rtl"
3. If the text direction is left-to-right, check that there is no ancestor element with a dir attribute, or that for the ancestor element that has a dir attribute, the attribute has the value "ltr"

Technique C6: Positioning content based on structural markup⁶³

Example

In this example structural markup (definition lists) have been applied to the content. CSS has been used to style the content into columnar form. Each class absolutely positions the content into columns and the margins have been set to 0 to override the default behavior of user agents to display HTML definition lists with the DD element indented.

Here is the content to be displayed:

```
<div class="box">
  <dl>
    <dt class="menu1">Products</dt>
    <dd class="item1">Telephones</dd>
    <dd class="item2">Computers</dd>
    <dd class="item3">Portable MP3 Players</dd>
    <dt class="menu2">Locations</dt>
    <dd class="item4">Idaho</dd>
    <dd class="item5">Wisconsin</dd>
  </dl>
</div>
```

Here is the CSS which positions and styles the above elements:

```
.item1 {
  left: 0;
  margin: 0;
  position: absolute;
  top: 7em;
}
.item2 {
  left: 0;
  margin: 0;
  position: absolute;
  top: 8em;
}
.item3 {
  left: 0;
  margin: 0;
  position: absolute;
  top: 9em;
}
.item4 {
  left: 14em;
  margin: 0;
  position: absolute;
  top: 7em;
}
.item5 {
  left: 14em;
  margin: 0;
  position: absolute;
  top: 8em;
}
.menu1 {
  background-color: #FFFFFF;
  color: #FF0000;
  font-family: sans-serif;
  font-size: 120%;
  left: 0;
```

⁶³ <https://www.w3.org/WAI/WCAG21/Techniques/css/C6.html>


```

margin: 0;
position: absolute;
top: 3em;
}
.menu2 {
background-color: #FFFFFF;
color: #FF0000;
font-family: sans-serif;
font-size: 120%;
left: 10em;
margin: 0;
position: absolute;
top: 3em;
}
#box {
left: 5em;
position: absolute;
top: 5em;
}

```

When style sheets are applied, the data are displayed in two columns of "Products" and "Locations." When the style sheets are not applied, the text appears in a definition list which maintains the structure and reading order.

Testing Procedure

For content which uses CSS for positioning

1. Remove the style information from the document or turn off use of style sheets in the user agent.
2. Check that the structural relations and the meaning of the content are preserved.

Technique C8: Using CSS letter-spacing to control spacing within a word⁶⁴

Example: Separating characters in a word

The following CSS would add the equivalent of a space between each character in a level-2 heading:

```
h2 { letter-spacing: 1em; }
```

So for the markup:

```
<h2>Museum</h2>
```

the rendered result might look something like:

M u s e u m

Testing Procedure

For each word that appears to have non-standard spacing between characters:

1. Check whether the CSS letter-spacing property was used to control spacing.

Technique C27: Making the DOM order match the visual order⁶⁵

Example

- An online newspaper has placed a navigation bar visually in the top left corner of the page directly below its initial logo. In the source code, the navigation elements appear after the elements encoding the logo.

Testing Procedure

1. Visually examine the order of the content in the Web page as it is presented to the end user.
2. Examine the elements in the DOM using a tool that allows you to see the DOM.
3. Ensure that the order of the content in the source code sections match the visual presentation of the content in the Web page. (e.g., for an English language page, the order is from top to bottom and from left to right.) "

⁶⁴ <https://www.w3.org/WAI/WCAG21/Techniques/css/C8.html>

⁶⁵ <https://www.w3.org/WAI/WCAG21/Techniques/css/C27.html>

1.3.3 Sensory Characteristics (Level A)⁶⁶ – The purpose of this criterion was to make it possible for a user agent to deliver content in a different way while still maintaining the necessary reading sequence for comprehension. According to the guidelines, it was crucial that at least one logical sequence of the content could be determined automatically. The goal was to identify that when assistive technology reads the material out of sequence, when other style sheets were used, or when other formatting modifications are made, content that does not match this Success Criterion could cause users to become confused or disoriented.

Note: Other techniques may also be sufficient if they meet the success criterion.

Technique G96: Providing textual identification of items that otherwise rely only on sensory information to be understood⁶⁷

Example 1

A round button is provided on a form to submit the form and move onto the next step in a progression. The button is labeled with the text "go." The instructions state, "to submit the form press the round button labeled *go*". This includes both shape and textual information to locate the button.

