

SKILLSCOMMONS ACCESSIBILITY CHECKPOINTS

UPDATED METHODS FOR EPUB3 FORMATS USING NVDA
(ASSISTIVE TECHNOLOGIES)

Evaluation time

Estimate evaluation time per book:

- Novice rater: 2~3 hours
- Experienced rater: 1.5~2 hours

Depending on book content and amount of material,

- STEM books
- Books with more pages
- Books with lots of images

Takes longer to evaluate

Accessibility Checkpoints

1. Accessibility Documentation
2. Text Access
3. Text Adjustment
4. Reading Layout
5. Reading Order
6. Structural Markup/Navigation
7. Tables
8. Hyperlinks
9. Color and Contrast
10. Language
11. Images
12. Multimedia
13. Flickering
14. STEM
15. Interactive Elements

How to access texts

STEPS:

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How to access texts

STEPS:

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Introduction to Statistics

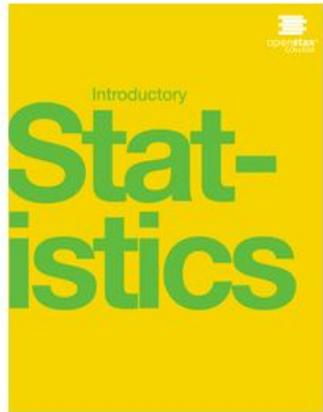


MATH 110

eTextbook	eTextbook Reviews
<i>Introductory Statistics From BC Campus</i>	Tami Matsumoto, CCC Faculty Andrew Noymer, UC Faculty Hasan Rahim, CCC Faculty
<i>Introductory Statistics From Open Stax College</i>	Tami Matsumoto, CCC Faculty Andrew Noymer, UC Faculty Hasan Rahim, CCC Faculty
<i>Online Statistics Education: An Interactive Multimedia Course of</i>	Tami Matsumoto, CCC

How to access texts

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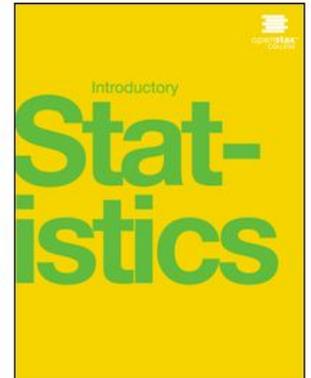
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Formats

Online texts are available in various formats and should be evaluated based on the following rankings:

1. EPUB3
2. HTML
3. Microsoft Word
4. PDF

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Formats

In other words, EPUB3 is ideal, but if it is not available, we move down the list and search for the next available format

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Formats

Note: This is an OpenStax text. Although EPUB3 isn't listed, it is available!

To determine if there is an EPUB3 format for OpenStax texts, additional navigation is required.

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Introductory Statistics

Book by: OpenStax College

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Preface

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Preface

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Note: At the time of this writing, only OpenStax texts have been found to need additional navigation. All other texts have been found to clearly list out all available formats.

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Checklist

All information obtained from textbook evaluation will be entered into checklists:

HTML Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
HTML					

Check point	Criteria	Amount of Material	Pass/Fail
1 Acc. Documentation	A. URL to Formal Accessibility Policy		
1 Acc. Documentation	B. URL to Accessibility Statement		
1 Acc. Documentation	C. URL to Accessibility Evaluation Report		
2 Text Access	Text to Speech	0	
3 Text Adjustment	A. Compatible		0
3 Text Adjustment	B. Adjust font and colors		0
4 Reading Layout	A. Reflow the text	30 web pages	
4 Reading Layout	B. Page # match printed material & reflow of text	30 web pages	
5 Reading Order	Digital resource layout		
6 Structural Markup	A. Navigation text		
6 Structural Markup	B. Lists		
6 Structural Markup	C. eReader application		
7 Table Markup	Table Markup		
8 Hyperlinks	Hyperlinks (within book)		
8 Hyperlinks	Hyperlink (live on internet)	20 links	
9 Color and Contrast	A. Color redundancy		
9 Color and Contrast	B. Contrast		
10 Language	A. Markup		
10 Language	B. Passage Markup		
11 Images	A. Non-decorative		
11 Images	B. Decorative		
11 Images	C. Complex		
12 Multimedia	A. Text Track		
12 Multimedia	B. Transcript		
12 Multimedia	C. Assistive Player		
13 Flickering	Flickering	10 links	
14 STEM	A. Markup (figures)	10 figures	
14 STEM	A. Markup (graphs)	10 graphs	
14 STEM	A. Markup (equation)	10 equations	
14 STEM	B. Notation Markup (figures)	10 figures	
14 STEM	B. Notation Markup (graphs)	10 graphs	
14 STEM	B. Notation Markup (equation)	10 equations	
15 Interactive Elements	A. Keyboard		
15 Interactive Elements	B. Markup		
15 Interactive Elements	C. Text Prompts		

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
EPUB					
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
1	Acc. Documentation	A. URL to Formal Accessibility Policy			
1	Acc. Documentation	B. URL to Accessibility Statement			
1	Acc. Documentation	C. URL to Accessibility Evaluation Report			
2	Text Access	Text to Speech	0 pages		
3	Text Adjustment	A. Compatible	0 pages		
3	Text Adjustment	B. Adjust font and colors	0 pages		
4	Reading Layout	A. Reflow the text	0 pages		
4	Reading Layout	B. Page #s match printed material & reflow of text	0 pages		
5	Reading Order	Digital resource layout			
6	Structural Markup	A. Navigation text			
6	Structural Markup	B. Lists			
6	Structural Markup	C. eReader application			
7	Table Markup	Table Markup			
8	Hyperlinks	Hyperlinks (in-book)	30 links		
8	Hyperlinks	Hyperlink (live)	20 links		
9	Color and Contrast	A. Color redundancy			
9	Color and Contrast	B. Contrast			
10	Language	A. Markup			
10	Language	B. Passage Markup			
11	Images	A. Non-decorative			
11	Images	B. Decorative			
11	Images	C. Complex			
12	Multimedia	A. Text Track			
12	Multimedia	B. Transcript			
12	Multimedia	C. Assistive Player			
13	Flickering	Flickering	10 links		
14	STEM	A. Markup (figures)	10 figures		
14	STEM	A. Markup (graphs)	10 graphs		
14	STEM	A. Markup (equation)	10 equations		
14	STEM	B. Notation Markup (figures)	10 figures		
14	STEM	B. Notation Markup (graphs)	10 graphs		
14	STEM	B. Notation Markup (equation)	10 equations		
15	Interactive Elements	A. Keyboard			
15	Interactive Elements	B. Markup			
15	Interactive Elements	C. Text Prompts			

Checklist

For every book, enter the following:

- Content area
- Name of book
- Format (i.e., EPUB, HTML, Word, or PDF)
- OS used (e.g., Microsoft; Windows)
- For EPUB, Word, and PDF formats: Total number of pages (obtained from Word or PDF format preferably, if available)
- For HTML only: Total number of chapters

Note: Only Windows will be used for analysis until Apple equivalents are decided upon.

Checklist

Example for the EPUB format of Introductory Statistics (PDF version has 863 pages)

Select content type from dropdown list

Select format and OS – note: each format has a different checklist

Only for HTML

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	

Enter name of book in its entirety

The diagram shows a form titled "EPUB Accessibility Checklist" with a table containing one row of data. Callout boxes provide instructions: "Select content type from dropdown list" points to the "Content" column; "Select format and OS – note: each format has a different checklist" points to the "Format" and "OS Used" columns; "Only for HTML" points to the "Number of Chapters" column; and "Enter name of book in its entirety" points to the "Name of book" column.

Checklist

Note: When certain information is entered such as the number of pages or number of chapters, certain information in the checklist is updated:

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
1	Acc. Documentation	A. URL to Formal Accessibility Policy			
1	Acc. Documentation	B. URL to Accessibility Statement			
1	Acc. Documentation	C. URL to Accessibility Evaluation Report			
2	Text Access	Text to Speech	172.6 pages		
3	Text Adjustment	A. Compatible	86.3 pages		
3	Text Adjustment	B. Adjust font and colors	86.3 pages		
4	Reading Layout	A. Reflow the text	172.6 pages		
4	Reading Layout	B. Page #s match printed material & reflow of text	172.6 pages		

Checklist

This information is based upon predetermined values for the amount of information that needs to be evaluated. You only need to round up to the next page count (or link count).

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
1	Acc. Documentation	A. URL to Formal Accessibility Policy			
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1	Acc. Documentation	C. URL to Accessibility Evaluation Report			
2	Text Access	Text to Speech	172.6 pages		
3	Text Adjustment	A. Compatible	86.3 pages		
3	Text Adjustment	B. Adjust font and colors	86.3 pages		
4	Reading Layout	A. Reflow the text	172.6 pages		
4	Reading Layout	B. Page #s match printed material & reflow of text	172.6 pages		



173 pages
87 pages
87 pages
173 pages
173 pages

Checklist

The percentages used are included in this presentation, but that is only for your reference – the checklist will fill out this information for you!

