

Main level	Secondary level	Main User Needs
Perceivable	Provide consistent content (static / fixed)	Users can perceive content
Perceivable	Provide consistent content (static / fixed)	Users can perceive controls roles states and properties
Perceivable	Provide consistent content (static / fixed)	Users can perceive structure
Perceivable	Provide consistent content (static / fixed)	Users can perceive purpose
Perceivable	Provide consistent content (static / fixed)	Users can perceive input values
Perceivable	Reveal changed content	Users can perceive changes to content
Perceivable	Reveal changed content	Users can perceive changes to controls roles states and properties
Perceivable	Reveal changed content	Users can perceive changes to purpose
Perceivable	Reveal changed content	Users can perceive changes to input values
Operable	Provide consistent interactions	Users can operate content
Operable	Provide consistent interactions	Users can operate controls roles states and properties
Operable	Provide consistent interactions	Users can operate navigation
Operable	Provide consistent interactions	Users can navigate structure document and application
Operable	Allow adjustable content	Users can adjust duration requirements
Operable	Allow adjustable content	Users can adjust content orientation
Operable	Allow adjustable content	Users can adjust orientation in space
Understandable	Make appearance understandable	Users can understand content
Understandable	Make appearance understandable	Users can understand controls
Understandable	Make appearance understandable	Users can understand structure
Understandable	Make appearance understandable	Users can understand navigation
Understandable	Make appearance understandable	Users can understand changed content
Understandable	Make appearance understandable	Users can understand purpose
Understandable	Make appearance understandable	Users can understand relationships
Understandable	Provide help and instructions	Users get instructions for content
Understandable	Provide help and instructions	Users get instructions for interaction
Understandable	Provide help and instructions	Users get instructions for support for modalities
Understandable	Provide help and instructions	Users get instructions for personalization options
Understandable	Provide help and instructions	Users get instructions for processes
Understandable	Provide help and instructions	Users get help through moderated form input
Understandable	Provide help and instructions	Users get help through alert awareness
Understandable	Make position and orientation clear	Users can identify their position in content
Understandable	Make position and orientation clear	Users can identify their position in context
Understandable	Make position and orientation clear	Users can identify their position in a process
Understandable	Make position and orientation clear	Users can identify their position in a space
Understandable	Make position and orientation clear	Users can orientate themselves in immersive environments
Understandable	Make position and orientation clear	Users can orientate themselves in augmented environments
Understandable	Make discoverable	Users can discover content
Understandable	Make discoverable	Users can discover context
Understandable	Make discoverable	Users can discover customization options
Personalization	Customization	Users can customize content or request
Personalization	Customization	Users can customize context or request
Personalization	Customization	Users can customize functionality settings or request
Personalization	Customization	Users get customized via platform content
Personalization	Customization	Users get customized via platform context
Personalization	Customization	Users get customized via platform functionality
Personalization	Customization	Users can control time sensitive content
Personalization	Customization	Users can control time sensitive tasks
Personalization	Customization	Users can control time based media including dynamic values eq volume
Personalization	Preferences	Users personalization preferences are allowed
Personalization	Preferences	Users personalization preferences are honored by content authors
Personalization	Preferences	Users personalization preferences are not compromised by security
Personalization	Preferences	Users personalization preferences do not compromise privacy
Personalization	Preferences	Users can do interact device independently
Personalization	Preferences	Users can do input data device independently
Personalization	Preferences	Users can do route and control output device independently
Deceptive Patterns	Distractions and Interruptions	Users attention can be focussed
Deceptive Patterns	Distractions and Interruptions	Users attention can be directed

Deceptive Patterns	Distractions and Interruptions	Users attention can be shifted
Deceptive Patterns	No Harm	Users are not harmed neurologically
Deceptive Patterns	No Harm	Users are not harmed emotionally