Example 2

Instructions for a Web page providing on-line training state, "Use the list of links to the right with the heading, 'Class Listing' to navigate to the desired on-line course." This description provides location as well as textual clues to help find the correct list of links.

Example 3

The following layout places a button in the lower right corner and indicates it by position. An indication of the text label clarifies which button to use for users who access a linearized version in which the position is not meaningful.

```
<table>
  <tbody>
    <tr>
      <td colspan="2">Push the lower right [Preview] button.</td>
      <td>
        <span style="background: ButtonFace; color: ButtonText; border:
        medium outset ButtonShadow;
        width: 5em; display: block; font-weight: bold; text-align: center;">
        Print</span>
      </td>
    </tr>
    <tr>
      <td>
        <span style="background: ButtonFace; color: ButtonText; border:
        medium outset ButtonShadow;
        width: 5em; display: block; font-weight: bold; text-align: center;">
        Cancel</span>
      </td>
      <td>
        <span style="background: ButtonFace; color: ButtonText; border:
        medium outset ButtonShadow;
        width: 5em; display: block; font-weight: bold; text-align: center;">
        OK</span>
      </td>
    </tr>
    <tr>
      <td>
        <span style="background: ButtonFace; color: ButtonText; border:
        medium outset ButtonShadow;
        width: 5em; display: block; font-weight: bold; text-align: center;">
        Preview</span>
      </td>
    </tr>
  </tbody>
</table>
```

⁶⁶ <https://www.w3.org/WAI/WCAG21/Understanding/meaningful-sequence.html>

⁶⁷ <https://www.w3.org/WAI/WCAG21/Techniques/general/G96.html>

Testing Procedure

Find all references in the Web page that mention the shape, size, or position of an object. For each such item:

1. Check that the reference contains additional information that allows the item to be located and identified without any knowledge of its shape, size, or relative position.

1.3.4 Orientation (Level AA)⁶⁸ – This Success Criterion's objectives were to ensure that anyone who wants to use the content may do so, even if they are unable to grasp concepts like size, shape, or orientation. Some material depended on information about the position or shape of objects that were not provided by the content's structure (for example, "round button" or "button to the right"). Because of how their assistive technologies are designed, some disabled users might be unable to discern shape or position. Additional information must be provided to clarify instructions that rely on this kind of information in order to meet this success criterion.

Note: Other techniques may also be sufficient if they meet the success criterion.

Using CSS to set the orientation to allow both landscape and portrait.
--

Use of show/hide controls to allow access to content in different orientations.

1.3.5 Identify Input Purpose (Level AA)⁶⁹ – The purpose of this criteria point was to make sure that content displays in the user's desired orientation (landscape or portrait). Some websites and applications restrict the screen's display orientation automatically and expect users to respond by turning their devices to conform. However, this can lead to issues. Some users have their devices fixedly mounted (e.g. on the arm of a power wheelchair). Websites and software should therefore support both orientations by not limiting the orientation. This criterion, which is concentrated on limits of orientation, does not encompass changes in content or functionality caused by changes in display size.

The input field serves a purpose identified in the Input Purposes for User Interface Components section; and the content is implemented using technologies with support for identifying the expected meaning for form input data.

1.3.6 Identify Purpose (Level AA)⁷⁰ – In order for user agents to extract and convey this purpose to users using various modalities, it must be possible to programmatically establish the purpose of a form input gathering user information. Filling out forms is made simpler, especially for those with cognitive limitations, by the ability to programmatically indicate the specific type of data required in a certain field. Users may benefit from having fields that collect specific types of information be rendered in an unambiguous, consistent, and possibly customized way for different modalities - either through defaults in their user agent, or with the help of assistive technologies. Appropriate visible labels and instruction can help users understand the purpose of form input fields.

Technique ARIA11: Using ARIA landmarks to identify regions of a page

Examples

{See Above}

Testing Procedures

{See Above}

Using microdata to markup user interface components (future link)

⁶⁸ <https://www.w3.org/WAI/WCAG21/Understanding/sensory-characteristics.html>

⁶⁹ <https://www.w3.org/WAI/WCAG21/Understanding/orientation.html>

⁷⁰ <https://www.w3.org/WAI/WCAG21/Understanding/identify-input-purpose.html>

1.4 Distinguishable⁷¹ – Under WCAG, this section requires that the target site create content that is simpler for users to see and hear, distinguishing foreground from background. There are nine criteria points. The first two grant level A conformance while the remaining seven are for level AA.