EPUB Accessibility Checklist					
Content	Name of book	Format	OS Used	Total Number of Pages	Number of Chapters
Introduction to Statistics	Introductory Statistics	EPUB	Windows	863	
#	Check point	Criteria	Amount of Material	Pass/Fail	Additional Info
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1	Acc. Documentation	B. URL to Accessibility Statement			
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2	Text Access	Text to Speech	172.6 pages		
3	Text Adjustment	A. Compatible	86.3 pages		
3	Text Adjustment	B. Adjust font and colors	86.3 pages		
4	Reading Layout	A. Reflow the text	172.6 pages		
4	Reading Layout	B. Page #s match printed material & reflow of text	172.6 pages		

➔

173 pages
87 pages
87 pages
173 pages
173 pages

Skills Commons Accessibility Checkpoints

All information obtained from textbook evaluation will be entered into the checkpoints document:

3. *Text Adjustment*

PASS/FAIL: _____ Ranking: _____

- A. Text is compatible with assistive technology.
- B. The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser, media player, or reader) that offers this functionality).

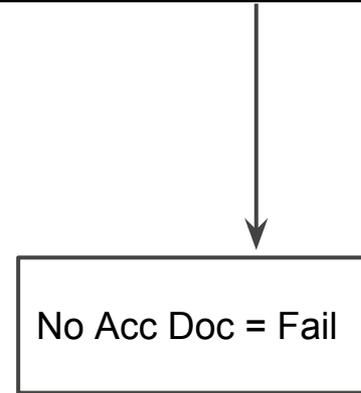
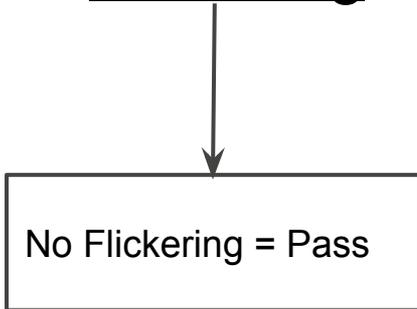
Additional Information: Please describe the technologies (hardware and software versions) and methodologies you used to evaluate the accessibility of the resource for this feature.

Enter info such as the pages you evaluated here as well.



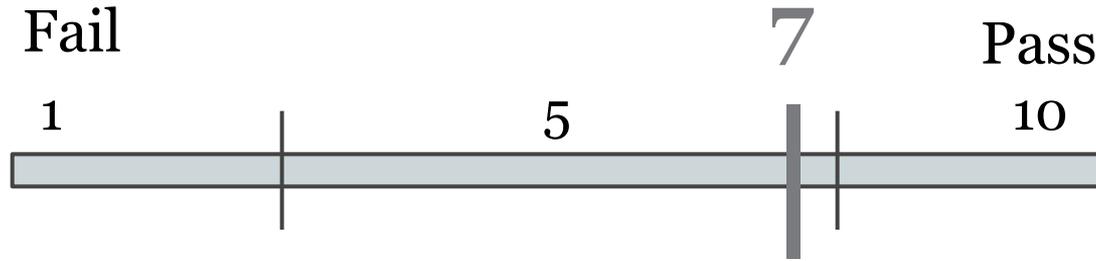
Pass, Fail, or N/A?

- Evaluate material based on the amount of material included in the checklist.
- If there is no related materials, mark N/A for that checkpoint. The only exception are Acc Documentation and Flickering.



Ratings

- Ratings are on a scale of 1-10



- Failure to meet a checkpoint (Fail) should not be rated above a 7
- Meeting a checkpoint (Pass) should not be rated below a 7

Accessibility Checkpoints

1. Accessibility Documentation 😊
2. Text Access 😊
3. Text Adjustment 😊
4. Reading Layout 😊
5. Reading Order 😊
6. Structural Markup/Navigation
7. Tables
8. Hyperlinks 😊
9. Color and Contrast 😊
10. Language
11. Images 😊
12. Multimedia 😊
13. Flickering 😊
14. STEM 😊
15. Interactive Elements 😊

EPUB3

EPUB3 Evaluation Requirements

OS

- Windows OS (XP or above)

Require Downloading

- NVDA ([Download](#))
- Color Contrast Analyzer- CCA ([Download](#))
- Adobe Digital Editions ([Download](#))

1. Accessibility Documentation

For the textbooks' organizations, find the following:

- ☑ URL to formal Accessibility Policy
 - ☑ URL to accessibility statements
 - ☑ URL to Accessibility Evaluation Report
-
- ☑ Look on the Merlot website for the links.

Accessibility Documentation: Checkpoint 1 parts A, B, and C

Pass =

There was a URL address found for the formal accessibility policy/accessibility statement/accessibility evaluation report. Google Chrome was used to access and evaluate this text.

Fail =

There was no URL address found for the formal accessibility policy/accessibility statement/accessibility evaluation report. Google Chrome was used to access and evaluate this text.

2. Text Access

- ☑ The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality

NVDA

Keep in mind when using NVDA

- Make sure that NumLock is off.
- Try using only the keyboard.
- For more keyboard shortcuts ([Click here](#))



Note

The **NVDA** key is set to the **Insert** key by default, but it can be changed to the **Caps lock** key when installing NVDA for the first time. If you want to change your NVDA key preference later, press **Ctrl** + **NVDA** + **K**.

2. Text Access

STEPS:

1. Download NVDA
2. Open the book with Adobe Acrobat
3. Activate NVDA
(Ctrl + Alt + N)
4. Use NVDA to read from top of the page (Numpad +)
Use Ctrl to stop

Note: make sure your speaker is on!

2. Text Access

5. The text content should be read in a manner that is clear and understandable to the listener.
6. If elements of the text are not read adequately take that into account when scoring this checkpoint
7. Base your score off of the amount of passing material

2. Text Access

- Amount of Material to Be Evaluated

*** Sample 10% of the pages ***

Ex. If the book has 150 pages in total
 $150 \text{ pages} \times .10 = 15 \text{ pages}$

You will check 15 pages for text adjustment

Note: The checklist
will decide most of
these values for you.

Text Access: Checkpoint 2 Text to Speech

Pass =

15/15 pages pass for text to speech. Pages 10-15 and 65-75 were used for this checkpoint. All evaluated pages were read correctly and completely by NVDA. Adobe Digital Editions and NVDA were used to access and evaluate this text.

Fail =

0/15 pages pass for text to speech. Pages 10-15 and 65-75 were used for this checkpoint. All evaluated pages failed because NVDA would skip random segments of the text, as well as, title and section headers. Adobe Digital Editions and NVDA were used to access and evaluate this text.

3. Text Adjustment (Size)

- ☑ The text allows the user to adjust the font size

Check text size between the range of Small to Ultra Large

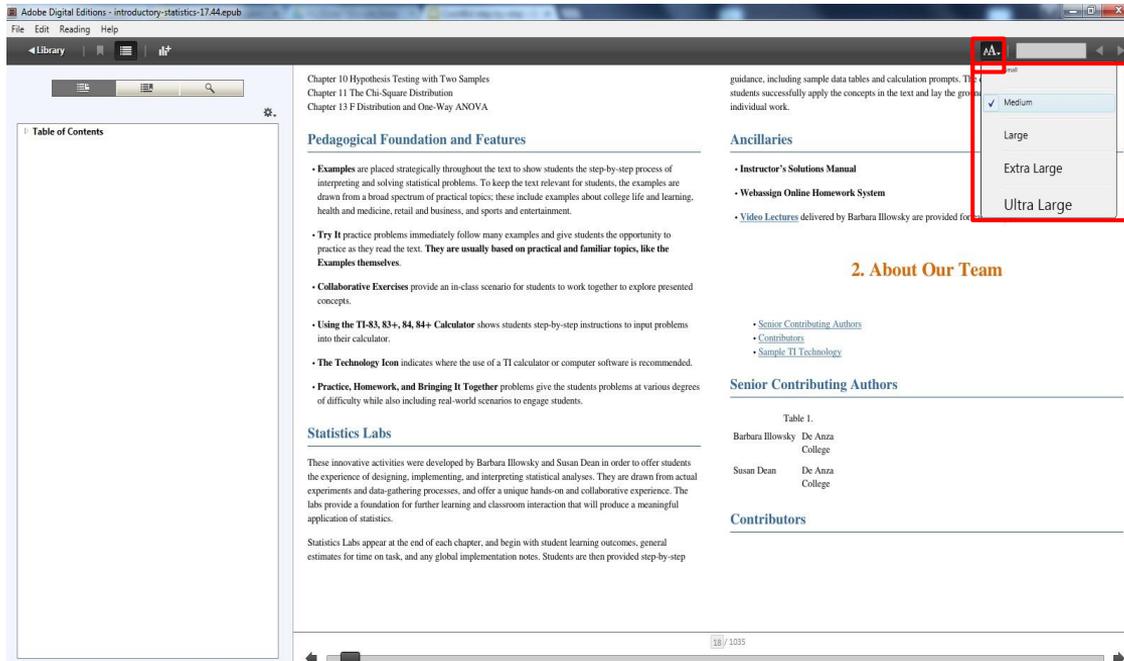
Do not check for text reflow in this checkpoint

STEPS:

1. Open the EPUB file with Adobe Digital Editions
2. Use the AA button (top right corner) or press on Ctrl + for font size increase and Ctrl - for decrease.
3. Do not check for text reflow in this checkpoint

Text Adjustment (Size)

1. Open the EPUB file with Adobe Digital Editions
2. Use the AA button (top right corner) or press on Ctrl + for font size increase and Ctrl - for decrease.