Document information		
Description	This workbook contains the Guidelines, Outcomes, Critical Errors, Methods, and Tests from WCAG 3 FPWD on the Combined worksheet. The Methods and Tests worksheet is structured for group work, with each subgroup member rating WCAG 3 Methods for severity. The Severity Worksheet is a working space to break down the WCAG 3 content into Tests and rate each Test by functional needs, starting from the Methods with inter-rater agreement.	
Sources:	W3C Accessibility Guidelines (WCAG) 3.0 W3C Working Draft 07 December 2021 https://www.w3.org/TR/wcag-3.0/	
	Main Functional Needs - Main User Needs - Main Outcomes https://docs.google.com/document/d/16ZeCqTRTY0lmWwp1Xv_w00iH1OzyECBa1UXQ_UeocjQ/edit	
	W3C Accessibility Guidelines (WCAG) 3.0 W3C Editor's Draft 07 July 2022 https://w3c.github.io/silver/guidelines/	
	EN 301 549 V3.2.1 (2021-03) https://www.etsi.org/deliver/etsi_en/301500_301599/301549/03.02.01_60/en_301549v030201p.pdf	
User stories	https://www.tpgi.com/how-write-user-stories-accessibility-requirements/	
Definitions		
	From WCAG 3 Working Draft	
Process	A sequence of steps that need to be completed in order to accomplish an activity / task from end-to-end.	
Critical error	An accessibility problem that will stop a user from being able to complete a process. Critical errors include: Items that will stop a user from being able to complete the task if it exists anywhere on the view (examples: flashing, keyboard trap, audio with no pause); Errors that when located within a process means the process cannot be completed (example: submit button not in tab order); Errors that when aggregated within a view or across a process cause failure (example: a large amount of confusing, ambiguous language).	
Source:	W3C Accessibility Guidelines (WCAG) 3.0 W3C Working Draft 07 December 2021 https://www.w3.org/TR/wcag-3.0/	
Critical	Tests that if failed will likely make it impossible for users to independently "locate, identify, and operate ICT functions, and to access the information provided."	Adapted from EN 301 549 V3.2.1 (2021-03)
High	TBC	
Medium	TBC	
Low	TBC	
Sources for defining severity ratings		
	From Barrier Walkthrough Method	
Critical problem	The barrier is so big that very often users give up, and they do not reach their goals. This can happen after users have spent considerable time and effort to try to overcome the barrier, perhaps with many errors. There are no alternative ways (known to the users) that can be followed to achieve the goals. The barrier has a strong negative impact on effectiveness, and consequently also on productivity, satisfaction and safety.	
Significant problem	The barrier is detected and it heavily affects the task execution. To overcome the barrier the user has to back-up, follow a trial-and-error strategy, guess the proper action, repeat an action several times, the user may incur in errors. In many cases it is not possible to avoid the barrier, which reduces effectiveness and/or security; even if it can be avoided, this requires a substantial knowledge and/or memory (to recall that there is the barrier and on how to avoid it). The barrier affects effectiveness, productivity, satisfaction and also safety.	
Minor problem	The barrier is detected by the user, but there are simple ways to overcome it or to avoid it; it is easy to remember it, to learn how to avoid or get around it. This barrier affects marginally productivity or satisfaction, but not effectiveness nor safety.	
Source:	Brajnik, G., Barrier Walkthrough Method https://users.dimi.uniud.it/~giorgio.brajnik/projects/bw/bw.html	
Functional Needs (from EN 301 549 V3.2.1 (2021-03))		
Usage without vision	Where ICT provides visual modes of operation, the ICT provides at least one mode of operation that does not require vision. This is essential for users without vision and benefits many more users in different situations.	
Usage with limited vision	Where ICT provides visual modes of operation, the ICT provides features that enable users to make better use of their limited vision. This is essential for users with limited vision and benefits many more users in different situations.	
Usage without perception of colour	Where ICT provides visual modes of operation, the ICT provides a visual mode of operation that does not require user perception of colour. This is essential for users with limited colour perception and benefits many more users in different situations.	
Usage without hearing	Where ICT provides auditory modes of operation, the ICT provides at least one mode of operation that does not require hearing. This is essential for users without hearing and benefits many more users in different situations.	
Usage with limited hearing	Where ICT provides auditory modes of operation, the ICT provides enhanced audio features. This is essential for users with limited hearing and benefits many more users in different situations.	
Usage with no or limited vocal capability	Where ICT requires vocal input from users, the ICT provides at least one mode of operation that does not require them to generate vocal output. This is essential users with no or limited vocal capability and benefits many more users in different situations.	
Usage with limited manipulation or strength	Where ICT requires manual actions, the ICT provides features that enable users to make use of the ICT through alternative actions not requiring manipulation, simultaneous action or hand strength. This is essential for users with limited manipulation or strength and benefits many more users in different situations.	
Usage with limited reach	Where ICT products are free-standing or installed, all the elements required for operation will need to be within reach of all users. This is essential for users with limited reach and benefits many more users in different situations.	