1.4.1 Use of Color (Level A)⁷² – This Success Criterion's goal is to make sure that all visually impaired users can access information that is communicated through color disparities – through the use of color when each color has a specific meaning. Users with color blindness might not be able to see the color if the information is presented by color differences in an image (or other non-text format). In this instance, giving the color conveys information through another visual medium guarantees that users who are color-blind can still understand the content.

Situation A: If the color of particular words, backgrounds, or other content is used to indicate information:

Technique G14: Ensuring that information conveyed by color differences is also available in text⁷³

Example 1: A color-coded schedule

The schedule for sessions at a technology conference is organized into three tracks. Sessions for Track 1 are displayed over a blue background. Sessions in Track 2 are displayed over a yellow background. Sessions in Track 3 are displayed on a green background. After the name of each session is a code identifying the track in text: T1 for Track 1, T2 for Track 2, and T3 for Track 3.

Example 2: A color-coded schedule with icons

The schedule for sessions at a technology conference is organized into three tracks. Next to the title of each session is an icon consisting of a colored circle with a number in the middle showing what track it belongs to: blue circles with the number 1 represent track 1, yellow circles with the number 2 represent Track 2, and green circles with the number 3 represent Track 3. Each icon is associated with a text alternative reading "Track 1," "Track 2," or "Track 3," as appropriate.

Example 3: A form with required fields

A form contains several required fields. The labels for the required fields are displayed in red. In addition, at the end of each label is an asterisk character, *. The instructions for completing the form indicate that "all required fields are displayed in red and marked with an asterisk *", followed by an example.

Note: Asterisks may not be read by all screen readers (in all reading modes) and may be difficult for users with low vision because they are rendered in a smaller size than default text. It is important for authors to include the text indicating that asterisk is used and to consider increasing the size of the asterisk that is presented.

Example 4: A form with a green submit button

An on-line loan application explains that green buttons advance in the process and red buttons cancel the process. A form contains a green button containing the text *Go*. The instructions say, "Press the button labeled *Go* to submit your results and proceed to the next step."

Testing Procedure

For each item where a color difference is used to convey information:

1. Check that the information conveyed is also available in text and that the text is not conditional content.

Technique G205: Including a text cue for colored form control labels⁷⁴

Example: Required fields in an HTML form

The instructions for an online form say, "Required fields are shown in red and marked with (required)." The cue "(required)" is included within the label element.

⁷¹<https://www.w3.org/WAI/WCAG21/quickref/?showtechniques=131%2C132%2C133%2C134%2C141%2C142%2C143%2C144%2C145%2C1410%2C1411%2C1412#distinguishable>

⁷² <https://www.w3.org/WAI/WCAG21/Understanding/use-of-color.html>

⁷³ <https://www.w3.org/WAI/WCAG21/Techniques/general/G14.html>

⁷⁴ <https://www.w3.org/WAI/WCAG21/Techniques/general/G205.html>

```
<label for="lastname" class="required">Last name (required): </label>
<input id="lastname" type="text" size="25" value=""/>
<style type="text/css">
  .required {
    color:red;
  }
</style>
```

Testing Procedure

For any content where color differences are used to convey information:

1. Check that the same information is available through text or character cues.

Technique G182: Ensuring that additional visual cues are available when text color differences are used to convey information⁷⁵

Examples

- The default formatting for links on a page includes presenting them both in a different color than the other text on the page underlining them to make the links identifiable even without color vision.
- An article comparing the use of similar elements in different markup languages uses colored text to identify the elements from each language. Elements from the first markup language are identified using BLUE, bolded text. Elements from the second are presented as RED, italicized text.
- A news site lists links to the articles appearing on its site. Additional information such as the section the article appears in, the time the article was posted, a related location or an indication that it is accompanied by live video appears in some cases. The links to the articles are in a different color than the additional information but the links are not underlined, and each link is presented in a larger font than the rest of the information so that users who have problems distinguishing between colors can identify the links more easily.
- Short news items sometimes have sentences that are also links to more information. Those sentences are printed in color and use a sans-serif font face while the rest of the paragraph is in black Times-Roman.

Testing Procedure

1. Locate all instances where the color of text is used to convey information.
2. Check that any text where color is used to convey information is also styled or uses a font that makes it visually distinct from other text around it.