Text Adjustment: Checkpoint 3 A, Adjust Size

Pass =

8/8 pages pass for text size adjustment. Pages 7 through 15 were used for this checkpoint. All evaluated pages successfully allowed the user to adjust the font size from small to ultra large. Adobe Digital Editions was used to access and evaluate this text.

Fail =

0/8 pages pass for text size adjustment. Pages 7 through 15 were used for this checkpoint. All evaluated pages failed to allow the user to adjust the font size from small to ultra large. Adobe Digital Editions was used to access and evaluate this text.

3. Text Adjustment (Color)

- ☑ The resource allows the user to adjust the font/background color

Mark N/A: Assistive Technologies are Required

Text Adjustment: Checkpoint 3 B, Adjust Font and Colors

N/A =

This checkpoint requires assistive technology which we are not using in the current evaluation. Adobe Digital Editions was used to access and evaluate this text.

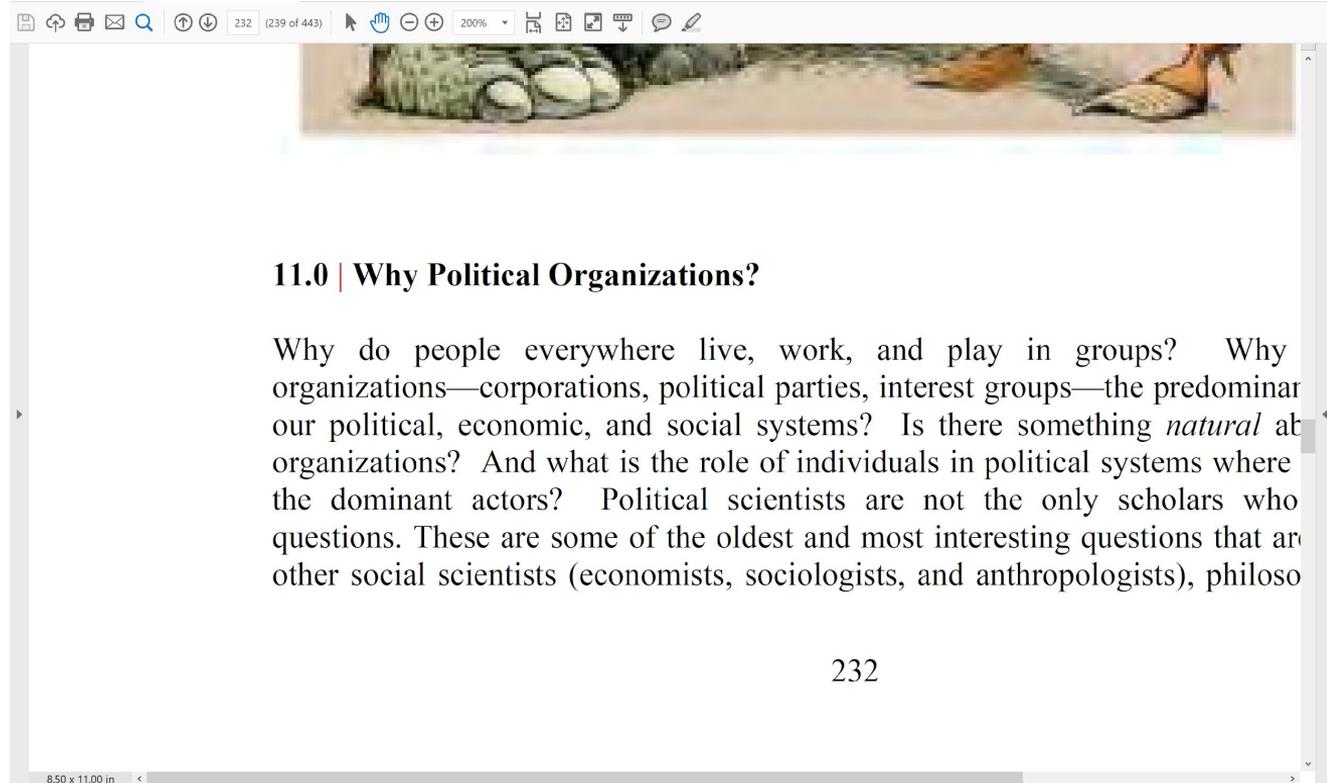
4. Reading Layout (Reflow)

- ☑ Text of the digital resource is compatible with assistive technology that allows the user to reflow the text by specifying the margins and line spacing
- ☑ Use the AA button to increase/decrease font size from Small to Ultra Large
- ☑ Check if the text reflows or if it becomes cutoff requiring horizontal scrolling

Text Adjustment vs. Reflow

Passes for text adjustment because text is adjustable up to Ultra Large

BUT it does not reflow, therefore it fails for reflow.



232 (239 of 443) 200%



11.0 | Why Political Organizations?

Why do people everywhere live, work, and play in groups? Why organizations—corporations, political parties, interest groups—the predominant our political, economic, and social systems? Is there something *natural* at organizations? And what is the role of individuals in political systems where the dominant actors? Political scientists are not the only scholars who questions. These are some of the oldest and most interesting questions that ar other social scientists (economists, sociologists, and anthropologists), philoso

8.50 x 11.00 in

Reading Layout: Checkpoint 4 A, Reflow the Text

Pass =

8/8 pages pass for reflow of the text. Pages 7 through 15 were used for this checkpoint. All evaluated pages successfully reflowed the text when the font size was changed between the range of small to ultra large without text being cutoff or requiring horizontal scrolling. Adobe Digital Editions was used to access and evaluate this text.

Fail =

0/8 pages pass for reflow of the text. Pages 7 through 15 were used for this checkpoint. All evaluated pages failed to reflow the text when the font size was changed between the range of small to ultra large. All evaluated pages resulted in text being cutoff or requiring horizontal scrolling at large zoom and higher. Adobe Digital Editions was used to access and evaluate this text.

4. Reading Layout (Page # match)

- ☑ If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material

STEPS:

1. Open the EPUB file with Adobe Digital Editions
2. Use the Zoom buttons to increase/decrease font size range between small to ultra large.
3. Check the page number while adjusting the font size
4. Compare page number and text content to the PDF version of the text

Reading Layout: Checkpoint 4 B, Page # match printed material & reflow of text

Pass =

8/8 pages pass for page number match. Pages 7 through 15 were used for this checkpoint. All evaluated pages page numbers and text content match the corresponding page numbers and content of the PDF version of the text. Adobe Acrobat Pro DC was used to access the PDF and Adobe Digital Editions was used to access and evaluate this text.

Fail =

0/8 pages pass for page number match. Pages 7 through 15 were used for this checkpoint. All evaluated pages page numbers matched the corresponding page numbers of the PDF version of the text. However, the text content did not match and the section numbers were different. Adobe Acrobat Pro DC was used to access the PDF and Adobe Digital Editions was used to access and evaluate this text.

N/A =

There was no PDF or printed version of this text available. Adobe Digital Editions was used to access and evaluate this text.

5. Reading Order

- ☑ Reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology

STEPS:

1. Open the EPUB file with Adobe Digital Editions
2. Locate 5 pages (include page # in the reports) that contain a more complicated layout
3. Use the NVDA reader to read from top of the page (Numpad +) and check if the reading order is logical

Reading Order: Checkpoint 5, Digital Resource Layout

Pass =

5/5 pages pass for reading order of the digital resource layout. Pages 25 through 30 were used for this checkpoint. All evaluated pages were successfully read in a logical manner that corresponded to the visual layout of the page. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/5 pages pass for reading order of the digital resource layout. Pages 25 through 30 were used for this checkpoint. All evaluated pages failed to be read in a logical manner that corresponded to the visual layout of the page. Text content was skipped within paragraphs and the section headers and sub-headers were skipped as well. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

6. Structural Markup / Navigation Text

- ☑ The text of the digital resource includes markup (e.g. tags or styles) that allows for navigation by key structural elements (chapters, headings, pages) using assistive technology

Mark N/A: NVDA cannot check for this

Structural Markup: Checkpoint 6 A, Navigation Text

N/A =

NVDA cannot check for the structural markup of navigation text for this checkpoint. Adobe Digital Edition and the screen reader NVDA were used to access and evaluate this text.