Minimize photosensitive seizure triggers	Where ICT provides visual modes of operation, the ICT provides at least one mode of operation that minimizes the potential for triggering photosensitive seizures. This is essential for users with photosensitive seizure triggers.	
Usage with limited cognition, language or learning	The ICT provides features and/or presentation that makes it simpler and easier to understand, operate and use. This is essential for users with limited cognition, language or learning, and benefits many more users in different situations.	
Privacy	Where ICT provides features for accessibility, the ICT maintains the privacy of users of these features at the same level as other users.	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18	Column 19	Column 20	Column 21	Column 22	Column 23	Column 24	Column 25	Column 26	Column 27	Column 28	Column 29	Column 30	Column 31	Column 32	Column 33	Column 34	Column 35	Column 36	Column 37	Column 38	Column 39	Column 40	Column 41	Column 42	Column 43	Column 44	Column 45	Column 46	Column 47	Column 48	Column 49	Column 50	Column 51	Column 52	Column 53	Column 54	Column 55	Column 56	Column 57	Column 58	Column 59	Column 60	Column 61	Column 62	Column 63	Column 64	Column 65	Column 66	Column 67	Column 68	Column 69	Column 70	Column 71	Column 72	Column 73	Column 74	Column 75	Column 76	Column 77	Column 78	Column 79	Column 80	Column 81	Column 82	Column 83	Column 84	Column 85	Column 86	Column 87	Column 88	Column 89	Column 90	Column 91	Column 92	Column 93	Column 94	Column 95	Column 96	Column 97	Column 98	Column 99	Column 100
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	Column 18	Column 19	Column 20	Column 21	Column 22	Column 23	Column 24	Column 25	Column 26	Column 27	Column 28	Column 29	Column 30	Column 31	Column 32	Column 33	Column 34	Column 35	Column 36	Column 37	Column 38	Column 39	Column 40	Column 41	Column 42	Column 43	Column 44	Column 45	Column 46	Column 47	Column 48	Column 49	Column 50	Column 51	Column 52	Column 53	Column 54	Column 55	Column 56	Column 57	Column 58	Column 59	Column 60	Column 61	Column 62	Column 63	Column 64	Column 65	Column 66	Column 67	Column 68	Column 69	Column 70	Column 71	Column 72	Column 73	Column 74	Column 75	Column 76	Column 77	Column 78	Column 79	Column 80	Column 81	Column 82	Column 83	Column 84	Column 85	Column 86	Column 87	Column 88	Column 89	Column 90	Column 91	Column 92	Column 93	Column 94	Column 95	Column 96	Column 97	Column 98	Column 99	Column 100