Technique G183: Using a contrast ratio of 3:1 with surrounding text and providing additional visual cues on hover for links or controls where color alone is used to identify them⁷⁶

Example 1: Colors that would provide 3:1 contrast with black words and 4.5:1 contrast with a white background

Refer to [Links with a 3:1 contrast ratio with surrounding text](#)

Example 2

The hypertext links in a document are medium-light blue (#3366CC) and the regular text is black (#000000). Because the blue text is light enough, it has a contrast of 3.9:1 with the surrounding text and can be identified as being different than the surrounding text by people with all types of color blindness, including those individuals who cannot see color at all.

Testing Procedure

For each instance where color is used to convey information about text:

1. Check that the [relative luminance](#) of the color of the text differs from the relative luminance of the surrounding text by a contrast ratio of at least 3:1.
2. Check that hovering over the link causes a visual enhancement (such as an underline, font change, etc.)

⁷⁵ <https://www.w3.org/WAI/WCAG21/Techniques/general/G182.html>

⁷⁶ <https://www.w3.org/WAI/WCAG21/Techniques/general/G183.html>

Situation B: If color is used within an image to convey information:

Technique G111: Using color and pattern⁷⁷

Example 1

A real estate site provides a bar chart of average housing prices in several regions of the United States. The bar for each region is displayed with a different solid color and a different pattern. The legend uses the same colors and patterns to identify each bar.

Example 2

An on-line map of a transportation system displays each route in a different color. The stops on each route are marked with a distinctive icon such as a diamond, square, or circle to help differentiate each route.

Example 3

A flow chart describes a set of iterative steps to complete a process. It uses dashed, arrowed lines with a green background to point to the next step in the process when the specified condition passes. It uses dotted arrowed lines with a red background to point to the next step in the process when the specified condition fails.

Example 4

The content includes an interactive game. The game pieces for the 4 players are distinguished from one another using both color and pattern.

Testing Procedure

For each image within the Web page that use color differences to convey information:

1. Check that all information that is conveyed using color is also conveyed using patterns that do not rely on color.

Technique G14: Ensuring that information conveyed by color differences is also available in text

Examples

{See Above}

Testing Procedure

{See Above}

1.4.2 Audio Control (Level A)⁷⁸ – On the target site, if other audio is playing at the same time as the voice output, people who use screen reading software might have trouble hearing it. When the screen reader's voice output is software-based (as most are) and is controlled by the same volume control as the sound, this problem is made worse. The guidelines make it clear that it is crucial that the user be able to turn off the background noise because of this. Reducing the volume to zero is part of having control over the volume.

Technique G60: Playing a sound that turns off automatically within three seconds⁷⁹

Examples

- Example 1: A Web page opens with a trumpet fanfare and then goes silent
- Example 2: A homepage opens with the chairman saying "Binfor, where quality is our business." then going silent.
- Example 3: A Web page opens with instructions on how to get started: "To begin, press the enter key."
- Example 4: A Web page opens with a warning and then goes silent.

Testing Procedures

1. Load the Web page
2. Check that all sound that plays automatically stops in 3 seconds or less

⁷⁷ <https://www.w3.org/WAI/WCAG21/Techniques/general/G111.html>

⁷⁸ <https://www.w3.org/WAI/WCAG21/Understanding/audio-control.html>

⁷⁹ <https://www.w3.org/WAI/WCAG21/Techniques/general/G60.html>

Technique G170: Providing a control near the beginning of the Web page that turns off sounds that play automatically⁸⁰

Example 1

A Web page contains a time-based media presentation that includes an audio track as well as an animated video describing how to repair a lawnmower engine. The page contains 2 buttons that say "Pause" and "Stop", which give the user control over when and if the time-based media plays.

Example 2

A Web page contains an embedded short film. The page contains a button that says, "Pause the movie", which allows the user to pause the film.

Example 3

A Web page contains a presentation that includes video and audio. The page contains a button that says "Turn off multimedia", which allows the user to stop any video and audio from playing.

Testing Procedure

1. Load a Web page.
2. Check for music or sounds that start automatically.
3. Check that a control that allows the user to turn off the sounds is provided near the beginning of the page.

Technique G171: Playing sounds only on user request⁸¹

Example 1

A Web page from a grey whale conservation society has a looping background sound of grey whales singing. There are also sounds of water splashing. The sounds do not start automatically. Instead, the Web content provides a link at the top of the page to allow the user to start the sounds manually. The button says, "Turn sounds on." After pressing the "turn sounds on" button, the sounds are heard. The user is then presented with an option to "turn sounds off."