6. Structural Markup / Lists

- ☑ The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology

Mark N/A: NVDA cannot check for this

Structural Markup: Checkpoint 6 B, Lists

N/A =

NVDA cannot check for the structural markup of lists for this checkpoint. Adobe Digital Edition and NVDA were used to access and evaluate this text.

6. Structural Markup / eReader Application

- ☑ If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology

** We are not using an additional eReader application, mark N/A on the reports**

Structural Markup: Checkpoint 6 C, eReader Application

N/A =

We are not using an additional eReader application in this evaluation. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

7. Tables

- ☑ Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology

Mark as N/A: NVDA cannot check for this

Structural Markup: Checkpoint 7, Table Markup

N/A =

NVDA cannot check for table markup for this checkpoint. Adobe Digital Edition and the screen reader NVDA were used to access and evaluate this text.

8. Hyperlinks (Within Book and Live Links)

- ☑ **Functionality**: Links (e.g. website or email addresses) within the text of the digital resource are rendered as active that allows them to be activated
- ☑ Check that the link redirects to the correct location, if it does not then it would fail
- ☑ If the link does nothing when clicked on then it would fail

8. Hyperlinks (Within Book and Live Links)

- ☑ **Descriptive**: The link is descriptive enough for the users to know where the link will take them.
 - ☑ If the link appears as an URL = fail this sub category.
- ☑ Check both within book links and live hyperlinks for both functionality and descriptiveness

8. Hyperlinks

Check for functionality & descriptive link

- Amount of Material to Be Evaluated

*** Sample 30 in-book links ***

10 from the beginning of the book

10 from the middle of the book

10 from the end of the book

Ex. Links that takes you to a certain chapter

*** Sample 20 website hyperlinks ***

Hyperlink that takes you somewhere outside of the book

Ex. Links to a live website

These events are described in this book in the chapters ahead.

1.3. Teaching is different from in the past*

In the past decade or two teaching has changed significantly, so much in fact that the knowledge, and skills needed to prepare for a teaching career. The changes

To see what we mean, look briefly at four new trends in education, at how they

- ① **increased diversity:** there are more differences among students than ever before.
- ② **increased instructional technology:** classrooms, schools, and districts are using more technology than ever before.

Attributions

Collection: Educational Psychology

Edited by: Kelvin Seifert

URL: <http://cnx.org/content/col11302/1.2/>

Copyright: Kelvin Seifert

License: <http://creativecommons.org/licenses/by/3.0/>

Hyperlinks: Checkpoint 8, Within-book Hyperlinks

Pass =

30/30 within book hyperlinks pass for functionality and descriptiveness. Pages 5 through 54 were used for this checkpoint. Links were found on pages 5(4), 12(7), 27(8), 36(4), 44(3), and 54(4). All evaluated links redirected to the correct location when selected and were descriptive enough to inform the user where the link would go. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

30/30 within book hyperlinks pass for functionality and 0/30 within book links pass for descriptiveness. Pages 5 through 54 were used for this checkpoint. Links were found on pages 5(4), 12(7), 27(8), 36(4), 44(3), and 54(4). All evaluated links pass functionality because they redirected to the correct location when selected. All evaluated links failed descriptiveness because they were in the form of a URL address. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Hyperlinks: Checkpoint 8, Hyperlink Functionality (Live)

Hyperlink (Live on Internet) =

This is a combined average of the following two subsections (functionality and descriptiveness). Adobe Digital Editions and the screen reader NVDA were used to access the text for this evaluation and Google Chrome was used to access the links online.

Pass =

30/30 within book hyperlinks pass for functionality. Pages 5 through 54 were used for this checkpoint. Links were found on pages 5(4), 12(7), 27(8), 36(4), 44(3), and 54(4). All evaluated links redirected to the correct location when selected. Adobe Digital Editions and the screen reader NVDA were used to access the text for this evaluation and Google Chrome was used to access the links online.

Fail =

0/30 within book hyperlinks pass for functionality. Pages 5 through 54 were used for this checkpoint. Links were found on pages 5(4), 12(7), 27(8), 36(4), 44(3), and 54(4). All evaluated links failed functionality because they were non-responsive when selected. Adobe Digital Editions and the screen reader NVDA were used to access the text for this evaluation and Google Chrome was used to access the links online.

Hyperlinks: Checkpoint 8, Hyperlink Descriptiveness (Live)

Pass =

30/30 live hyperlinks pass for descriptiveness. Pages 5 through 54 were used for this checkpoint. Links were found on pages 5(4), 12(7), 27(8), 36(4), 44(3), and 54(4). All evaluated links were descriptive enough to inform the user where the link would go. Adobe Digital Editions and the screen reader NVDA were used to access the text for this evaluation and Google Chrome was used to access the links online.

Fail =

0/30 live hyperlinks pass for descriptiveness. Pages 5 through 54 were used for this checkpoint. Links were found on pages 5(4), 12(7), 27(8), 36(4), 44(3), and 54(4). All evaluated links failed descriptiveness because they were in the form of a URL address. Adobe Digital Editions and the screen reader NVDA were used to access the text for this evaluation and Google Chrome was used to access the links online.

9. Color & Contrast (Color Redundancy)

- ✓ Color redundancy (information is not conveyed by color alone) needs to be checked manually
- ✓ Consider the amount of failing content in each chapter/section when determining the score

n changes in classrooms has several other effects. One, for example, is that it can tempt teachers to think that what is taught is equivalent to what is learned—even e different. If I assign a reading to my students about the Russian Revolution, it would be nice to assume not only that they have read the same words, but also lear read and learned all of what I assigned; others may have read everything but misunderstood the material or remembered only some of it; and still others, unfortunat firm this picture, if asked confidentially. There are ways, of course, to deal helpfully with such diversity of outcomes; for suggestions, see especially [Section 10](#) 1-1

as dependent on sequencing and readiness

even teaching and learning creates a secondary issue for teachers, that of educational **readiness**. Traditionally the concept referred to students' preparedness to c o start school, for example, if he or she was in good health, showed moderately good social skills, could take care of personal physical needs (like eating lunch or ; a. [Table 2.6](#) shows a similar set of criteria for determining whether a child is "ready" to learn to read (Copple & Bredekamp, 2006). At older ages (such as in high

To take a course in physics, for example, a student must first have certain prerequisite experiences, such as studying advanced algebra or calculus. To begin work to mention also studying educational psychology!).

E.g.
Links are presented with color (blue) and underline.

sample 3/3 of the pages

Color and Contrast: Checkpoint 9 A, Color Redundancy

Pass =

5/5 pages pass for color redundancy. Pages 1 through 3 and 12 through 13 were used for this checkpoint. The evaluated pages were color redundant. The only text content that required color redundancy were links which were both underlined and in brackets. Adobe Digital Editions was used to access and evaluate this text.

Fail =

0/5 pages pass for color redundancy. Pages 1 through 3 and 12 through 13 were used for this checkpoint. The evaluated pages were color not redundant. The only text content that required color redundancy were links which were not distinguishable from surrounding text aside from their blue coloring. Adobe Digital Editions was used to access and evaluate this text.

9. Color & Contrast (Contrast Ratio)

- ☑ The visual presentation of text and images of text in the digital resource has a contrast ratio of at least 4.5:1 (AA)

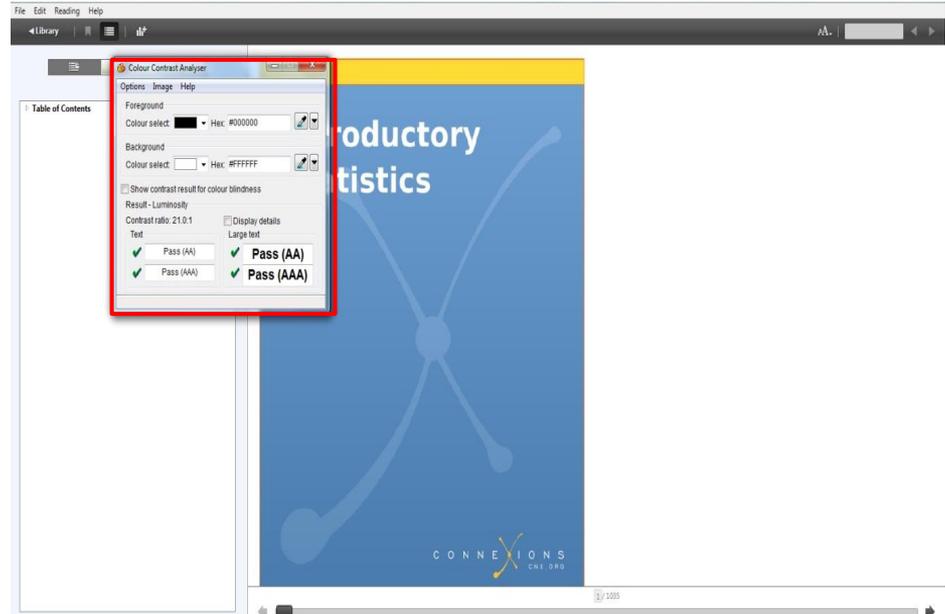
STEPS:

1. [Download Colour Contrast Analyzer Tool](#)
2. Open the document you want to evaluate
3. Open the application
4. Make sure you are in the **Result --Luminosity** mode.
5. Click the **Foreground eye dropper** tool, hover over and click the foreground color to select it.
6. Click the **Background eye dropper** tool, hover over and click the background color.
7. Check and compare the ratio to 4.5:1

9. Color & Contrast (Contrast Ratio)

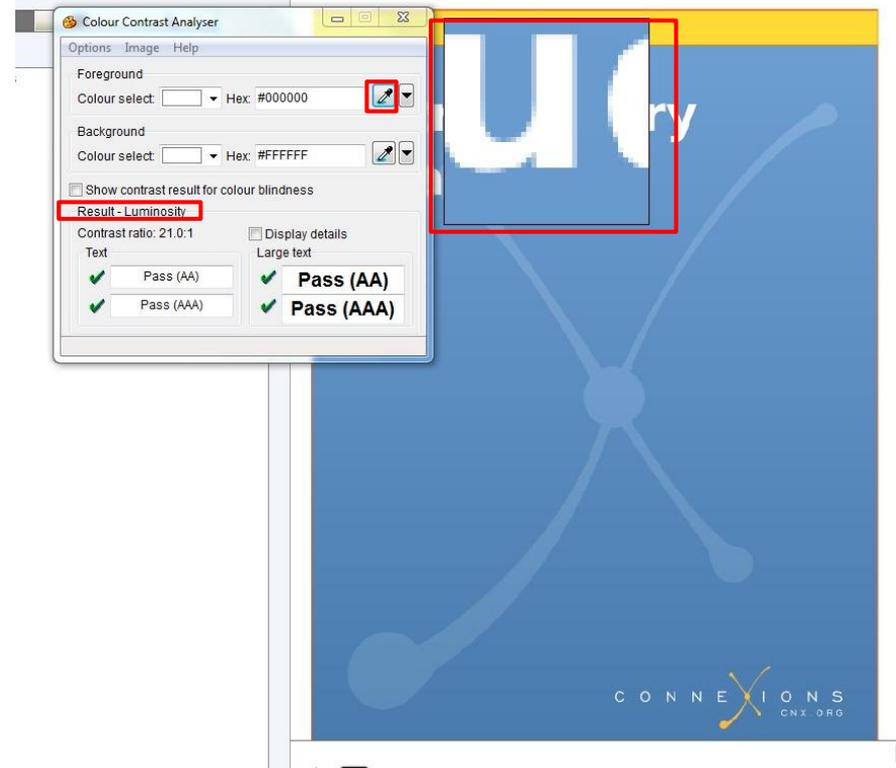
Colour Contrast Analyzer (CCA)

1. [Download Colour Contrast Analyzer Tool](#)
2. Open the document you want to evaluate
3. Open the application



9. Color & Contrast (Contrast Ratio)

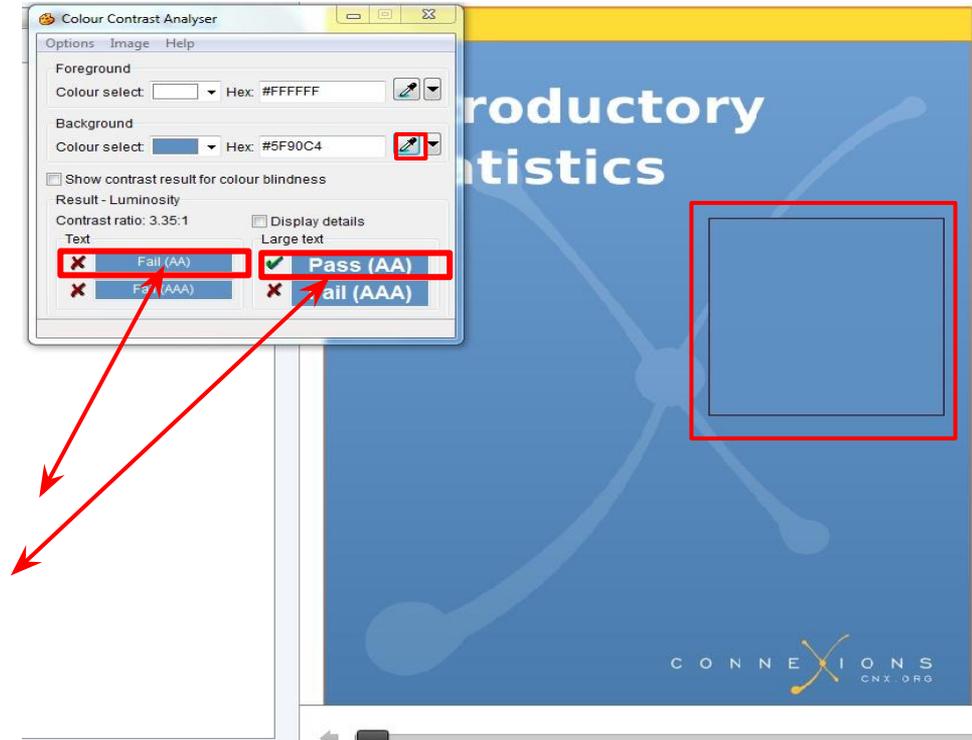
4. Make sure you are in the **Result** --**Luminosity** mode.
5. Click the **Foreground eye dropper** tool, hover over and click the foreground color to select it.



9. Color & Contrast (Contrast Ratio)

6. Click the **Background eye dropper** tool, hover over and click the background color.
7. Determine if the text is greater than 18 points (e.g. Header).

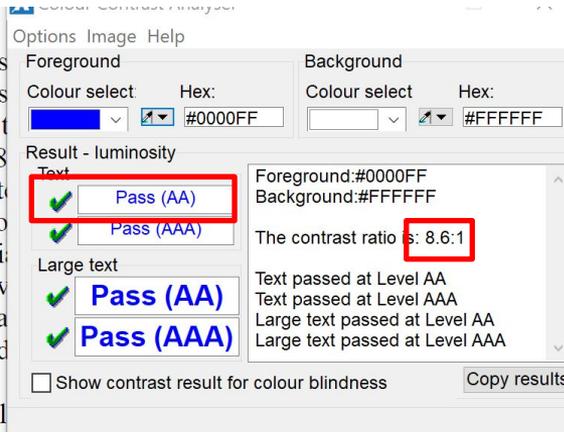
Small text: Check under "Text" (AA)
Large text (18+): Check under "Large text" (AA)



Reporting Contrast results

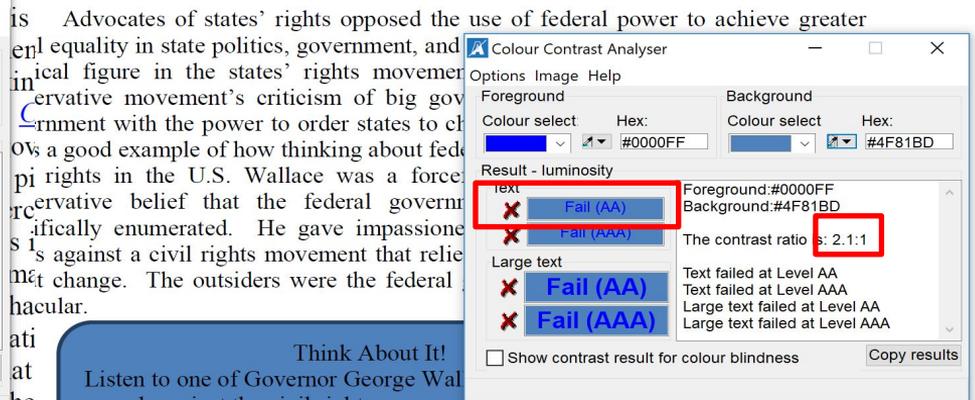
When content passes, report the color combination but not the ratio:

“The blue text on white background passed.”



When content fails, report the color combination and the ratio:

“The blue text on blue background fails with a ratio of 2.1:1.”



Think About It!

Listen to one of Governor George Wallace's speech against the civil rights movement.

<http://www.youtube.com/watch?v=QW6ikSCDaRQ&feature=endscreen&NR=1>

The first era of federalism of federalism that describes equal sovereigns. Each is Supreme Court endorsed *Board of Port Wardens* (18 could require that ships enter Constitution gives the nation the states. The Philadelphia commerce. The Court developed for local or national regulation their nature national, or adjusted justly be said to...require national and require local Doctrine assumes that the national and state governments have separate responsibility. For example, the national government would have exclusive power

Advocates of states' rights opposed the use of federal power to achieve greater equality in state politics, government, and political figure in the states' rights movement. The conservative movement's criticism of big government with the power to order states to change. A good example of how thinking about federal rights in the U.S. Wallace was a forceful conservative belief that the federal government specifically enumerated. He gave impassioned speeches against a civil rights movement that relied on change. The outsiders were the federal hacular.