Critical Tests: Tests that if failed will likely prevent users with functional needs from critical user needs — tests selected from WCAG 3 Editor's Draft 7 Jul 2022	Issue rating: Critical applies to issues that will likely prevent users from completing tasks	All Usage	Usage without vision	Usage with limited vision	Usage without perception of colour	Usage without hearing	Usage with limited hearing	Usage with no or limited visual capacity	Usage with limited navigation or strength	Usage with limited reach	Usage with limited precision	Minimize Preemptive secure triggers	Usage with limited cognition, language or learning	Privacy
Guidelines: Text Alternatives Outcome: Text alternative available Method: Text alternative for images of text Check that each image in the content that contains text that is not purely decorative has a text alternative that serves an equivalent purpose. Method: Functional images Check that each functional (operable) image has a text alternative. Check that each functional image that contains text that is not purely decorative has a text alternative containing the same text. Check that each functional image within a text link is either represented by a glyph or an alternate technology or provided with a text alternative describing the image and supplementing the link text. Check that each image that is a button has a text alternative indicating the button's function. Method: Decorative images Check that visible img, src and alt attributes that are ignored by assistive technologies are decorative. Method: Informational images Check that each image that conveys meaning has a text alternative. Check that functional, informative and images of text have alternative text that serves an equivalent purpose of the image. Functional images describe the function. Informative images describe the image content. Check that decorative images are appropriately coded using "Decorative Images" (method) so they are hidden to assistive technology. Method: Author control of text alternatives Use the text to insert an img tag as appropriate for the app. Check that the alternative text can be edited by the author and the editor version can be published.				Users can perceive content	Users can perceive content								Users can operate content	
Guidelines: Clear Words Outcome: Common clear words Method: Use clear words There are no unexplained technical or jargon words. Users common words and define unusual words in one click and one click return. Users common words and include a glossary (at the end of a document that the person has to navigate to) and back from.)														
Guidelines: Captions Outcome: Translates speech and non-speech audio Method: Provides text equivalent of speech and key sound effect Check that each video containing speech and non-speech audio has a text equivalent provided as captions. Check that the captions can be turned on and off. Closed captions can be turned on and off. Open captions cannot be turned off. Check that each video containing speech and non-speech audio has a text equivalent provided as a transcript. (new) Method: Refuse of captions and other text to content Check that there is support for review of captions and other text. Check that a mechanism exists to reveal further text within the 30 environment without the need to scroll. Check that there are semantics present that define content and relationships between related captions, subtitles and their source. Check that where captions and other text may be placed on a second screen, content and source information is maintained. Outcome: Conveys information about the sound Method: Provides visual equivalent of speech and non-speech audio content Check that caption is positioned of all dialogue and important sounds in the same location as the sound source that it is representing.	Critical			Users can perceive content	Users can perceive content									
Guidelines: Structured Content Outcome: Headings organize content Method: Subsequent headings Check that each section on the page starts with a heading. Check that each heading value in the content contained in the section. Outcome: Uses visually distinct headings Method: Visually distinct Compare heading content with non-heading content. The size weight, or spacing around headings should be larger than that of non-heading content. Outcome: Conveys hierarchy with semantic structure Method: Semantic headings Check that heading markup is used when content is a heading. Check that the heading markup is at the correct level. Check that heading markup is not used when content is not a heading.														
Guidelines: Visual Contrast of Text Outcome: Luminance contrast between background and text Method: Select font characteristics and background colors to provide enough contrast for readability Check that the absolute value of the predicted contrast percentage meets or exceeds the required value for the font weight and size in the content.														
Guidelines: Error Prevention Outcome: Input instructions provided Method: Instructions for completing fields Identify inputs that only accept data in a given format. Check that the page in view provides details about the required format. Check that the instructions use clear words. Identify instructions that would benefit from an illustrative example. Check that the instructions include an example of data in the required format. Method: Request status indicated Check that the required status is conveyed visually. For non-text input indicators, check that instructions are provided that explain the non-text indicator. Check that required inputs include the required attribute and/or the area required attribute. For the area required attribute, check that the attribute value is "true". Method: Instructions available and in context of input Check that instructions for data entry requirements are available on the page or in view. Check that the instructions remain visible and available while entering data. Check that the instructions are near the input. Check that the instructions are programmatically defined and associated with the input.														
WCAG 2 requirements broken down https://www.w3.org/TR/WCAG21/#101to121 https://www.w3.org/TR/WCAG21/#101to121 https://www.w3.org/TR/WCAG21/#101to121														
Non-text Content - Has text alternative - Conveys appropriate meaning - Provides descriptive identification - Has text equivalent alternative - Complete (non-text) material Audio-only and Video-only (Prerecorded) - Has audio alternative - Has video alternative - Audio alternatives in equivalent - Video alternative is equivalent - Audio alternative includes implicit content - Video alternative includes implicit content - Video alternative uses plain language Captions (Prerecorded) (also see Captions, above) - Quality of captions - Consistent style of captions - Captions are synchronous - Captions are complete - Captions are properly placed Audio Description or Media Alternative (Prerecorded) - Has Captions Audio Description (Prerecorded) Sign Language (Prerecorded) - Accurate sign language - Visible sign language - includes sufficient lighting, contrast, and resolution - Appropriate for audience - Access to sign language videos Extended Audio Description (Prerecorded) Media Alternative (Prerecorded) - Media alternative provided in text form - Text-based media alternative accurately represents media content - Link (access) to media alternative provided adjacent to media Audio-only (Live)														
Information and Relationships - Headings - Labels for inputs/controls														
				Users can perceive content	Users can perceive content			Users can perceive content					Users can operate content	

