Practice site accessibility audit report

Website: Jim Norton’s accessibility practice site – main page

<https://cenw-wscoe.github.io/practice-site/banana/index.html>

Change – only include errors not passes

Use the following information:

Do not copy paste content from WCAG – explain in plain text

Just include link to WCAG

* What the issue is
* The impact on users
* Where the issue is located
  + Mention a couple of examples
  + Indicate if the issue is happening on multiple screens
* Steps to reproduce the issue
  + Include tools used to identify it, NVDA, Keyboard, Colour Contrast Analyser (CCA)
* Any recommendations on how to fix the issue
* Any WCAG resources to support the issue and help your client fix it

# 1 Perceivable: Information and user interface components must be presentable to users in ways they can perceive.

## 1.1 Text Alternatives: 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 language.

### [1.1.1 Non-text Content (Level A)](https://www.w3.org/TR/WCAG21/#non-text-content)

Notes: FAIL – Jim Norton’s Coffee Shop banner image has no alternative text.

**Effect on user**: Users using a screen reader will not be able to access the banner information

**Example to fix:** Add an alt text to the image.

### Example 1

An image on a Website provides a link to a free newsletter. The image contains the text "Free newsletter. Get free recipes, news, and more. Learn more." The alt text matches the text in the image.

<img src="newsletter.gif" alt="Free newsletter.

Get free recipes, news, and more. Learn more.">

## 1.2 Time-based Media: Provide alternatives for time-based media.

### [1.2.1 Audio only and Video only (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#non-text-content)

Notes: Does not apply

### [1.2.2 Captions (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#captions-prerecorded)

Notes:  Does not apply

### [1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#audio-description-or-media-alternative-prerecorded)

Notes:  Does not apply

### [1.2.4 Captions (Live) (Level AA)](https://www.w3.org/TR/WCAG21/#captions-live)

Notes:  Does not apply

### [1.2.5 Audio Description (Prerecorded) (Level AA)](https://www.w3.org/TR/WCAG21/#audio-description-prerecorded)

Notes:  Does not apply

## 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

### [1.3.1 Info and Relationships (Level A)](https://www.w3.org/TR/WCAG21/#info-and-relationships)

Notes: FAIL –

1. There is no H1 header
2. Using a table for the banner.
3. Using a table and a list for display purposes when it is not a proper use of a table or a list.
4. Use of <br> tags for spacing purposes.
5. No landmarks such as nav, main, footer
6. H5 is used without an H1-5

**Effect on users:**

#1 Heading markup will allow assistive technologies to present the heading status of text to a user. A screen reader can recognize the code and announce the text as a heading with its level, beep or provide some other auditory indicator. Screen readers are also able to navigate heading markup which can be an effective way for screen reader users to more quickly find the content of interest.

#2-4. When markup is used that visually formats items as a list but does not indicate the list relationship, users may have difficulty in navigating the information. An example of such visual formatting is including asterisks in the content at the beginning of each list item and using br elements to separate the list items.

Some assistive technologies allow users to navigate from list to list or item to item. Style sheets can be used to change the presentation of the lists while preserving their integrity

#5 Landmark roles (or "landmarks") programmatically identify sections of a page. Landmarks help assistive technology (AT) users orient themselves to a page and help them navigate easily to various sections of a page.

They also provide an easy way for users of assistive technology to skip over blocks of content that are repeated on multiple pages and notify them of programmatic structure of a page

#6 Do not use a heading for its styling. Use

### [1.3.2 Meaningful Sequence (Level A)](https://www.w3.org/TR/WCAG21/#meaningful-sequence)

Notes: FAIL –Hidden H2 heading

**Effect on users:**

**Example to fix:**

### [1.3.3 Sensory Characteristics (Level A)](https://www.w3.org/TR/WCAG21/#sensory-characteristics)

Notes: Pass

### [1.3.4 Orientation (Level AA)](https://www.w3.org/TR/WCAG21/#orientation)

Notes:  Pass

### [1.3.5 Identify Input Purpose (Level AA)](https://www.w3.org/TR/WCAG21/#identify-input-purpose)

Notes:  Does not apply

## 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

### [1.4.1 Use of Color (Level A)](https://www.w3.org/TR/WCAG21/#use-of-color)

Notes: FAIL – “Click here” Link uses only colour to identify that it is a link. Colour contrast with other text is only 1.9:1

**Effect on user:** users who may not be able to discern a difference in text color or have low vision would not be able to tell that this is a link.

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

A link underline would also help the user to identify that it is a link.

### [1.4.2 Audio Control (Level A)](https://www.w3.org/TR/WCAG21/#audio-control)

Notes: Pass

### [1.4.3 Contrast (Minimum) (Level A)](https://www.w3.org/TR/WCAG21/#contrast-minimum)

Notes:  Pass

### [1.4.4 Resize Text (Level AA)](https://www.w3.org/TR/WCAG21/#resize-text)

Notes:  Pass

### [1.4.5 Images of text (Level AA)](https://www.w3.org/TR/WCAG21/#images-of-text)

Notes: Fail – The header/title of the page is an image of text “Jim Norton’s Coffee Shop” with no alternative text

**Effect on user**:

* People with low vision (who may have trouble reading the text with the authored font family, size and/or color).
* People with visual tracking problems (who may have trouble reading the text with the authored line spacing and/or alignment).
* People with cognitive disabilities that affect reading.