9. Color & Contrast (Contrast Ratio)

- Provide color combinations for passing and failing content
- Provide contrast ratios only for failing content
- Amount of Material to Be Evaluated

Contrast Ratio

*** Sample 10% of the pages ***

Color and Contrast: Checkpoint 9 A, Headers

Contrast =

This is a combined average of the following three subsections (Header, Text, and Simple Images). Adobe Digital Editions was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

A) Contrast – Headers =

Pass =

3/3 Header color combinations pass for color contrast. Pages 1 through 31 were used for this checkpoint. The passing header color combinations were black text on a white background, black text on a light green background, and dark blue text on a light grey background. Adobe Digital Editions was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Fail =

1/3 Header color combinations pass for color contrast. Pages 1 through 31 were used for this checkpoint. The passing header color combination was black text on a white background. The failing header color combinations were light green text on a light blue background with a contrast ratio of 1.27:1, and light orange text on a light blue background with a contrast ratio of 1.18:1. Adobe Digital Editions was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Color and Contrast: Checkpoint 9 B, Text

B) Contrast – Text =

Pass =

3/3 Text color combinations pass for color contrast. Pages 1 through 31 were used for this checkpoint. The passing text color combinations were black text on a white background, black text on a light green background, and dark blue text on a light grey background. Adobe Digital Editions was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Fail =

1/3 Text color combinations pass for color contrast. Pages 1 through 31 were used for this checkpoint. The passing text color combination was black text on a white background. The failing text color combinations were light green text on a light blue background with a contrast ratio of 1.27:1, and light orange text on a light blue background with a contrast ratio of 1.18:1. Adobe Digital Editions was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Color and Contrast: Checkpoint 9 C, Simple Images

C) Contrast – Simple Images =

Pass =

2/2 Simple images pass for color contrast. Pages 1 through 31 were used for this checkpoint. Simple images were found on pages 24 and 30. The passing color combinations for simple images was black on a white background. Adobe Digital Editions was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

Fail =

1/2 Simple images pass for color contrast. Pages 1 through 31 were used for this checkpoint. Simple images were found on pages 24 and 30. The passing color combination for the simple image on page 24 was black on a white background. The failing color combination for the simple image on page 30 was light green on a light blue background with a contrast ratio of 1.27:1. Adobe Digital Editions was used to access the text for this evaluation and the Colour Contrast Analyzer tool was used to determine contrast ratios.

10. Language

- ☑ The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology
- ☑ If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a manner that is compatible with assistive technology

Markup and Passage Markup are marked as N/A, NVDA cannot check for markup or foreign language

Language: Checkpoint 10 (A: Markup, B: Passage Markup)

N/A =

NVDA is not able to evaluate this checkpoint. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

11. Images

- ☑ Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality)
- ☑ A non-decorative image is an image that is directly related and relevant to the text content

11. Images

- ☑ Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology
- ☑ Decorative images are images that are not related in any way to the content of the text or does not add to the knowledge gained in the text. (Pictures of researchers that are talked about in the text are decorative)
- ☑ Complex images, charts, and graphs have longer text descriptions that are compatible with assistive technology

11. Images

- Use Image quick key (G) or Link quick key (TAB) to check if the program recognize it as an image or link.
- Check if the image have alternative text
 - All images in AT should contain an "Alt" tag
-
- Amount of Material to Be Evaluated for non-decorative and complex images:
 - *** Sample 10 images each***

11. Images (Additional Manual Check)

- Check manually: Make sure the descriptions for the images are descriptive enough for both non-decorative images and complex images.
- Amount of Material to Be Evaluated for non-decorative and complex images:
*** Sample 10% of the pages***
- Rule of thumb: if the image cannot be described in one sentence, it's complex!

Images: Checkpoint 11 A, Non-Decorative Images

Pass =

3/3 non-decorative images pass. Pages 7 through 50 were used to evaluate this checkpoint. There were only three non-decorative images within the evaluated pages and they were found on pages 9, 24, and 48. All images have adequate descriptions that are sufficiently read by NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/3 non-decorative images pass. Pages 7 through 50 were used to evaluate this checkpoint. There were only three non-decorative images within the evaluated pages and they were found on pages 9, 24, and 48. All images failed to provide descriptions that were sufficiently read by NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Images: Checkpoint 11 B, Decorative Images

Pass =

3/3 decorative images pass. Pages 7 through 50 were used to evaluate this checkpoint. There were only three decorative images within the evaluated pages and they were found on pages 9, 24, and 48. All images and subtext related to the images were not read by NVDA but were skipped. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/3 decorative images pass. Pages 7 through 50 were used to evaluate this checkpoint. There were only three decorative images within the evaluated pages and they were found on pages 9, 24, and 48. All images were read by NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Images: Checkpoint 11 C, Complex Images

Pass =

3/3 complex images pass. Pages 7 through 50 were used to evaluate this checkpoint. There were only three complex images within the evaluated pages and they were found on pages 9, 24, and 48. All images had longer text descriptions that were sufficiently read by NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/3 complex images pass. Pages 7 through 50 were used to evaluate this checkpoint. There were only three complex images within the evaluated pages and they were found on pages 9, 24, and 48. All images failed to provide longer text descriptions that could be sufficiently read by NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

12. Multimedia

- ☑ A synchronized text track (e.g. open or closed captions) is provided with all video content
- ☑ A transcript is provided with all audio content
- ☑ Audio/video content is delivered via a media player that is compatible with assistive technology

Note: No examples have been found for this format

12. Multimedia (Text Track)

1. Find multimedia
2. Search for availability of a text track

Opera narendra modi - YouTube x Impressed with Narendra I x +

www.youtube.com/watch

YouTube

Subscribe to NDTV

NDTV

THE BILL CLINTON INTERVIEW

Impressed with Narendra Modi's economic policies: Bill Clinton to NDTV

NDTV

Subscribe 297

Click on a Video that you would like to watch.

Advertisement

Samsungmobileindia

Subscribe 15K

Visit Advertiser's Site

ISIS terror group manages to infiltrate recruiters into India? by NDTV 8,001 views 19:20

Should India interfere in the Israel-Palestine conflict? by NDTV 18,254 views 20:05

PM Modi at BRICS - more dominant role for India? by NDTV 2,003 views

America - hype or

CC HD

Autoplay

Annotations

Speed Normal >

Subtitles/CC (1) English (United Kingdom) >

Quality Auto 720p HD >

CC HD

Multimedia: Checkpoint 12 A, Text Track

Multimedia (Text track) present:

Pass =

3/3 multimedia pass for text track. The entire text was used for this checkpoint. Only three multimedia were found and they were on page 24, 37, and 67. All multimedia included a text track that could be enabled by the user. Adobe Digital Editions was used to access and evaluate this text.

Fail =

0/3 multimedia pass for text track. The entire text was used for this checkpoint. Only three multimedia were found and they were on page 24, 37, and 67. The multimedia did not include a text track that could be enabled by the user. Adobe Digital Editions was used to access and evaluate this text.

Multimedia (text track) not present:

N/A =

There were no multimedia found within this text. Adobe Digital Editions was used to access and evaluate this text.

12. Multimedia (Transcript)

1. Find multimedia
2. Search for availability of a transcript

Why look at art?
Total energy points **266**



Why look at art? This was the question we posed to several of our colleagues at a conference for museum professionals. Special thanks to Laura Mann, Anna Velez, an anonymous professional, and David Torgersen whose voices and insights are included here.

Options Share Info



Options Share

1/4x 1/2x 1x 1 1/2x 2x

Interactive transcript

Embedded questions

12. Multimedia (Transcript)

Why look at art? This was the question we posed to several of our colleagues at a conference for museum professionals. Special thanks to Laura Mann, Anna Velez, an anonymous professional, and David Torgersen whose voices and insights are included here.

 Options ▾  Share ▾  Info

0:00 [MUSIC PLAYING]

0:05 SPEAKER 1: I think it's important

0:07 that people look at art because we live in a visual world.

0:11 And understanding, and looking at,

0:14 and thinking about the way images

0:16 communicate in all kinds of ways is important to being alive

0:21 today.

0:22 SPEAKER 2: If one has heightened visual acumen, which

0:26 you get from spending time looking at things, whether it's

Multimedia: Checkpoint 12 B, Transcript

Multimedia (Transcript) present:

Pass =

3/3 multimedia pass for transcript. The entire text was used for this checkpoint. Only three multimedia were found and they were on page 24, 37, and 67. All multimedia included a transcript of the audio content that could be enabled by the user. Adobe Digital Editions was used to access and evaluate this text.

