

Accessibility Checklist for Educational Software

MAR*TEC

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Product: 20th Century Day by Day

Author: Please Login. **E-mail:** : Please Login. **Org.:** Please Login.

When responding indicate the phrase that most adequately describes this software. Click any response to see an explanation of the criteria

NAVIGATION ([Tutorial for Navigation](#))

Executing Function from Keyboard: (choose one)

jⁿ The student can successfully operate this software without a mouse, by using only a keyboard. This means that the student can navigate through the software, select options, and give the software commands such as "print" and "save" without using a mouse.

jⁿ The student may navigate through the software and make selections using only the keyboard, but the student may not give the software commands such as "print" or save" without using the mouse.

jⁿ The student must use the mouse to navigate through the software, select options and give the software commands such as "print" or "save."

Input Focus: (choose one)

jⁿ The [focus point](#), [pointer](#), [cursor](#) or insertion bar is clearly indicated on the screen and moves across the screen as the user explores the program. The purpose of focus point is also very clear. For instance, a cursor indicates a student may type text, and the pointer indicates navigation.

jⁿ The navigational focus point is clearly indicated on the screen, but its purpose is not clearly indicated. For instance, the focus point, insertion bar or cursor look the same.

jⁿ The focus point is not clearly indicated on the screen.

PERSONAL OPERATING SYSTEM SETTINGS ([Tutorial for Personal Operating System Settings](#))

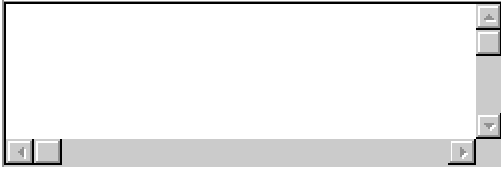
Accessibility Features: (choose one)

jⁿ The software does not disrupt the accessibility features within the student's personal operating system. Personal [operating system](#) accessibility features may include customized font sizes, background color choices, or accessibility features such as "[mousekeys](#)" "[magnifiers](#)" or "[slow keys](#)."

jⁿ The software disrupts the accessibility features within the student's personal [operating system](#).

jⁿ The software disrupts some, but not all of the accessibility features that the student has selected within their personal [operating system](#).

Please explain:



Icons/Bitmap Images (choose one)

jñ The meaning assigned to all [icons](#) or [bitmap images](#) appears consistently throughout the application.

jñ The meaning assigned to all [icons](#) or [bitmap images](#) is not consistent.

Please explain



User Selected Attributes: (choose one)

jñ This software allows users to select the color, contrast, or individual display attribute settings specified in their [operating system](#).

jñ This software overrides the color, contrast, or individual display attribute setting specified by the student in his/her [operating system](#).

Color and Contrast Settings: (choose one)

jñ In this software the user is able to select a variety of [color settings](#) that can be used with a range of contrast levels.

jñ In this software the user is able to select from a variety of [color settings](#) but is not provided a range of contrast levels.

jñ In this software the user is unable to select different [color settings](#) or contrast levels.

IMAGE AND SOUND ([Tutorial on Image](#) - [Tutorial on Color](#) - [Tutorial on Use of Graphics](#))

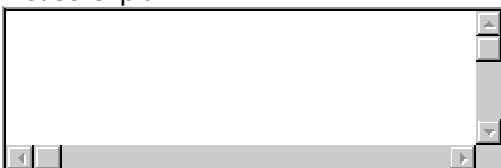
User Interface Element: (choose one)

jñ User interface images (such as icon, check boxes, menus and toolbars) are also identified by text. For example, an icon showing a printer, must have the word "print" associated with it.

jñ The information conveyed by a user interface image is never available in text.

jñ The information conveyed by a user interface image is usually available in text, and when it is not, it is not essential for operating the program.

Please explain:



Color Coding: (choose one)

jñ Color is used in this software along with other communication mediums (i.e., text labels, audio, specific navigational images, etc.) to indicate an action, prompt a response, or

distinguish a visual element.

jñ Color is the sole indicator of information, action, prompts or visual elements.

jñ Color is sometimes used solely to indicate an action, prompt a response or distinguish a visual element.

Please explain:



Flashing or Blinking Images: (choose one)

jñ This software contains no flickering or flashing images or text.

jñ This software contains flickering or flashing images or text with a rate of less than [55Hz](#) but greater than [2Hz](#).

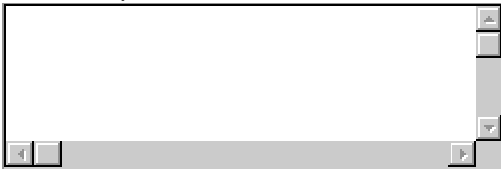
Animation: (choose one)

jñ When important information in this software (such as text and push-buttons) is animated, the information is always displayed in at least one non-animated presentation mode (at the option of the user).

jñ When important information in this software (text and push-buttons) is animated, it is not displayed in a non-animated form for the user.

jñ When important information in this software (text and push-buttons) is animated, the information is sometimes displayed in a non-animated form.

Please explain:



COMPATIBILITY ([Tutorial on Compatibility](#))

Electronic Forms: (choose one)

jñ The [electronic forms](#) in this software allow an [assistive technology](#) to correctly identify the type of information required and the [default](#) setting. For instance within an electronic form an assistive device can correctly identify a [radio button](#) and whether it is selected.

jñ The [electronic forms](#) in this software allow an [assistive technology](#) to identify text boxes, [radio buttons](#) and pull-down lists but do not specify their [default](#).

jñ The application is not accessible with the use of [assistive technology](#).

Textual Information: (choose one)

jñ All the information about text (the content, caret or insertion bar location and [text attributes](#)) is provided through the student's [operating system](#).

jñ Information about text is not provided through the student's personal [operating system](#).