**Example to fix:**

### 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.

### [1.4.10 Reflow (Level AA)](https://www.w3.org/TR/WCAG21/#reflow)

Notes:  FAIL – right hand columns of text will resize until a certain size because the left side does not resize which causes the need to horizontally scroll.

**Effect on User:** Low vision users who magnify the screen will have to keep horizontally scrolling.

Example to fix: <insert here>

### [1.4.11 Non-text Contrast (Level AA)](https://www.w3.org/TR/WCAG21/#non-text-contrast)

Notes:  Pass

### [1.4.12 Text Spacing (Level AA)](https://www.w3.org/TR/WCAG21/#text-spacing)

Notes: Pass - Tested with 1.4.12 Text Spacing bookmarklet

### [1.4.13 Content on Hover or Focus (Level AA)](https://www.w3.org/TR/WCAG21/#content-on-hover-or-focus)

Notes:  Pass

# 2 Operable: User interface components and navigation must be operable.

## 2.1 Keyboard Accessible: Make all functionality available from the keyboard.

### [2.1.1 Keyboard (Level A)](https://www.w3.org/TR/WCAG21/#keyboard)

Notes: Pass – all elements are reachable by keyboard

### [2.1.2 No Keyboard Trap (Level A)](https://www.w3.org/TR/WCAG21/#no-keyboard-trap)

Notes:  Pass – no keyboard trap

### [2.1.4 Character Key Shortcuts (Level A)](https://www.w3.org/TR/WCAG21/#character-key-shortcuts)

Notes:  Pass

## 2.2 Enough Time: Provide users enough time to read and use content.

### [2.2.1 Timing Adjustable (Level A)](https://www.w3.org/TR/WCAG21/#timing-adjustable)

Notes: Does not apply

### [2.2.2 Pause, Stop, Hide (Level A)](https://www.w3.org/TR/WCAG21/#pause-stop-hide)

Notes:  Does not apply

## 2.3 Seizures and Physical Reactions: Do not design content in a way that is known to cause seizures or physical reactions.

### [2.3.1 Three Flashes or Below Threshold (Level A)](https://www.w3.org/TR/WCAG21/#three-flashes-or-below-threshold)

Notes:  Does not apply

## 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.

### [2.4.1 Bypass Blocks (Level A)](https://www.w3.org/TR/WCAG21/#bypass-blocks)

Notes: Fail – does not contain skip link.

**Effect on users:** Blind users and keyboard users will have to tab through the navigation links to get to the main content

**Example to fix**: see <https://webaim.org/techniques/skipnav/>

### [2.4.2 Page Titled (Level A)](https://www.w3.org/TR/WCAG21/#page-titled)

Notes:  Fail – Page is titled “Jim Norton” but should be more descriptive such as Jim Norton’s Coffee Shop. Other pages are the same as main page

Effect on user:

* This criterion benefits all users in allowing users to quickly and easily identify whether the information contained in the Web page is relevant to their needs.
* People with visual disabilities will benefit from being able to differentiate content when multiple Web pages are open.
* People with cognitive disabilities, limited short-term memory and reading disabilities also benefit from the ability to identify content by its title.
* This criterion also benefits people with severe mobility impairments whose mode of operation relies on audio when navigating between Web pages.

**Example to fix:**

* **An HTML Web page**

The descriptive title of an HTML Web page is marked up with the <title> element so that it will be displayed in the title bar of the user agent.

### [2.4.3 Focus Order (Level A)](https://www.w3.org/TR/WCAG21/#focus-order)

Notes: Pass – in order when tabbed

### [2.4.4 Link Purpose (In Context) (Level A)](https://www.w3.org/TR/WCAG21/#link-purpose-in-context)

**Notes:** **FAIL** – Link is labeled “Click Here” without description of why you should click or where the link will take you.

**Effect on user:** Assistive technology has the ability to provide users with a list of links that are on the Web page. Link text that is as meaningful as possible will aid users who want to choose from this list of links. Meaningful link text also helps those who wish to tab from link to link. Meaningful links help users choose which links to follow without requiring complicated strategies to understand the page.

**Example to fix:**

* **A link contains text that gives a description of the information at that URI**

A page contains the sentence "There was much bloodshed during the Medieval period of history." Where "Medieval period of history" is a link.

* **A link is preceded by a text description of the information at that URI**

A page contains the sentence "Learn more about the Government of Ireland's Commission on Electronic Voting at Go Vote!" where "Go Vote!" is a link.