Example 2

A link is provided to a sound file that includes the sounds of the grey whales. The link text says, "Hear the song of the grey whale (mp3)."

Testing Procedure

1. Load a Web page that is known to contain sounds that play for 3 seconds or longer.
2. Check that no sounds play automatically.
3. Check that there is a way for a user to start sounds manually.

1.4.3 Contrast (Minimum) (Level AA)⁸² – Hue and saturation have little to no impact on readability, as measured by reading performance, in those without color impairments (Knoblauch et al., 1991). Luminance contrast can be slightly impacted by color deficits. So that those with color vision impairments will also have sufficient contrast between the text and the backdrop, the recommendation's contrast calculation does not take color into account. Excluded is ornamental text that provides no information. For instance, it won't need to meet this requirement if random words are used to form a background and the words can be swapped out or rearranged without changing their meaning.

Situation A: text is less than 18-point if not bold and less than 14-point if bold

Technique G18: Ensuring that a contrast ratio of at least 4.5:1 exists between text (and images of text) and background behind the text⁸³

Examples

⁸⁰ <https://www.w3.org/WAI/WCAG21/Techniques/general/G170.html>

⁸¹ <https://www.w3.org/WAI/WCAG21/Techniques/general/G171.html>

⁸² <https://www.w3.org/WAI/WCAG21/Understanding/contrast-minimum.html>

⁸³ <https://www.w3.org/WAI/WCAG21/Techniques/general/G18.html>

- A black background is chosen so that light colored letters that match the company logo can be used.
- Text is placed over a picture of the college campus. Since a wide variety of colors and shades appear in the picture, the area behind the text is fogged white so that the picture is very faint, and the maximum darkness is still light enough to maintain a 4.5:1 contrast ratio with the black text written over the picture.

See also the contrast samples in related resources.

Testing Procedure

(1) Measure the relative luminance of each letter (unless they are all uniform) using the formula:

- $L = 0.2126 * R + 0.7152 * G + 0.0722 * B$ where **R**, **G** and **B** are defined as:
 - if $R_{sRGB} \leq 0.04045$ then $R = R_{sRGB} / 12.92$ else $R = ((R_{sRGB} + 0.055) / 1.055) ^ 2.4$
 - if $G_{sRGB} \leq 0.04045$ then $G = G_{sRGB} / 12.92$ else $G = ((G_{sRGB} + 0.055) / 1.055) ^ 2.4$
 - if $B_{sRGB} \leq 0.04045$ then $B = B_{sRGB} / 12.92$ else $B = ((B_{sRGB} + 0.055) / 1.055) ^ 2.4$

and R_{sRGB} , G_{sRGB} , and B_{sRGB} are defined as:

- $R_{sRGB} = R_{8bit} / 255$
- $G_{sRGB} = G_{8bit} / 255$
- $B_{sRGB} = B_{8bit} / 255$

(2) Measure the relative luminance of the background pixels immediately next to the letter using same formula.

(3) Calculate the contrast ratio using the following formula.

- $(L1 + 0.05) / (L2 + 0.05)$, where
 - $L1$ is the [relative luminance](#) of the lighter of the foreground or background colors, and
 - $L2$ is the [relative luminance](#) of the darker of the foreground or background colors.

(4) Check that the contrast ratio is equal to or greater than 4.5:1

Technique G148: Not specifying background color, not specifying text color, and not using technology features that change those defaults⁸⁴

Examples

The author specifies neither text color nor background and does not use CSS. As a result, the user can set their browser defaults to provide the colors and contrasts that work well for them.

Testing Procedure

1. Look in all places that text color can be specified
2. Check that text color is not specified
3. Look in all areas that background color or image used as a background can be specified
4. Check that no background color or image used as a background is specified

Technique G174: Providing a control with a sufficient contrast ratio that allows users to switch to a presentation that uses sufficient contrast⁸⁵

Examples

- A page with some headlines that do not meet the 3:1 contrast requirements has a high contrast (5:1) link at the top of the page that takes the user to a new version of the page with minimum 4.5:1 contrast on all text and images of text.
- A page uses shaded backgrounds for effect but results in text to background contrast of 4:1. A control at the top of the page says, "high contrast". Clicking on it causes different styles to be used and dropping the background colors to achieve 7:1 contrast.