Fail =

0/3 multimedia pass for transcript. The entire text was used for this checkpoint. Only three multimedia were found and they were on page 24, 37, and 67. The multimedia did not include a transcript of the audio content that could be enabled by the user. Adobe Digital Editions was used to access and evaluate this text.

Multimedia (Transcript) not present:

N/A =

There were no multimedia found within this text. Adobe Digital Editions was used to access and evaluate this text.

12. Multimedia Assistive Player

- Audio/video content is delivered via a media player that is compatible with assistive technology

** We are not using an assistive player, mark N/A on the reports**

Multimedia: Checkpoint 12 C, Assistive Player

N/A =

We are not using an assistive player for this evaluation. Adobe Digital Editions was used to access and evaluate this text.

13. Flickering

- ☑ Resources should not contain anything that flashes more than three times in any one-second period
- ☑ If any content within the eBook flashes more than 3 times in a 1 seconds period then Fail this checkpoint

Note: No examples have been found for this format

If there is no flickering = Pass this checkpoint

Flickering: Checkpoint 13, Flickering

Pass =

No content was found to flicker during the evaluation of this text. The entire text was used for this checkpoint. Adobe Digital Editions was used to access and evaluate this text.

Fail =

During the evaluation of this text certain content was found to flicker. The entire text was used for this checkpoint. Pages 7, 10, 23, 44, and 53 would blink multiple times when scrolling. Adobe Digital Editions was used to access and evaluate this text.

14. STEM

STEM: Science, Technology, Engineering, and Math

- ☑ **Markup**: STEM content is marked up in a manner that is compatible with NVDA
- ☑ **Notation Markup**: The resource conveys both the notation (presentation) and meaning (semantics) of the STEM content

14. STEM

For BOTH Markup and Notation:

1. Select a STEM content in the text
 2. Use NVDA to read the STEM content
 3. Repeat the steps to check for 10 STEM content in each sub-section (figures, graphs, tables, and equations)
- Only evaluate 10 each and if there are not 10 then indicate how many were evaluated and the reason
 - Check the entire eBook for STEM content

14. STEM

For BOTH Markup and Notation:

1. Open up the book with Adobe Acrobat
2. Locate a STEM content
3. Select the sentence right before the content
4. Use Numpad + to start reading at current location
5. Check if the reader reads the content correctly

Reading Text

Command	Description
← or Numpad 1	Say Prior Character
→ or Numpad 3	Say Next Character
Numpad 2	Say Current Character
Numpad 5	Say Word
Numpad 5 twice quickly	Spell Word
Ctrl + ← or Numpad 4	Say Prior Word
Ctrl + → or Numpad 6	Say Next Word
↑ or Numpad 7	Say Prior Line
↓ or Numpad 9	Say Next Line
NVDA + ↑ or Numpad 8	Say Current Line
NVDA + ↑ twice quickly	Spell Current Line
NVDA + ↓ or Numpad +	Read all starting at current position
Shift + Numpad 7	Top line
Shift + Numpad 9	Bottom Line
Shift + Numpad 1	Start of Line
Shift + Numpad 3	End of Line

STEM Figures

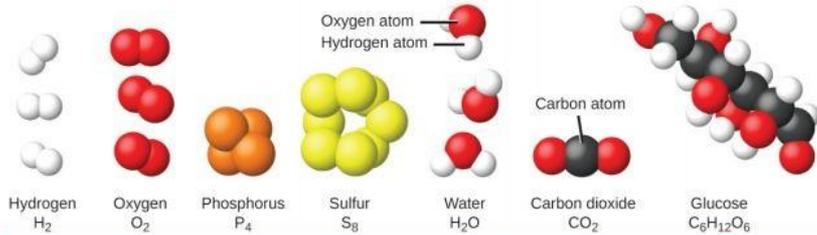


Figure 1.11 The elements hydrogen, oxygen, phosphorus, and sulfur form molecules consisting of two or more atoms of the same element. The compounds water, carbon dioxide, and glucose consist of combinations of atoms of different elements.

Markup

Markup
Notation

Enzymes can be regulated in ways that either promote or reduce their activity. There are many different kinds of molecules that inhibit or promote enzyme function, and various mechanisms exist for doing so. In some cases of enzyme inhibition, for example, an inhibitor molecule is similar enough to a substrate that it can bind to the active site and simply block the substrate from binding. When this happens, the enzyme is inhibited through **competitive inhibition**, because an inhibitor molecule competes with the substrate for active site binding (Figure 6.17). On the other hand, in noncompetitive inhibition, an inhibitor molecule binds to the enzyme in a location other than an allosteric site and still manages to block substrate binding to the active site.

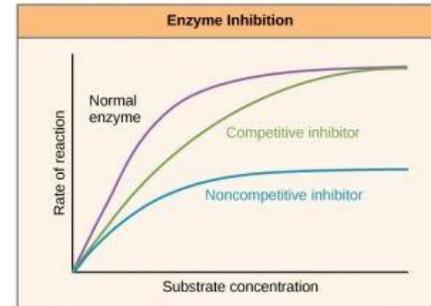
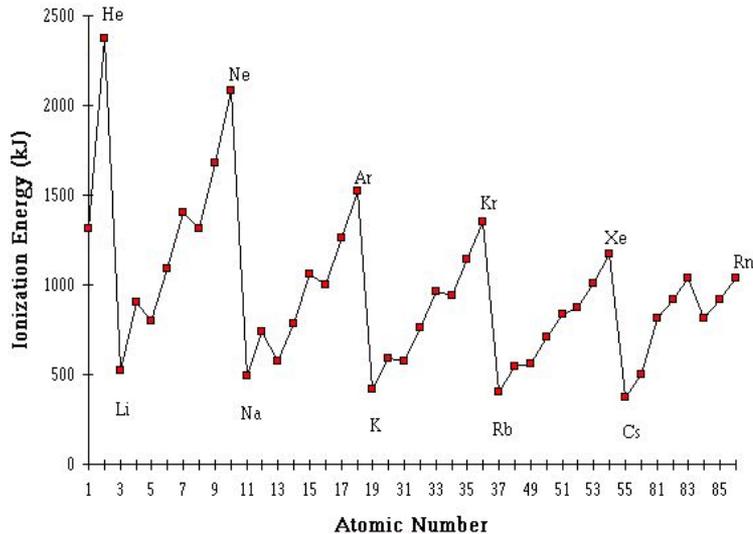


Figure 6.17 Competitive and noncompetitive inhibition affect the rate of reaction differently. Competitive inhibitors affect the initial rate but do not affect the maximal rate, whereas noncompetitive inhibitors affect the maximal rate.

Some inhibitor molecules bind to enzymes in a location where their binding induces a conformational change that reduces the affinity of the enzyme for its substrate. This type of inhibition is called **allosteric inhibition** (Figure 6.18). Most allosterically regulated enzymes are made up of more than one polypeptide, meaning that they have more than one protein subunit. When an allosteric inhibitor binds to an enzyme, all active sites on the protein subunits are changed slightly such that they bind their substrates with less efficiency. There are allosteric activators as well as inhibitors. Allosteric activators bind to locations on an enzyme away from the active site, inducing a conformational change that increases the affinity of the enzyme's active site(s) for its substrate(s).

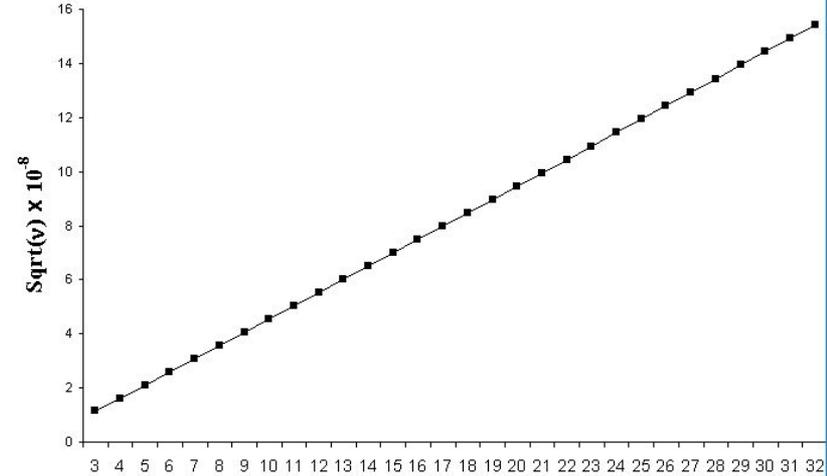
Classifying STEM

Remember, the markup will tell you how to classify content. If it is marked as Figure, it is a Figure.



Atomic Number

Figure 4.3.