### [2.4.5 Multiple Ways (Level AA)](https://www.w3.org/TR/WCAG21/#multiple-ways)

Notes:  Pass – there are links between web pages

### [2.4.6 Headings and Labels (Level AA)](https://www.w3.org/TR/WCAG21/#headings-and-labels)

Notes: Fail -  Headings are missing or hidden. Only one heading <h5> that really should be a table caption

Effect on user:

* Descriptive headings are especially helpful for users who have disabilities that make reading slow and for people with limited short-term memory. These people benefit when section titles make it possible to predict what each section contains.
* When headings and labels are also correctly marked up and identified in accordance with [1.3.1: Info and Relationships](https://www.w3.org/WAI/WCAG21/Understanding/info-and-relationships), this Success Criterion helps people who use screen readers by ensuring that labels and headings are meaningful when read out of context, for example, in an automatically generated list of headings/table of contents, or when jumping from heading to heading within a page.

**Examples to fix**:

### Example

An HTML page that describes the range of tasks for disaster preparation may have the following headings:

<h1>Disaster preparation</h1>

<h2>Flood preparation</h2>

<h2>Fire preparation</h2>

### [2.4.7 Focus Visible (Level AA)](https://www.w3.org/TR/WCAG21/#focus-visible)

Notes: Pass – are able to see focus of tabbed items.

## 2.5 Input Modalities: Make it easier for users to operate functionality through various inputs beyond keyboard.

### [2.5.1 Pointer Gestures (Level A)](https://www.w3.org/TR/WCAG21/#pointer-gestures)

Notes: Does not apply

### [2.5.2 Pointer Cancellation (Level A)](https://www.w3.org/TR/WCAG21/#pointer-cancellation)

Notes: Does not apply

### [2.5.3 Label in Name (Level A)](https://www.w3.org/TR/WCAG21/#label-in-name)

Notes:  Does not apply

### [2.5.4 Motion Actuation (Level A)](https://www.w3.org/TR/WCAG21/#motion-actuation)

Notes:

# 3 Understandable: Information and the operation of user interface must be understandable.

## 3.1 Readable: Make text content readable and understandable.

### [3.1.1 Language of Page (Level A)](https://www.w3.org/TR/WCAG21/#language-of-page)

Notes: FAIL – Page does not contain a language attribute.

**Effect on user:**

* people who use screen readers or other technologies that convert text into synthetic speech;
* people who find it difficult to read written material with fluency and accuracy, such as recognizing characters and alphabets or decoding words;
* people with certain cognitive, language and learning disabilities who use text-to-speech software
* people who rely on captions for synchronized media.

**Example to fix:**

### Example 1: Defining the content of an HTML document to be in French

<!doctype html>

<html lang="fr">

<head>

<meta charset="utf-8">

<title>document écrit en français</title>

</head>

<body>

... document écrit en français ...

</body>

</html>

### [3.1.2 Language of Parts (Level AA)](https://www.w3.org/TR/WCAG21/#language-of-parts)

Notes: Does not apply

## 3.2 Predictable: Make Web pages appear and operate in predictable ways.

### [3.2.1 On Focus (Level A)](https://www.w3.org/TR/WCAG21/#on-focus)

Notes:  Does not apply

### [3.2.2 On Input (Level A)](https://www.w3.org/TR/WCAG21/#on-input)

Notes:  Does not apply

### [3.2.3 Consistent Navigation (Level AA)](https://www.w3.org/TR/WCAG21/#consistent-navigation)

Notes:  Pass

### [3.2.4 Consistent Identification (Level AA)](https://www.w3.org/TR/WCAG21/#consistent-identification)

Notes:  Pass

## 3.3 Input Assistance: Help users avoid and correct mistakes.

### [3.3.1 Error Identification (Level A)](https://www.w3.org/TR/WCAG21/#error-identification)

Notes:  Does not apply

### [3.3.2 Labels or Instructions (Level A)](https://www.w3.org/TR/WCAG21/#labels-or-instructions)

Notes:  Does not apply

### [3.3.3 Error Suggestion (Level AA)](https://www.w3.org/TR/WCAG21/#error-suggestion)

Notes:  Does not apply

### [3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)](https://www.w3.org/TR/WCAG21/#error-prevention-legal-financial-data)

Notes:  Does not apply

# 4 Robust: Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

## 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.

### [4.1.1 Parsing (Level A)](https://www.w3.org/TR/WCAG21/#parsing)

Notes: FAIL –

* 1. <head> is missing the charset
  2. Setting width in table does not allow for resizing
  3. Nested tables
  4. Should not name a class the same as a native HTML element <h1>
  5. Inline styles in the table

**Effect on users**:   user agents, including assistive technologies, can accurately interpret and parse content. If the content cannot be parsed into a data structure, then different user agents may present it differently or be completely unable to parse it. Some user agents use "repair techniques" to render poorly coded content.