Critical Tests - Tests that if failed will likely prevent users from functional needs from critical user needs — tests selected from WCAG 3 Editor's Draft 7 Jul 2022	Issue rating: Critical applies to issues that will likely prevent users from completing tasks	All Usage	Usage without vision	Usage with limited vision	Usage without perception of colour	Usage without hearing	Usage with limited hearing	Usage with no or limited visual capability	Usage with limited manipulation or strength	Usage with limited reach	Minimize unnecessary secure triggers	Usage with limited cognition, language or learning	Privacy
- Grouping for controls (listitem/legend)	Critical		Users can understand relationships - User needs related content to be programmatically presented so they understand their relationships - Users can perceive structure - User needs a programmatic label for groups of controls so they can access the label while focused on each control in the group										
- Text-level semantics (e.g. strong)													
- Custom elements (e.g. role="img" for text icons)													
- Table headings													
- Lists													
- Visual content hidden from AT	Critical		Users can perceive content - Users need access to relevant visual content so they can access the content with a screen reader and Braille display										
Meaningful Sequence													
- Meaningful order of visible elements													
- Invisible content in reading sequence													
- Dynamic elements inserted in reading sequence													
Sensory Characteristics													
- Exception for using tactile cues in instructions													
Orientation													
Identify Input Purpose													
- Use generalization semantics													
Use of Color													
Audio Control													
- Audio Control - Autoplay													
- Audio Control - Turn Off													
- Audio Control - adjust independent volume													
Contrast (Minimum)													
- Contrast exceptions													
Resize text													
Images of Text (Exception)													
Low or No Background Audio													
- No background													
- Turn Off													
- 20dB													
- Consistent and easy way to turn off that persists													
Visual Presentation													
- Foreground and background colors of blocks of text can be selected by the user													
- 300% to no more than 35 characters or glyphs (40 if CJK)													
- Text is not justified (aligned to both the left and the right margins)													
- Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing													
- Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full screen window													
Images of Text (No Exception) (see also Non-text content, above)													
- Using text													
- Customizable													
Resize													
- Reading text blocks													
- Resizable without horizontal scrolling													
Non-text Contrast													
- Resizable without horizontal scrolling													
Text Spacing													
Content on Hover or Focus													
Keyboard													
- No Keyboard Trap													
- Inform user of keyboard trap escape mechanism													
Keyboard (No Exception)													
- Operable with keyboard only													
- Does not rely on timings of keyboard													
Character Key Shovelets													
Timing Adjustable													
- Timing Exceptions													
Pause, Stop, Hide													
- Controlling Auto-updating content													
No Timing Interruptions													
- Interruptions - wait?													
- Interruptions - postponed or suppressed													
- Interruptions - Emergency?													
- Interruptions - consider emergency													
- Interruptions - control interruption based on content													
- Interruptions - save interruptions													
Re-authenticating													
Timeouts													
- ARIA 2 support for countdown timers													
- Restart the countdown timer													
- Save your work													
Three Flashes or Below Threshold													
Three Flashes													
- Warn users before encountering flashing third party content													
Animation from Interactions													
Bypass Blocks													
Page Title													
- Page title describe topic or purpose													
Focus Order													
- Focus management													
Link Purpose (in Context)													
Multiple Ways													
Headings and Labels													
- Descriptive headings													
- Descriptive Labels													
Focus Visible													
Location													
- Breadcrumb Trail													
- Skip Map													
- Indicating Current Location													
Section Headings													
Link Purpose (Link Only)													
Section Headings													
Focus Appearance (Minimum)													
Focus Appearance (Enhanced)													
Page Break Navigation													
Pointer Gestures													
- Equivalent if complex gestures are used													
- Check for single pointer operable alternative													
- Determine whether multi-point gestures have been defined													
Pointer Cancellation													
Label in Name													
Motion Actuation													
Target Size (Enhanced)													
Content Input Mechanisms													
Dragging Movements													
Target Size (Minimum)													
- Minimum Size													
- Equivalent Control													
- Language of Page													
- Language of Parts													
Unusual Words													
Abbreviations													
- Abbreviations - just in time													
- Abbreviation - Expanded Form													
- Abbreviation - Mechanism Meaning													
Reading Level													
Pronunciation													
On Focus													
On Input													
Consistent Navigation													
Consistent Identification													
Change on Request													
- Redirects													
- Change of content from unexpected user action													
Consistent Help													
Visible Controls													
- Control visible													
- Equivalent control available													
- Mechanism to make controls persistently visible													
Error Identification (SR)	Critical		Users get instructions for content Users get help through modalized form inputs? - User needs an error message when an error occurs so they know something went wrong										
- Identifies an error exists in text	Critical		Users can perceive content - User needs an error message in text format so they can access the content with a screen reader and Braille display										
- Adequately describes the error			Users can understand content - User needs an error message that describes the error so they know what went wrong										
- Consistently describes the error (not from current SC)													
Labels or Instructions	Critical											Users get instructions for content - User needs an error message with necessary instructions so they know how to recover from the error	

