Content State Risk Calculator

Select a **Response** for each **Content State**. See [Instructions](#) for definitions and further guidance.

Content State	Response	
Accompanied by accessibility report	Yes	No
Content size greater than 75 pages / screens	Yes	No
Estimated user population greater than 250	Yes	No
Initial release and/or new features / functionality	Yes	No
Content Scope		
Contains heading(s) (i.e. section titles), list(s), and/or paragraph text	Yes	No
Contains color palette (other than black & white)	Yes	No
Contains table(s)	Yes	No
Contains interactive element(s)	Yes	No
Contains media	Yes	No
Contains simple graphic(s)	Yes	No
Contains complex graphic(s)	Yes	No
Content Complexity		
Interactive elements can be tabbed to and away from in a logical or intended order	Pass	Fail
Upon tabbing, focus is visible on each interactive element	Pass	Fail
Pressing ENTER or SPACEBAR on a focused interactive element triggers expected action	Pass	Fail
All meaningful text can be selected	Pass	Fail
Color combinations provide sufficient contrast	Pass	Fail
Rapid Evaluation		

Content State Risk:

➔ **Drivers of Digital Accessibility**

Accessibility is the law and must be embraced. Notable drivers of conformant ICT include reducing legal risk to the Department; reducing time, cost, and rework of incorporating accessibility; and improving user interactions and experience

➔ **Instructions**

This tool is for those who make risk-based acceptance decisions. The risk result can help determine whether to accept content or develop an action plan to address the risks.

Using the Calculator

Content scope, content complexity, and rapid evaluation result in read-only calculations of the respective items. Those results are then used to calculate an overall risk assessment of the content state.

Terminology

The following terms have been defined to provide examples of what content is contained in categories and establish the meaning of phrases.

- **Interactive elements**: Links; radio buttons; checkboxes, drop downs; list boxes; buttons; menus; etc.
- **Media**: Video and/or audio; carousels; etc.
- **Simple graphics**: Logos; scenery photo; headshot; etc.
- **Complex graphics**: Pie charts; bar graphs; organizational charts; process flows; line graphs; floor diagrams; info graphics; images of text (i.e. cartoons); etc.
- **Logical order**: Top to bottom, left to right or the visually implied reading order.
- **Focus visible**: A dotted rectangle or other visual indication of the active element.
- **Expected action**: New window opens; radio button / checkbox is checked; dialog appears; etc.
- **Meaningful text**: Meaningful text is essential to comprehension of the content and is programmatically exposed. It excludes the use of a picture of a table; lengthy infographic without a text alternative; graphic of a process flow; etc.
- **Accessibility tools**: Built-in / automated checker; contrast analyzer; ANDI; assistive technology; etc.

Performing Rapid Evaluations

Simple checks must be executed to establish a baseline of conformance and testability. The three identified categories of evaluation apply to nearly all content formats. Evaluation time may vary by content size, but these checks are intended to be quick.

Keyboard Access for Interactive Elements

Purpose: Ensure individuals who rely solely on the keyboard, not a mouse, can navigate to and access content.

Applicability: This evaluation is applicable to media playback controls, but not applicable to media content. All other content formats are applicable.

Conditions: All three of the following factors must be true for interactive elements to be deemed keyboard accessible.

1) Elements can be tabbed to and away from in a logical or intended order (i.e. top to bottom, left to right).
    a) Use the left mouse button to click near the top of the desired content area or press CTRL + HOME on the keyboard to ensure focus is at the beginning of the desired content area.
    b) Repeatedly press TAB on the keyboard to navigate through all interactive elements. Evaluate if elements are encountered in the intended or logical order.
2) Upon pressing TAB, a dotted rectangle or other visual indicator appears for each interactive element to show the current programmatic focus.
    a) If focus is never visible on an interactive element, this evaluation fails.
3) An expected action occurs after pressing ENTER or SPACEBAR on a focused interactive element.
    a) Evaluating two or three of each type of interactive element is sufficient evaluation. For example, attempt activation or selection of a couple checkboxes, a couple buttons, a couple menu items, and a couple links. Four types of elements are reviewed with a total of eight to twelve elements evaluated from a total of 20-30 elements in the entire content.
    b) If no action occurs from the attempted activation or selection, this evaluation fails.

Programmatically Exposed Meaningful Text
Purpose: Ensure all users have access to review and parse essential information. When images containing text are used or text is not programmatically exposed, many user groups do not have comparable access to the content.

Applicability: This evaluation is not applicable to media content. All other content formats are applicable.

Conditions: This evaluation cannot be performed in some native software applications. This evaluation can be bypassed for logos and branding items.

1) Hold down the left mouse button and attempt to highlight text of suspect items.
2) This evaluation fails if the presence of a picture of a table; lengthy infographic without a text alternative; graphic of a process flow; etc. exist.

Sufficient Contrast of Color Combinations
Purpose: Ensure all content is easily readable and distinguishable.

Applicability: This evaluation applies to all content formats.

Conditions: Logos and branding elements are exempt from this requirement.

1) Visually inspect text and images of text that have questionable contrast between the foreground and background colors. The combination of black & white has the greatest possible contrast. Look for dark shades of a foreground color against a light shade of a background color (and vice versa).
2) When possible, use tools such as the Colour Contrast Analyser or manual color checking methods to evaluate the numerical contrast value. Accessibility standards require a minimum of 4.5:1. The greater the ratio the better for all user groups.

➔ **Responding and Improving**

Accessibility baselines need to be established with the project team so that conformance can be monitored at each step or stage of the project lifespan. Ask the following:

- What accessibility tools does the project team have available to utilize?
- Does the project team include credentialed accessibility experts?
- Has the project team determined which and downloaded copies of the appropriate HHS checklist(s) to perform a self-assessment?
- How often will accessibility conformance reviews be conducted (i.e. each sprint / draft)?
- Has enough time been built-into a schedule to allow the HHS & OS Accessibility Service Desk to review the content, (and if necessary) the project team to remediate, and the accessibility service desk to perform another review?
- For web or software content, is code-level access available?
- For documents (including exports from web or software), are source documents available? (i.e. The MS Word document a PDF was generated from.)
- Is a template being used and, if so, has the template been made conformant?
- What is the timeline for addressing conformance defects?
- What is the action plan for addressing user concerns once the content is released? Is a contact or resource mailbox information available to users?

Knowing the answers to the above questions can help the project team be prepared. If there are questions or instances that cannot be answered, the HHS & OS Accessibility Program can assist with devising a plan and informing the team of all available services.

➔ **Resources**

The following resources provide internal and external guidance on accessibility conformance.

- HHS Accessibility & Section 508 Policy
- HHS Accessibility Compliance Checklists (by content type)
- HHS & OS Accessibility Program (internet)
  - HHS & OS Accessibility Training Resources
- HHS & OS Accessibility Program (intranet)
  - HHS & OS Accessibility Service Desk Intake Form (intranet)
- GSA's Section508.gov Creating Accessible Digital Products
- GSA's Section508.gov Testing for Accessibility
- USWDS' Using Color