Since repair techniques vary among user agents, authors cannot assume that content will be accurately parsed into a data structure or that it will be rendered correctly by specialized user agents, including assistive technologies, unless the content is created according to the rules defined in the formal grammar for that technology. In markup languages, errors in element and attribute syntax and failure to provide properly nested start/end tags lead to errors that prevent user agents from parsing the content reliably

How to fix:

1. Add the charset to the head

<head>  
  <meta charset="UTF-8">  
</head>

1. Do not hard code the width, use relative values such as percentages rather than pixel values
2. Do not use tables for display purposes and do not nest tables in tables
3. Use native headers or create distinct class names

### [4.1.2 Name, Role, Value (Level A)](https://www.w3.org/TR/WCAG21/#name-role-value)

Notes:  Pass

### [4.1.3 Status Messages (Level AA)](https://www.w3.org/TR/WCAG21/#status-messages)

Notes:  Pass

Website: Jim Norton’s accessibility practice site – Food Sales

https://cenw-wscoe.github.io/practice-site/banana/foodSold.html

# 1 Perceivable: Information and user interface components must be presentable to users in ways they can perceive.

## 1.1 Text Alternatives: 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 language.

### [1.1.1 Non-text Content (Level A)](https://www.w3.org/TR/WCAG21/#non-text-content)

Notes: FAIL -Jim Norton’s Coffee Shop banner image has no alternative text.

**Effect on user**: Users using a screen reader will not be able to access the banner information

**Example to fix:** Add an alt text to the image.

### Example 1

An image on a Website provides a link to a free newsletter. The image contains the text "Free newsletter. Get free recipes, news, and more. Learn more." The alt text matches the text in the image.

<img src="newsletter.gif" alt="Free newsletter.

Get free recipes, news, and more. Learn more.">

## 1.2 Time-based Media: Provide alternatives for time-based media.

### [1.2.1 Audio only and Video only (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#non-text-content)

Notes: Does not apply

### [1.2.2 Captions (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#captions-prerecorded)

Notes:  Does not apply

### [1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#audio-description-or-media-alternative-prerecorded)

Notes:  Does not apply

### [1.2.4 Captions (Live) (Level AA)](https://www.w3.org/TR/WCAG21/#captions-live)

Notes:  Does not apply

### [1.2.5 Audio Description (Prerecorded) (Level AA)](https://www.w3.org/TR/WCAG21/#audio-description-prerecorded)

Notes:  Does not apply

## 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

### [1.3.1 Info and Relationships (Level A)](https://www.w3.org/TR/WCAG21/#info-and-relationships)

Notes: FAIL –

1. There is no H1 header
2. Using a table for the banner.
3. Using a table for layout purposes.
4. No landmarks such as nav, main, footer
5. Using <b> to simulate headers for the table
6. They should be using table markup to present tabular information
7. Use of a header instead of a table caption

**Effect on users:**

#1 Heading markup will allow assistive technologies to present the heading status of text to a user. A screen reader can recognize the code and announce the text as a heading with its level, beep or provide some other auditory indicator. Screen readers are also able to navigate heading markup which can be an effective way for screen reader users to more quickly find the content of interest.

#2-4. When markup is used that visually formats items as a list but does not indicate the list relationship, users may have difficulty in navigating the information. An example of such visual formatting is including asterisks in the content at the beginning of each list item and using br elements to separate the list items.

Some assistive technologies allow users to navigate from list to list or item to item. Style sheets can be used to change the presentation of the lists while preserving their integrity

#4 Landmark roles (or "landmarks") programmatically identify sections of a page. Landmarks help assistive technology (AT) users orient themselves to a page and help them navigate easily to various sections of a page.

They also provide an easy way for users of assistive technology to skip over blocks of content that are repeated on multiple pages and notify them of programmatic structure of a page

#5 & 6 The objective of this technique is to associate each data cell (in a data table) with the appropriate headers. This technique adds a headers attribute to each data cell (td element). It also adds an id attribute to any cell used as a header for other cells. The headers attribute of a cell contains a list of the id attributes of the associated header cells. If there is more than one id, they are separated by spaces.

This technique is used when data cells are associated with more than one row and/or one column header. This allows screen readers to speak the headers associated with each data cell when the relationships are too complex to be identified using the th element alone or the th element with the scope attribute. Using this technique also makes these complex relationships perceivable when the presentation format changes.