Main User Needs

Users can perceive content

Users can perceive controls roles states and properties

Users can perceive structure

Users can perceive purpose

Users can perceive input values

Users can perceive changes to content

Users can perceive changes to controls roles states and properties

Users can perceive changes to purpose

Users can perceive changes to input values

Users can operate content

Users can operate controls roles states and properties

Users can operate navigation

Users can navigate structure document and application

Users can adjust duration requirements

Users can adjust content orientation

Users can adjust orientation in space

Users can understand content

Users can understand controls

Users can understand structure

Users can understand navigation

Users can understand changed content

Users can understand purpose

Users can understand relationships

Users get instructions for content

Users get instructions for interaction

Users get instructions for support for modalities

Users get instructions for personalization options

Users get instructions for processes

Users get help through moderated form input

Users get help through alert awareness

Users can identify their position in content

Users can identify their position in context

Users can identify their position in a process

Users can identify their position in a space

Users can orientate themselves in immersive environments

Users can orientate themselves in augmented environments

Users can discover content

Users can discover context

Users can discover customization options

Users can customize content or request

Users can customize context or request

Users can customize functionality settings or request

Users get customized via platform content
Users get customized via platform context
Users get customized via platform functionality
Users can control time sensitive content
Users can control time sensitive tasks
Users can control time based media including dynamic values eq volume
Users personalization preferences are allowed
Users personalization preferences are honored by content authors
Users personalization preferences are not compromised by security
Users personalization preferences do not compromise privacy
Users can do interact device independently
Users can do input data device independently
Users can do route and control output device independently
Users attention can be focussed
Users attention can be directed
Users attention can be shifted
Users are not harmed neurologically
Users are not harmed emotionally

#	Guideline	Outcome	Outcome description	Critical error	Methods	Tests
3.1	Text alternatives	Text alternative available	Provides text alternatives for non-text content for user agents and assistive technologies. This allows users who are unable to perceive and / or understand the non-text content to determine its meaning	Any image of text without an appropriate text alternative needed to complete a process.	Text alternative for Image of text (HTML)	Automated test for all images Examine each image in the content. Check that each image that conveys meaning has its text alternative. If the image contains text that is not purely decorative, the text alternative contains the same text. If it is within a link together with text, check that it is implemented to be ignored by assistive technology or the text alternative describes the image and supplements the link text. If it is a button, check that the text alternative indicates the button's function.
					Functional Images	Manual Test of Functional Images Procedure [Technology Agnostic] Examine each functional image in the content. Check that each functional image that conveys meaning has its text alternative. If the image contains text that is not purely decorative, the text alternative contains the same text. If it is within a link together with text, check that it is implemented to be ignored by assistive technology or the text alternative describes the image and supplements the link text. If it is a button, check that the text alternative indicates the button's function.
					Decorative Images	Manual test of a CSS background image Manual test of CSS generated content Manual test if an image uses null alt text and no title attribute for decorative images
					Informative Images	Manual Tests for Informative Images [for HTML img element If an img element is informative, check that it contains text in an alt attribute. Remove, hide, or mask the non-text content. Replace the non-text content with the text alternative in the alt attribute. Check that the text alternative conveys the purpose of the image. Check that the text alternative provides all relevant information in the image, including words that are important to understanding the content.
					Author control of text alternatives	Use the tool to insert an image as appropriate for the app. Use the tool to modify the text alternative. In a WYSIWYG authoring tool, text alternatives can be modified in the source view or in a properties editor that displays the properties for the content that currently has focus. The alternative text can be edited by the author and that edited version can be published.
3.2	Clear words	Common clear words	Uses common words to reduce confusion and improve understanding.	None	Use Clear Words (All)	For each section of text (paragraph or greater) look for technical words or jargon Are technical or jargon words defined... In a glossary that needs to be searched As a single click to display the definition and a single click to return to the word in context
3.3	Captions	Translates speech and non-speech audio	Translates speech and non-speech audio into alternative formats (e.g. captions) so media can be understood when sound is unavailable or limited. User agents and APIs support the display and control of captions.	Any video without captioning that is needed to complete a process. For example, an education site with a video that a student will be tested on or a shopping experience of previewing movies. If they do not have captioning (closed or open captioning), they fail.	Provides text equivalents of speech and non-speech audio	Turn on the closed caption feature of the media player View the synchronized media content with the closed caption feature turned on Check that the captions can be turned on and off Closed captions can be turned on and off Open captions cannot be turned off
					Reflow of captions and other text in context (XFR)	Check that there is support for captioning and subtitling of multimedia content. Check that there is support for reflow of captions and other text. Check that a mechanism exists to reveal further text within the XR environment without the need to scroll. Check that there are semantics present that define context and relationships between related captions, subtitles and their source. Check that where captions and other text may be placed on a second screen, context and source information is maintained.
		Conveys information about the sound	Conveys information about the sound in addition to the text of the sound (for example, sound source, duration, and direction) so users know the necessary information about the context of the sound in relation to the environment it is situated in.	None	Provides visual equivalent of speech and non-speech audio metadata	Turn on the closed caption feature of the media player View the synchronized media content Check that caption is positioned (of all dialogue and important sounds) in the same location as the sound source that it is representing
3.4	Structured content	Headings organize content	Organizes content into logical blocks with headings relevant to the subsequent content. This makes locating and navigating information easier and faster.	One or more headings necessary to locate the content needed to complete a process are missing.	Relevant headings (All)	Test for sections with headings Test for relevance of headings
		Uses visually distinct headings	Uses visually distinct headings so sighted readers can determine the structure.	One or more headings necessary to locate the content needed to complete a process are not visually distinct.	Visually distinct	Compare heading content with non-heading content. The size, weight, or spacing around headings should be larger than that of non-heading content.
		Conveys hierarchy with semantic structure	Provides semantic structure that conveys the hierarchy to help explore and navigate the content.	One or more headings necessary to locate the content needed to complete a process are not coded as headings.	Semantic headings (HTML)	Using h1-h6 to identify headings Using ARIA role=heading to identify headings Test for accuracy of heading levels Test that each heading can be used for navigation purposes
3.5	Visual contrast of text	Luminance contrast between background and text	Provides adequate luminance contrast between background and text colors to make the text easy to read.	None	Select font characteristics and background colors to provide enough contrast for readability (HTML)	Calculated Luminance Contrast
3.6	Error prevention	Input instructions provided	Provides instructions for inputs that have data entry requirements (for example, required, date, password) so users know how to provide valid information.	Any input that has specific data entry requirements (for example, date, password) that is provided without perceivable and understandable instructions describing the data entry requirements. Any input for collecting personal and sensitive information (for example, national identification number, health information) that fails "Input instructions provided" tests.	Instructions for completing tasks	Test that instructions are present (fail is critical error) Test for clear words Test that illustrative examples are present
					Required inputs indicated	Test that required inputs are visually identifiable Test that required inputs are programmatically defined
					Instructions available at the source of input	Test that instructions are persistent Test that instructions are adjacent to inputs Test that instructions are programmatically defined and associated