Testing Procedure

1. Check that a link or control exists on the original page that provides access to the alternate version.

⁸⁴ <https://www.w3.org/WAI/WCAG21/Techniques/general/G148.html>

⁸⁵ <https://www.w3.org/WAI/WCAG21/Techniques/general/G174.html>

2. Check that the link or control on the original page conforms to all success criteria for the conformance level being tested.
3. Check that the alternate version meets the contrast and all other success criteria for the conformance level being tested.

Situation B: text is at least 18-point if not bold and at least 14-point if bold

Technique G145: Ensuring that a contrast ratio of at least 3:1 exists between text (and images of text) and background behind the text⁸⁶

Examples

- A black background is chosen so that light colored letters that match the company's logo can be used.

Larger-scale text is placed over a picture of the college campus. Since a wide variety of colors and darkneses appear in the picture, the area behind the text is fogged white so that the picture is very faint, and the maximum darkness is still light enough to maintain a 3:1 contrast ratio with the black text written over the picture.

Testing Procedure

- (1) Measure the relative luminance of each letter (unless they are all uniform) using the formula:
 - $L = 0.2126 * R + 0.7152 * G + 0.0722 * B$ where **R**, **G** and **B** are defined as:
 - if $R_{sRGB} \leq 0.04045$ then $R = R_{sRGB} / 12.92$ else $R = ((R_{sRGB} + 0.055) / 1.055)^{2.4}$
 - if $G_{sRGB} \leq 0.04045$ then $G = G_{sRGB} / 12.92$ else $G = ((G_{sRGB} + 0.055) / 1.055)^{2.4}$
 - if $B_{sRGB} \leq 0.04045$ then $B = B_{sRGB} / 12.92$ else $B = ((B_{sRGB} + 0.055) / 1.055)^{2.4}$

and R_{sRGB} , G_{sRGB} , and B_{sRGB} are defined as:

 - $R_{sRGB} = R_{8bit} / 255$
 - $G_{sRGB} = G_{8bit} / 255$
 - $B_{sRGB} = B_{8bit} / 255$
- (2) Measure the relative luminance of the background pixels immediately next to the letter using same formula.
- (3) Calculate the contrast ratio using the following formula.
 - $(L1 + 0.05) / (L2 + 0.05)$, where
 - L1 is the [relative luminance](#) of the lighter of the foreground or background colors, and
 - L2 is the [relative luminance](#) of the darker of the foreground or background colors.
- (4) Check that the contrast ratio is equal to or greater than 3:1

Technique G148: Not specifying background color, not specifying text color, and not using technology features that change those defaults

Examples

{See Above}

Testing Procedure

{See Above}

Technique G174: Providing a control with a sufficient contrast ratio that allows users to switch to a presentation that uses sufficient contrast

Examples

{See Above}

Testing Procedure

{See Above}

⁸⁶ <https://www.w3.org/WAI/WCAG21/Techniques/general/G145.html>

1.4.4 Resize Text (Level AA)⁸⁷ – The goal of this Success Criterion is to make sure that visually rendered text, including text-based controls, can be successfully scaled so that people with mild visual impairments can read it without the aid of assistive technology like a screen magnifier. Text-based controls are text characters that have been displayed so they can be seen, as opposed to text characters that are still in data form like ASCII. All of the web page's content may benefit from scaling for users, but text is the most important.

<p><u>Technique G142</u>: Using a technology that has commonly available user agents that support zoom⁸⁸</p> <p>Examples Testing Procedures</p>
<p>Ensuring that text containers resize when the text resizes AND using measurements that are relative to other measurements in the content by using one or more of the following techniques:</p>
<p><u>Technique C28</u>: Specifying the size of text containers using em units⁸⁹</p> <p>Examples Testing Procedures</p>
<p>Techniques for relative measurements:</p>
<p><u>Technique C12</u>: Using percent for font sizes⁹⁰</p> <p>Examples Testing Procedures</p>
<p><u>Technique C13</u>: Using named font sizes⁹¹</p> <p>Examples Testing Procedures</p>
<p><u>Technique C14</u>: Using em units for font sizes⁹²</p> <p>Examples Testing Procedures</p>
<p>Techniques for text container resizing:</p>
<p><u>Technique SCR34</u>: Calculating size and position in a way that scales with text size⁹³</p> <p>Examples Testing Procedures</p>
<p><u>Technique G146</u>: Using liquid layout</p>