**Example to fix:**

#1 Add a descriptive H1 heading

2-4 Use <p> with a class and styles in CSS or use div and styling in CSS

#4 use html landmarks such as nav, main, footer or aria region

#5

<table>

<tr>

<th rowspan="2" id="h">Homework</th>

<th colspan="3" id="e">Exams</th>

<th colspan="3" id="p">Projects</th>

</tr>

<tr>

<th id="e1" headers="e">1</th>

<th id="e2" headers="e">2</th>

<th id="ef" headers="e">Final</th>

<th id="p1" headers="p">1</th>

<th id="p2" headers="p">2</th>

<th id="pf" headers="p">Final</th>

</tr>

<tr>

<td headers="h">15%</td>

<td headers="e e1">15%</td>

<td headers="e e2">15%</td>

<td headers="e ef">20%</td>

<td headers="p p1">10%</td>

<td headers="p p2">10%</td>

<td headers="p pf">15%</td>

</tr>

</table>

#6 <table>

<tr>

<th>Time</th>

<th>Monday</th>

<th>Tuesday</th>

<th>Wednesday</th>

<th>Thursday</th>

<th>Friday</th>

</tr>

<tr>

<th scope="row">8:00-9:00</th>

<td>Meet with Sam</td>

<td> </td>

<td> </td>

<td> </td>

<td> </td>

</tr>

<tr>

<th scope="row">9:00-10:00</th>

<td> </td>

<td> </td>

<td>Doctor Williams</td>

<td>Sam again</td>

<td>Leave for San Antonio</td>

</tr>

</table>

<https://www.w3.org/WAI/tutorials/tables/two-headers/>

#7 <table>

<caption>Schedule for the week of March 6</caption>

...

</table>

### [1.3.2 Meaningful Sequence (Level A)](https://www.w3.org/TR/WCAG21/#meaningful-sequence)

Notes:  Pass

### [1.3.3 Sensory Characteristics (Level A)](https://www.w3.org/TR/WCAG21/#sensory-characteristics)

Notes:  Pass

### [1.3.4 Orientation (Level AA)](https://www.w3.org/TR/WCAG21/#orientation)

Notes:  Pass

### [1.3.5 Identify Input Purpose (Level AA)](https://www.w3.org/TR/WCAG21/#identify-input-purpose)

Notes: Pass – No inputs

## 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

### [1.4.1 Use of Color (Level A)](https://www.w3.org/TR/WCAG21/#use-of-color)

Notes:  FAIL – “Click here” Link uses only colour to identify that it is a link. Colour contrast with other text is only 1.9:1

**Effect on user:** users who may not be able to discern a difference in text color or have low vision would not be able to tell that this is a link.

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

A link underline would also help the user to identify that it is a link.

### [1.4.2 Audio Control (Level A)](https://www.w3.org/TR/WCAG21/#audio-control)

Notes: Does not apply

### [1.4.3 Contrast (Minimum) (Level A)](https://www.w3.org/TR/WCAG21/#contrast-minimum)

Notes:

### [1.4.4 Resize Text (Level AA)](https://www.w3.org/TR/WCAG21/#resize-text)

Notes:

### [1.4.5 Images of text (Level AA)](https://www.w3.org/TR/WCAG21/#images-of-text)

Notes: Fail – The header/title of the page is an image of text “Jim Norton’s Coffee Shop” with no alternative text

**Effect on user**:

* People with low vision (who may have trouble reading the text with the authored font family, size and/or color).
* People with visual tracking problems (who may have trouble reading the text with the authored line spacing and/or alignment).
* People with cognitive disabilities that affect reading.

**Example to fix:**

### 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.

### [1.4.10 Reflow (Level AA)](https://www.w3.org/TR/WCAG21/#reflow)

Notes:  FAIL – right hand columns of text will resize until a certain size because the left side does not resize which causes the need to horizontally scroll.

**Effect on User:** Low vision users who magnify the screen will have to keep horizontally scrolling.

Example to fix: Should set viewport

### [1.4.11 Non-text Contrast (Level AA)](https://www.w3.org/TR/WCAG21/#non-text-contrast)

Notes:

### [1.4.12 Text Spacing (Level AA)](https://www.w3.org/TR/WCAG21/#text-spacing)

Notes:

### [1.4.13 Content on Hover or Focus (Level AA)](https://www.w3.org/TR/WCAG21/#content-on-hover-or-focus)

Notes:

# 2 Operable: User interface components and navigation must be operable.

## 2.1 Keyboard Accessible: Make all functionality available from the keyboard.

### [2.1.1 Keyboard (Level A)](https://www.w3.org/TR/WCAG21/#keyboard)

Notes:

### [2.1.2 No Keyboard Trap (Level A)](https://www.w3.org/TR/WCAG21/#no-keyboard-trap)

Notes:

### [2.1.4 Character Key Shortcuts (Level A)](https://www.w3.org/TR/WCAG21/#character-key-shortcuts)

Notes:

## 2.2 Enough Time: Provide users enough time to read and use content.

### [2.2.1 Timing Adjustable (Level A)](https://www.w3.org/TR/WCAG21/#timing-adjustable)

Notes:

### [2.2.2 Pause, Stop, Hide (Level A)](https://www.w3.org/TR/WCAG21/#pause-stop-hide)

Notes:

## 2.3 Seizures and Physical Reactions: Do not design content in a way that is known to cause seizures or physical reactions.

### [2.3.1 Three Flashes or Below Threshold (Level A)](https://www.w3.org/TR/WCAG21/#three-flashes-or-below-threshold)

Notes:

## 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.

### [2.4.1 Bypass Blocks (Level A)](https://www.w3.org/TR/WCAG21/#bypass-blocks)

Notes:

### [2.4.2 Page Titled (Level A)](https://www.w3.org/TR/WCAG21/#page-titled)

Notes:

### [2.4.3 Focus Order (Level A)](https://www.w3.org/TR/WCAG21/#focus-order)

Notes:

### [2.4.4 Link Purpose (In Context) (Level A)](https://www.w3.org/TR/WCAG21/#link-purpose-in-context)

Notes: **FAIL** – Link is labeled “Click Here” without description of why you should click or where the link will take you.