Atomic Number

Figure 4.2. X-ray Frequencies Versus Atomic Number

Table 2.1. Mass Relationships for Hydrogen, Nitrogen, Oxygen Compounds

Compound	Total Mass	Mass of Hydrogen	Mass of Nitrogen	Mass of Oxygen	"Expected" Relative Atomic Mass of Hydrogen	"Expected" Relative Atomic Mass of Nitrogen	"Expected" Relative Atomic Mass of Oxygen
Nitric Oxide	15.0 g	-	7.0 g	8.0 g	-	7.0	8.0
Ammonia	8.5 g	1.5 g	7.0 g	-	1.5	7.0	-
Water	9.0 g	1.0 g	-	8.0 g	1.0	-	8.0

14. STEM Markup

Successive Ionization Energies (kJ/mol)

	Na	Mg	Al	Si	P	S	Cl	Ar
IE ₁	496	738	578	787	1012	1000	1251	1520
IE ₂	4562	1451	1817	1577	1903	2251	2297	2665
IE ₃	6912	7733	2745	3231	2912	3361	3822	3931
IE ₄	9543	10540	11575	4356	4956	4564	5158	5770
IE ₅	13353	13630	14830	16091	6273	7013	6542	7238
IE ₆	16610	17995	18376	19784	22233	8495	9458	8781
IE ₇	20114	21703	23293	23783	25397	27106	11020	11995

Table 4.1



Figure 6.2

The STEM content should have a label, description or tag

In AT, you are checking to see that the STEM content has a markup present **AND** that it is read by the text to speech application (NVDA).

STEM: Checkpoint 14 A, Markup

If STEM is present:

Pass =

10/10 STEM figures/graphs/equations/tables pass for markup. The STEM figures were found on pages 23(4), 44(2), and 43(4). All figures included a markup that was able to be read using NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/10 STEM figures/graphs/equations/tables pass for markup. The STEM figures were found on pages 23(4), 44(2), and 43(4). All figures failed to provide a markup that was able to be read using NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

If STEM is not present:

N/A =

There were no STEM Figures/*Tables/Graphs/Equations* found within this text. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

14. STEM Notation Markup

STEM: Science, Technology, Engineering, and Math

- ☑ STEM content is marked up in a manner that is compatible with assistive technology
- ☑ The resource conveys both the notation (presentation) and meaning (semantics) of the STEM content
- ☑ Including but not limited to:
 - Figures
 - Graphs
 - Tables
 - Equations

14. STEM Notation Markup

STEPS:

1. Manually check that the following have a text description that conveys notation and meaning
 - Figures
 - Graphs
 - Equations
 - Tables

14. STEM Notation Markup

If the image itself does not contain an Alt tag but the content/text around it does have a notation (presentation) and meaning (semantics) of the STEM content with good description then we may PASS it with a note included.

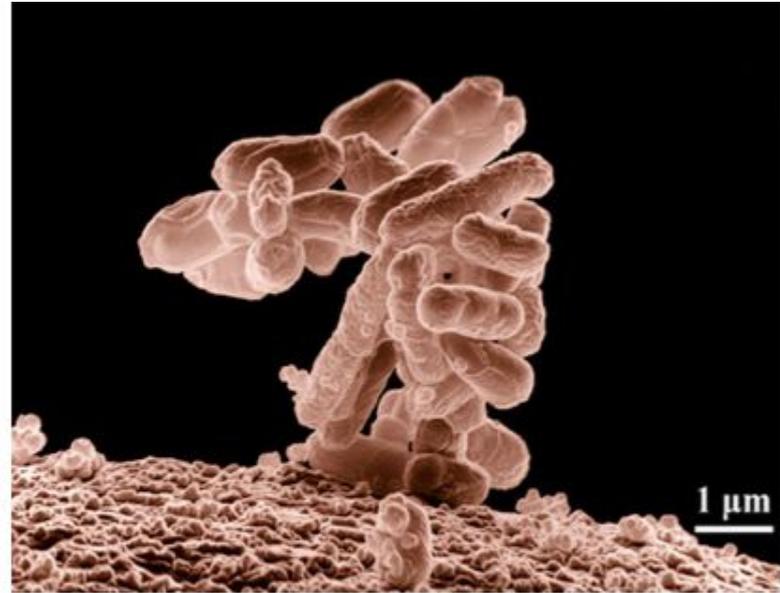


Figure 1.15 Biologists may choose to study *Escherichia coli* (*E. coli*), a bacterium that is a normal resident of our digestive tracts but which is also sometimes responsible for disease outbreaks. In this micrograph, the bacterium is visualized using a scanning electron microscope and digital colorization. (credit: Eric Erbe; digital colorization by Christopher Pooley, USDA-ARS)

14. STEM Mark-up vs. Notation Mark-up

This equation would fail for markup (none present), but it could pass for notation mark up if it was read correctly by NVDA.

Every chemical reaction involves a change in free energy, called delta G (ΔG). The change in free energy can be calculated for any system that undergoes such a change, such as a chemical reaction. To calculate ΔG , subtract the amount of energy lost to entropy (denoted as ΔS) from the total energy change of the system. This total energy change in the system is called **enthalpy** and is denoted as ΔH . The formula for calculating ΔG is as follows, where the symbol T refers to absolute temperature in Kelvin (degrees Celsius + 273):

$$\Delta G = \Delta H - T\Delta S$$

The standard free energy change of a chemical reaction is expressed as an amount of energy per mole of the reaction product (either in kilojoules or kilocalories, kJ/mol or kcal/mol; 1 kJ = 0.239 kcal) under standard pH, temperature, and pressure conditions. Standard pH, temperature, and pressure conditions are generally calculated at pH 7.0 in biological systems, 25 degrees Celsius, and 100 kilopascals (1 atm pressure), respectively. It is important to note that cellular conditions vary considerably from these standard conditions, and so standard calculated ΔG values for biological reactions will be different inside the cell.

STEM: Checkpoint 14 B, Markup Notation

If STEM is present:

Pass =

10/10 STEM figures/graphs/equations/tables pass for markup notation. The STEM figures were found on pages 23(4), 44(2), and 43(4). All figures included text descriptions that were able to be read using NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/10 STEM figures/graphs/equations/tables pass for markup notation. The STEM figures were found on pages 23(4), 44(2), and 43(4). All figures failed to provide text descriptions that were able to be read using NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

If STEM is not present:

N/A =

There were no STEM Figures/*Tables/Graphs/Equations* found within this text. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

15. Interactive Elements

☑ Keyboard

Interactive elements allow for keyboard-only operation
WITH and WITHOUT assistive tech

STEPS:

1. Use the TAB key to navigate the menu
2. Items that are selected will have a box around the link
3. Use the ENTER key to select a link or other item

***As Applicable:

If there are no Interactive Elements, mark N/A on the report***

Interactive Element Example

The CSULB Campus Map

Campus structures can be navigated through using the “Tab” key and selected using the “Enter” key



Interactive Elements: Checkpoint 15 A, Keyboard

If interactive elements are present:

Pass =

1/1 interactive elements pass for keyboard operation. There was only one interactive element found within this text and it was found on page 45. The interactive element allowed for keyboard only operation using the “Tab” and “Enter” keys to navigate and select components. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/1 interactive elements pass for keyboard operation. There was only one interactive element found within this text and it was found on page 45. The interactive element did not allow for keyboard only operation using the “Tab” and “Enter” keys to navigate and select components. The user was required to use a mouse to interact with the element. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

If interactive elements are not present:

N/A =

There were no interactive elements found within this text. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Interactive Elements

- ☑ Markup
 - Each interactive element conveys information to assistive technology regarding the element's
 - ☑ name
 - ☑ type
 - ☑ status

***As Applicable:

If there are no Interactive Elements, mark N/A on the report***

Interactive Elements: Checkpoint 15 B, Mark-up

If interactive elements are present:

Pass =

1/1 interactive elements pass for markup. There was only one interactive element found within this text and it was found on page 45. The interactive element provided information regarding the name, type, and status in a manner that was accessible to NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/1 interactive elements pass for markup. There was only one interactive element found within this text and it was found on page 45. The interactive element failed to provide information regarding the name, type, and status in a manner that was accessible to NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

If interactive elements are not present:

N/A =

There were no interactive elements found within this text. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Interactive Elements

- Text prompts

The following are conveyed with assistive technology:

- Instructions
- Prompts
- Error messages

***As Applicable:

If there are no Interactive Elements, mark N/A on the report***

Interactive Elements: Checkpoint 15 C, Text Prompts

If interactive elements are present:

Pass =

1/1 interactive elements pass for text prompts. There was only one interactive element found within this text and it was found on page 45. The interactive element provided instructions, prompts, and error messages in a manner that was accessible to NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

Fail =

0/1 interactive elements pass for text prompts. There was only one interactive element found within this text and it was found on page 45. The interactive element failed to provide instructions, prompts, and error messages in a manner that was accessible to NVDA. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.

If interactive elements are not present:

N/A =

There were no interactive elements found within this text. Adobe Digital Editions and the screen reader NVDA were used to access and evaluate this text.