Guideline	Outcome	Methods	Tests (edited)	Severity (SH)	Severity (FS)	Severity (SAZ)	Severity (ST)	Add your ratings here (critical, high, medium, low)
Text alternatives	Text alternative available	Text alternative for Image of text (HTML)	If the image contains text that is not purely decorative, the text alternative contains the same text.	High	High	Medium	Medium	
Text alternatives	Text alternative available	Functional Images	Check that each functional image that conveys meaning has its text alternative. If the image contains text that is not purely decorative, the text alternative contains the same text. If it is within a link together with text, check that it is implemented to be ignored by assistive technology or the text alternative describes the image and supplements the link text. If it is a button, check that the text alternative indicates the button's function.	Critical	Critical	Critical	Critical	
Text alternatives	Text alternative available	Decorative Images	Manual test of a CSS background image Manual test of CSS generated content Manual test if an image uses null alt text and no title attribute for decorative images	Medium	Medium	Low	Low	
Text alternatives	Text alternative available	Informative Images	If an img element is informative, check that it contains text in an alt attribute. Check that the text alternative conveys the purpose of the image. Check that the text alternative provides all relevant information in the image, including words that are important to understanding the content.	High	Critical	High	High	
Text alternatives	Text alternative available	Author control of text alternatives	Use the tool to insert an image as appropriate for the app. Use the tool to modify the text alternative. In a WYSIWYG authoring tool, text alternatives can be modified in the source view or in a properties editor that displays the properties for the content that currently has focus. The alternative text can be edited by the author and that edited version can be published.	Critical	Critical	Low	Critical	
Clear words	Common clear words	Use Clear Words (All)	For each section of text (paragraph or greater) look for technical words or jargon Are technical or jargon words defined... In a glossary that needs to be searched As a single click to display the definition and a single click to return to the word in context	High	High (but I have definite employment-related opinions on this)	Medium	High	
Captions	Translates speech and non-speech audio	Provides text equivalents of speech and non-speech audio	Turn on the closed caption feature of the media player View the synchronized media content with the closed caption feature turned on Check that the captions can be turned on and off Closed captions can be turned on and off Open captions cannot be turned off	Critical	Critical	Critical	Critical	
Captions	Translates speech and non-speech audio	Reflow of captions and other text in context (XR)	Check that there is support for reflow of captions and other text. Check that a mechanism exists to reveal further text within the XR environment without the need to scroll. Check that there are semantics present that define context and relationships between related captions, subtitles and their source. Check that where captions and other text may be placed on a second screen, context and source information is maintained.	High	High	Medium	High	
Captions	Conveys information about the sound	Provides visual equivalent of speech and non-speech audio metadata	Turn on the closed caption feature of the media player View the synchronized media content Check that caption is positioned (of all dialogue and important sounds) in the same location as the sound source that it is representing	Medium	High	Medium	Medium	
Structured content	Headings organize content	Relevant headings (All)	Test for sections with headings Test for relevance of headings	High	High	High	High	
Structured content	Uses visually distinct headings	Visually distinct	Compare heading content with non-heading content. The size, weight, or spacing around headings should be larger than that of non-heading content.	High	High	Low	Medium	
Structured content	Conveys hierarchy with semantic structure	Semantic headings (HTML)	Using h1-h6 to identify headings Using ARIA role=heading to identify headings Test for accuracy of heading levels Test that each heading can be used for navigation purposes	High	High	High	Medium	
Visual contrast of text	Luminance contrast between background and text	Select font characteristics and background colors to provide enough contrast for readability (HTML)	Obtain representative sRGB values for the foreground text and the background color. With a contrast calculator that uses the APCA contrast method, calculate the predicted contrast between foreground text and background colors. For calculators that provide only a contrast result: Compare the calculated contrast value against the lookup table Accessible Contrast by Font Size and Weight below. Check that the absolute value of the predicted contrast percentage meets or exceeds the required value for the font weight and size in the content. For calculators that provide minimum size and weight with the results: Compare the smallest font size and weight as used in the content for the tested color pair, and check that it meets or exceeds the calculated minimum font size and weight.	High	High	High	High	
Error prevention	Input instructions provided	Instructions for completing tasks	Test that instructions are present (fail is critical error) Test for clear words Test that illustrative examples are present	Critical	High	Medium	Critical	
Error prevention	Input instructions provided	Required inputs indicated	Test that required inputs are visually identifiable Test that required inputs are programmatically defined	Critical	High	Medium	High	
Error prevention	Input instructions provided	Instructions available at the source of input	Test that instructions are persistent Test that instructions are adjacent to inputs Test that instructions are programmatically defined and associated	High	Critical	Medium	High	