**Effect on user:** Assistive technology has the ability to provide users with a list of links that are on the Web page. Link text that is as meaningful as possible will aid users who want to choose from this list of links. Meaningful link text also helps those who wish to tab from link to link. Meaningful links help users choose which links to follow without requiring complicated strategies to understand the page.

**Example to fix:**

* **A link contains text that gives a description of the information at that URI**

A page contains the sentence "There was much bloodshed during the Medieval period of history." Where "Medieval period of history" is a link.

* **A link is preceded by a text description of the information at that URI**

A page contains the sentence "Learn more about the Government of Ireland's Commission on Electronic Voting at Go Vote!" where "Go Vote!" is a link.

e.g. could be labelled Return to home

### [2.4.5 Multiple Ways (Level AA)](https://www.w3.org/TR/WCAG21/#multiple-ways)

Notes:

### [2.4.6 Headings and Labels (Level AA)](https://www.w3.org/TR/WCAG21/#headings-and-labels)

Notes:

### [2.4.7 Focus Visible (Level AA)](https://www.w3.org/TR/WCAG21/#focus-visible)

Notes:

## 2.5 Input Modalities: Make it easier for users to operate functionality through various inputs beyond keyboard.

### [2.5.1 Pointer Gestures (Level A)](https://www.w3.org/TR/WCAG21/#pointer-gestures)

Notes:

### [2.5.2 Pointer Cancellation (Level A)](https://www.w3.org/TR/WCAG21/#pointer-cancellation)

Notes:

### [2.5.3 Label in Name (Level A)](https://www.w3.org/TR/WCAG21/#label-in-name)

Notes:

### [2.5.4 Motion Actuation (Level A)](https://www.w3.org/TR/WCAG21/#motion-actuation)

Notes:

# 3 Understandable: Information and the operation of user interface must be understandable.

## 3.1 Readable: Make text content readable and understandable.

### [3.1.1 Language of Page (Level A)](https://www.w3.org/TR/WCAG21/#language-of-page)

Notes: FAIL – Page does not contain a language attribute.

**Effect on user:**

* people who use screen readers or other technologies that convert text into synthetic speech;
* people who find it difficult to read written material with fluency and accuracy, such as recognizing characters and alphabets or decoding words;
* people with certain cognitive, language and learning disabilities who use text-to-speech software
* people who rely on captions for synchronized media.

**Example to fix:**

### Example 1: Defining the content of an HTML document to be in French

<!doctype html>

<html lang="fr">

<head>

<meta charset="utf-8">

<title>document écrit en français</title>

</head>

<body>

... document écrit en français ...

</body>

</html>

### [3.1.2 Language of Parts (Level AA)](https://www.w3.org/TR/WCAG21/#language-of-parts)

Notes:

## 3.2 Predictable: Make Web pages appear and operate in predictable ways.

### [3.2.1 On Focus (Level A)](https://www.w3.org/TR/WCAG21/#on-focus)

Notes:

### [3.2.2 On Input (Level A)](https://www.w3.org/TR/WCAG21/#on-input)

Notes:

### [3.2.3 Consistent Navigation (Level AA)](https://www.w3.org/TR/WCAG21/#consistent-navigation)

Notes:

### [3.2.4 Consistent Identification (Level AA)](https://www.w3.org/TR/WCAG21/#consistent-identification)

Notes:

## 3.3 Input Assistance: Help users avoid and correct mistakes.

### [3.3.1 Error Identification (Level A)](https://www.w3.org/TR/WCAG21/#error-identification)

Notes:

### [3.3.2 Labels or Instructions (Level A)](https://www.w3.org/TR/WCAG21/#labels-or-instructions)

Notes:

### [3.3.3 Error Suggestion (Level AA)](https://www.w3.org/TR/WCAG21/#error-suggestion)

Notes:

### [3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)](https://www.w3.org/TR/WCAG21/#error-prevention-legal-financial-data)

Notes:

# 4 Robust: Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

## 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.

### [4.1.1 Parsing (Level A)](https://www.w3.org/TR/WCAG21/#parsing)

Notes: FAIL –

* 1. <head> is missing the charset
  2. Setting width in table does not allow for resizing
  3. Nested tables
  4. Should not name a class the same as a native HTML element <h1>

**Effect on users**:   user agents, including assistive technologies, can accurately interpret and parse content. If the content cannot be parsed into a data structure, then different user agents may present it differently or be completely unable to parse it. Some user agents use "repair techniques" to render poorly coded content.