⁸⁷ <https://www.w3.org/WAI/WCAG21/Understanding/resize-text.html>

⁸⁸ <https://www.w3.org/WAI/WCAG21/Techniques/general/G142.html>

⁸⁹ <https://www.w3.org/WAI/WCAG21/Techniques/css/C28.html>

⁹⁰ <https://www.w3.org/WAI/WCAG21/Techniques/css/C12.html>

⁹¹ <https://www.w3.org/WAI/WCAG21/Techniques/css/C13.html>

⁹² <https://www.w3.org/WAI/WCAG21/Techniques/css/C14.html>

⁹³ <https://www.w3.org/WAI/WCAG21/Techniques/client-side-script/SCR34.html>

1.4.5 Images of Text (Level AA)⁹⁴ – The information should be presented as text rather than a picture if the author can do so without sacrificing the material's visual impact. If the author is unable to format the text to achieve the desired result for any reason, the effect won't be reliably displayed on user agents that are widely used or if using a technology to meet this criterion would conflict with meeting other criterion such as 1.4.4, then an image of the text may be used instead. This includes situations, such as type samples, logotypes, branding, etc., where a certain text presentation is necessary to the information being communicated. Images of text may also be used to ensure that the text is anti-aliased on all user agents or to utilize a specific typeface that is either not widely used or that the author does not have permission to share.

1.4.10 Reflow (Level AA)⁹⁵ – This Success Criterion is meant to assist those who have impaired eyesight and need to magnify text so they can read it in a single column. Content reflows, or is presented in one column, so that scrolling in more than one direction is not required, when the browser zoom is used to scale content to 400%. Enlarged text with reflow makes reading possible for those with low vision. It is essential. Character perception is made possible through enlargement. Reflow makes tracking possible. Tracking involves moving between the ends of one line and the beginning of the next line of text. The guidelines state that it is crucial to avoid having to scroll in the direction of reading to disclose lines that are obscured by the viewport because doing so considerably increases the amount of effort needed to read. Additionally, it's crucial that content is not obscured off-screen. A vertically scrolling website shouldn't, for instance, have material that is hidden to the side when zoomed into.

1.4.11 Non-Text Contrast (Level AA)⁹⁶ – According to WGAC-EM, low contrast controls are more challenging to see and may go entirely unnoticed by those who have vision impairments. Like this, if a graphic is required to comprehend the information or functioning of a webpage, it should be readable without the use of contrast-enhancing assistive technology for individuals with low vision or other disabilities. Although it is not a requirement for this success criterion that controls have a visual boundary showing the hit region, if the control's visual indicator is the sole method to recognize it, it must have enough contrast. If there is no obvious sign of the hit region and text (or an icon) within a button or placeholder text inside a text entry is visible, the success criterion is met. There is no additional contrast requirement beyond the text contrast specified in 1.4.3 Contrast (Minimum) if a button with text additionally has a colored border because the border does not serve as the lone indicator. Notably, it is advised to mark the limits of controls for those with cognitive disorders to facilitate control detection and, as a result, activity completion.

1.4.12 Text Spacing (Level AA)⁹⁷ – This Success Criteria is concerned with how well information can adjust to wider spaces between lines, words, letters, and paragraphs. Any of these in combination may help a user read text efficiently. The possibility that users can overrule the author's spacing preferences is also considerably increased by making sure that the material adapts effectively when users do so. For instance, to read content clearly, a user might need to switch to a broader font family than the author has chosen.

1.4.13 Content on Hover or Focus (Level AA)⁹⁸ – This requirement is there to make sure that the extra material won't make it difficult to see or use the page's original content. The amount of the page that can be seen in the viewport when it is magnified can be considerably diminished. Frequently, mouse users will pan the magnified viewport to show another area of the screen. It is challenging for a user to pan without re-triggering the new content because practically the entire area of the page displayed in this constrained viewport may trigger it. There is a fix by using the keyboard to remove the extra text.

⁹⁴ <https://www.w3.org/WAI/WCAG21/Understanding/images-of-text.html>

⁹⁵ <https://www.w3.org/WAI/WCAG21/Understanding/reflow.html>

⁹⁶ <https://www.w3.org/WAI/WCAG21/Understanding/non-text-contrast.html>

⁹⁷ <https://www.w3.org/WAI/WCAG21/Understanding/text-spacing.html>

⁹⁸ <https://www.w3.org/WAI/WCAG21/Understanding/content-on-hover-or-focus.html>