Functional needs categories -- groupings of functional needs that have affected and been affected by	Detailed functional needs	Notes
Vision & Hearing	1. Use without vision 2. Use with limited vision 3. Use without color perception 4. Use with limited color perception 5. Use with limited depth perception 6. Use with limited orientation or spatial tracking 7. Use with photo sensitive epilepsy 8. Use with astigmatism	FS to ask about this and 8
Hearing & Auditory	9. Use without hearing 10. Use with limited hearing 11. Use with sensorineural hearing loss (limited frequency range) related to age or fluctuating gradual loss over time 12. Use with limited auditory processing (speech)	
Sensory Interactions	13. Use without vision and hearing 14. Use with vestibular issues 15. Use without spatial awareness or perception (needs diagnostic sound)	
Mobility	16. Use without mobility 17. Use with limited mobility 18. Use with limited reach or range	
Motor	19. Use without hands 20. Use with limited strength 21. Use without fine motor control 22. Use without fine joint control 23. Use without precise tracking speed 24. Use with tremors	
Physical & Sensory Interactions	25. Use with limited kinesthetic perception (pressure, position, weight distribution, movement) 26. Use with limited tactile perception, sensory processing, or touch pressure sensitivity 27. Use with chronic pain (muscle/joint or interaction mobility, speed and/or frequency) 28. Use without vision and a motor disability 29. Use without hearing and a motor disability	Not sure, it's about sensory feedback rather than pain
Speech	30. Use without vocalization 31. Use with limited vocalization or volume	
Attention	32. Use with limited ability to focus/retain/shift attention 33. Use with limited ability to direct attention 34. Use with limited ability to split attention	
Language & Communication	35. Use with limited ability to comprehend spoken language 36. Use without ability to read 37. Use with limited ability to recognize written language 38. Use with limited ability to comprehend written language 39. Use without ability to write 40. Use with limited ability to correctly write (or type) words and use punctuation 41. Use without understanding context 42. Use without understanding metaphors, idioms, euphemisms, or specific dialect of language or accent 43. Use with limited understanding of implicit communication via visual methods (body language, facial expressions, movements) etc.	
Learning	44. Use with limited understanding of math and numeric concepts 45. Use with limited computational skill (arithmetic, algebra and logic) 46. Use with limited coordination skill (motoric skills, visual-spatial organizational memory, etc.) 47. Use with limited understanding of context or perception of event	
Memory	48. Use with limited short-term or working memory 49. Use with limited medium or long-term memory 50. Use with limited memory history	
Executive	51. Use with limited planning, organization, sequencing, and execution ability 52. Use with limited emotional control and self-regulation 53. Use with limited judgment	
Mental Health	54. Use with debilitating fear or anxiety	
Cognitive & Sensory Interactions	55. Use with intersensory transfer of visual memory (retained based on limited acuity in a single eye) 56. Use with limited phonological or phonemic awareness	
Independence	57. Use without autonomy or agency 58. Use without privacy	
No Harm	59. Use without causing phonometric issues 60. Use without physical harm or risk	