Since repair techniques vary among user agents, authors cannot assume that content will be accurately parsed into a data structure or that it will be rendered correctly by specialized user agents, including assistive technologies, unless the content is created according to the rules defined in the formal grammar for that technology. In markup languages, errors in element and attribute syntax and failure to provide properly nested start/end tags lead to errors that prevent user agents from parsing the content reliably

How to fix:

1. Add the charset to the head

<head>  
  <meta charset="UTF-8">  
</head>

1. Do not hard code the width, use relative values such as percentages rather than pixel values
2. Do not use tables for display purposes and do not nest tables in tables
3. Use native headers or create distinct class names

### [4.1.2 Name, Role, Value (Level A)](https://www.w3.org/TR/WCAG21/#name-role-value)

Notes:

### [4.1.3 Status Messages (Level AA)](https://www.w3.org/TR/WCAG21/#status-messages)

Notes:

Website: Jim Norton’s accessibility practice site – Contact Us

https://cenw-wscoe.github.io/practice-site/banana/contactus.html

# 1 Perceivable: Information and user interface components must be presentable to users in ways they can perceive.

## 1.1 Text Alternatives: 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 language.

### [1.1.1 Non-text Content (Level A)](https://www.w3.org/TR/WCAG21/#non-text-content)

Notes: Notes: FAIL – Jim Norton’s Coffee Shop banner image has no alternative text.

**Effect on user**: Users using a screen reader will not be able to access the banner information

**Example to fix:** Add an alt text to the image.

### Example 1

An image on a Website provides a link to a free newsletter. The image contains the text "Free newsletter. Get free recipes, news, and more. Learn more." The alt text matches the text in the image.

<img src="newsletter.gif" alt="Free newsletter.

Get free recipes, news, and more. Learn more.">

## 1.2 Time-based Media: Provide alternatives for time-based media.

### [1.2.1 Audio only and Video only (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#non-text-content)

Notes:

### [1.2.2 Captions (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#captions-prerecorded)

Notes:

### [1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)](https://www.w3.org/TR/WCAG21/#audio-description-or-media-alternative-prerecorded)

Notes:

### [1.2.4 Captions (Live) (Level AA)](https://www.w3.org/TR/WCAG21/#captions-live)

Notes:

### [1.2.5 Audio Description (Prerecorded) (Level AA)](https://www.w3.org/TR/WCAG21/#audio-description-prerecorded)

Notes:

## 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

### [1.3.1 Info and Relationships (Level A)](https://www.w3.org/TR/WCAG21/#info-and-relationships)

Notes:

### [1.3.2 Meaningful Sequence (Level A)](https://www.w3.org/TR/WCAG21/#meaningful-sequence)

Notes:

### [1.3.3 Sensory Characteristics (Level A)](https://www.w3.org/TR/WCAG21/#sensory-characteristics)

Notes:

### [1.3.4 Orientation (Level AA)](https://www.w3.org/TR/WCAG21/#orientation)

Notes:

### [1.3.5 Identify Input Purpose (Level AA)](https://www.w3.org/TR/WCAG21/#identify-input-purpose)

Notes:

## 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.

### [1.4.1 Use of Color (Level A)](https://www.w3.org/TR/WCAG21/#use-of-color)

Notes: FAIL – “Click here” Link uses only colour to identify that it is a link. Colour contrast with other text is only 1.9:1

**Effect on user:** users who may not be able to discern a difference in text color or have low vision would not be able to tell that this is a link.

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

A link underline would also help the user to identify that it is a link.

### [1.4.2 Audio Control (Level A)](https://www.w3.org/TR/WCAG21/#audio-control)

Notes:

### [1.4.3 Contrast (Minimum) (Level A)](https://www.w3.org/TR/WCAG21/#contrast-minimum)

Notes: FAIL – Contrast between submit button background and text is 4.3:1 it must be 4.5:1 with Regular text

**Effect on users:** For users who have low vision, the contrast between text and its background needs to provide enough contrast between text and its background so that it can be read by people who do not use contrast-enhancing assistive technology.

Examples to fix: Changing the font size to be larger ( 18pt ) will allow a lower colour contrast of 3:1 or changing the colour of the text to #000000 would change the contrast to 8:1 which would pass.

### [1.4.4 Resize Text (Level AA)](https://www.w3.org/TR/WCAG21/#resize-text)

Notes:

### [1.4.5 Images of text (Level AA)](https://www.w3.org/TR/WCAG21/#images-of-text)

Notes:  Fail – The header/title of the page is an image of text “Jim Norton’s Coffee Shop” with no alternative text

**Effect on user**:

* People with low vision (who may have trouble reading the text with the authored font family, size and/or color).
* People with visual tracking problems (who may have trouble reading the text with the authored line spacing and/or alignment).
* People with cognitive disabilities that affect reading.

**Example to fix:**

### 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.

### [1.4.10 Reflow (Level AA)](https://www.w3.org/TR/WCAG21/#reflow)

Notes:  FAIL – right hand columns of text will resize until a certain size because the left side does not resize which causes the need to horizontally scroll.

**Effect on User:** Low vision users who magnify the screen will have to keep horizontally scrolling.

Example to fix: <insert here>

### [1.4.11 Non-text Contrast (Level AA)](https://www.w3.org/TR/WCAG21/#non-text-contrast)

Notes:

### [1.4.12 Text Spacing (Level AA)](https://www.w3.org/TR/WCAG21/#text-spacing)

Notes:

### [1.4.13 Content on Hover or Focus (Level AA)](https://www.w3.org/TR/WCAG21/#content-on-hover-or-focus)

Notes:

# 2 Operable: User interface components and navigation must be operable.

## 2.1 Keyboard Accessible: Make all functionality available from the keyboard.

### [2.1.1 Keyboard (Level A)](https://www.w3.org/TR/WCAG21/#keyboard)

Notes: FAIL – onClick event for Div that is acting like a button. However, the **Enter** key will not always trigger onclick if it is used with non-link and non-control elements, such as plain text, table cells, or <div> elements, even if they made keyboard navigable using [tabindex](https://webaim.org/techniques/keyboard/tabindex" \l "zero) or are focused using scripting. In these cases, it will be necessary to detect the **Enter** and **Space** key presses while focus is placed on them. Using standard HTML controls often avoids the necessity of scripting and potential accessibility issues.

### [2.1.2 No Keyboard Trap (Level A)](https://www.w3.org/TR/WCAG21/#no-keyboard-trap)

Notes:

### [2.1.4 Character Key Shortcuts (Level A)](https://www.w3.org/TR/WCAG21/#character-key-shortcuts)

Notes:

## 2.2 Enough Time: Provide users enough time to read and use content.

### [2.2.1 Timing Adjustable (Level A)](https://www.w3.org/TR/WCAG21/#timing-adjustable)

Notes:

### [2.2.2 Pause, Stop, Hide (Level A)](https://www.w3.org/TR/WCAG21/#pause-stop-hide)

Notes:

## 2.3 Seizures and Physical Reactions: Do not design content in a way that is known to cause seizures or physical reactions.

### [2.3.1 Three Flashes or Below Threshold (Level A)](https://www.w3.org/TR/WCAG21/#three-flashes-or-below-threshold)

Notes:

## 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.

### [2.4.1 Bypass Blocks (Level A)](https://www.w3.org/TR/WCAG21/#bypass-blocks)

Notes:

### [2.4.2 Page Titled (Level A)](https://www.w3.org/TR/WCAG21/#page-titled)

Notes:

### [2.4.3 Focus Order (Level A)](https://www.w3.org/TR/WCAG21/#focus-order)

Notes:

### [2.4.4 Link Purpose (In Context) (Level A)](https://www.w3.org/TR/WCAG21/#link-purpose-in-context)

Notes:

### [2.4.5 Multiple Ways (Level AA)](https://www.w3.org/TR/WCAG21/#multiple-ways)

Notes:

### [2.4.6 Headings and Labels (Level AA)](https://www.w3.org/TR/WCAG21/#headings-and-labels)

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Notes:

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## 3.1 Readable: Make text content readable and understandable.

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Notes:

### [3.1.2 Language of Parts (Level AA)](https://www.w3.org/TR/WCAG21/#language-of-parts)

Notes:

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Notes:

### [3.2.2 On Input (Level A)](https://www.w3.org/TR/WCAG21/#on-input)

Notes:

### [3.2.3 Consistent Navigation (Level AA)](https://www.w3.org/TR/WCAG21/#consistent-navigation)

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### [3.2.4 Consistent Identification (Level AA)](https://www.w3.org/TR/WCAG21/#consistent-identification)

Notes:

## 3.3 Input Assistance: Help users avoid and correct mistakes.

### [3.3.1 Error Identification (Level A)](https://www.w3.org/TR/WCAG21/#error-identification)

Notes:

### [3.3.2 Labels or Instructions (Level A)](https://www.w3.org/TR/WCAG21/#labels-or-instructions)

Notes:  FAIL – Comments text area does not have a label. Check box for I would like a response does not have a label.

**Effect on users:**  it provides assistance to all users who need help understanding the purpose of the field. An additional benefit of this technique is a larger clickable area for the control, since clicking on the label or the control will activate the control. This can be helpful for users with impaired motor control.

### Example : A text input field

The text field in this example has the explicit label of "First name:". The label element's for attribute matches the id attribute of the input element.

<label for="firstname">First name:</label>

<input id="firstname" name="firstname" type="text">

### Example 2: A checkbox

<input checked id="markuplang" name="computerskills" type="checkbox">

<label for="markuplang">HTML</label>

### [3.3.3 Error Suggestion (Level AA)](https://www.w3.org/TR/WCAG21/#error-suggestion)

Notes:

### [3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)](https://www.w3.org/TR/WCAG21/#error-prevention-legal-financial-data)

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<head>  
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3. Use native headers or create distinct class names

### [4.1.2 Name, Role, Value (Level A)](https://www.w3.org/TR/WCAG21/#name-role-value)

Notes:

### [4.1.3 Status Messages (Level AA)](https://www.w3.org/TR/WCAG21/#status-messages)

Notes: