



FTE250/OFTE250 TRUSTED TESTER TRAINING: GUIDANCE FOR USERS OF ASSISTIVE TECHNOLOGY AND SERVICE-BASED ACCOMMODATIONS

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OAST'S MISSION

Section 508 of the Rehabilitation Act of 1973 (as amended) requires all federal departments and agencies to ensure that their EIT is accessible to people with disabilities. To meet these requirements, the Office of the Chief Information Officer (OCIO) and the Office for Civil Rights & Civil Liberties (CRCL) jointly created the Office of Accessible Systems & Technology (OAST).

The mission of OAST is to provide strategic direction, technical support, and training to ensure DHS employees and customers with disabilities have equal access to DHS information and data. OAST leads Department-wide implementation of Section 508, offers policy and program direction and technical assistance to DHS Components, provides and develops appropriate educational activities and resources, reviews acquisitions for Section 508 compliance, and evaluates and reports on DHS compliance with Section 508. In addition, OAST offers guidance and technical assistance to DHS personnel on reasonable accommodations.

GUIDING PRINCIPLES

- Implementing Section 508 requires a change in culture
- Policies and procedures drive accessibility
- Standardizing accessibility solutions is the shortest path to full inclusion
- Accessibility is best achieved by including the needs of people with disabilities in all phases of a product lifecycle
- Accessibility benefits everyone

SERVICES

- Accessibility Help Desk
- Training
- IT Acquisition Reviews
- Reasonable Accommodations Evaluation
- Web site and Application Testing/Remediation
- Technical Assistance
- IT Governance
 - Enterprise Architecture Review
 - DHS IT Project Reviews

PURPOSE OF THIS GUIDE

This guide provides information on when assistive technologies (AT) can and can't be used and when human assistance may be needed in order to successfully perform tasks built into the online Trusted Tester training course. The target audience is persons with disabilities who use assistive technologies such as screen readers, screen magnifiers, speech input, or alternative input devices, and/or human assistance to understand where AT use is appropriate and when it may conflict with testing tasks.

This guide provides users of assistive technology with information on how such use affects the performing of Section 508 conformance testing tasks, where they will need assistance, and what specific assistance is needed. This information is provided as a supplemental resource and is broken down by lesson so that for each lesson, and for each test-ID within the lesson, clear information is provided for the range of disabilities which require assistive technology. Persons with disabilities should review the information for each lesson as they progress through the lesson, select the disability(s) which most closely match their situation, and carefully read the guidance for assistive technology use.

The Section 508 Trusted Tester online training course is designed to be fully accessible, except when inaccessibility is included to educate on how to find such situations, or for providing practice learning exercises for finding inaccessible information.

One of the testing tools is the WAT Toolbar. For ease of access, we have included a list of WAT keyboard shortcuts below:

- Check menu - Control Alt 1
- CSS menu - Control Alt 2
- Images menu - Control Alt 3
- Colour menu - Control Alt 4
- Structure menu - Control Alt 5
- Tables menu - Control Alt 6
- Frames menu - Control Alt 7
- Document info - Control Alt c
- IE menu - Control Alt s
- References menu - Control Alt 8
- Help menu - Control Alt 0

NEED ASSISTANCE?

DHS ACCESSIBILITY HELP DESK

For inquiries about how to use this guide or Trusted Tester Training questions, please contact the Accessibility Help Desk:

DHS Accessibility Help Desk

Hours: Monday-Friday, 8:00 a.m. to 5:00 p.m. EST

202-447-0440 (voice)

202-447-0582 (fax)

202-447-5857 (TTY)

accessibility@dhs.gov

REASONABLE ACCOMMODATIONS

If you require assistive technology or service-based Accommodations to complete the Trusted Tester training, you will require assistance as identified in this document. Responsibility for providing such assistance is generally your employer via their Reasonable Accommodation process, or provided by Rehabilitation counseling or support services organizations, not OAST.

Lesson 1: Course Introduction and Lesson 2: Overview of Application Testing are largely text-based introductory information for learners. In Lesson 1, students will learn about Course Objectives, how the online course is organized, and how to navigate the course. Lesson 2 provides an introduction to the Application Testing Process and describes which testing tools are needed to perform web application or software application testing. Lesson 2 also describes the technical requirements and software tools that need to be installed prior to any 508 testing. Outside of the target audience's normal assistive technology needs, no additional tools are anticipated. Lesson 2 will be the first lesson where students will experience using interactive Knowledge Checks, which are interspersed throughout all lessons except Lesson 1: Course Introduction and Lesson 7: Course Conclusion.

LESSON 3

Lesson 3: Application Testing Process, Part 1 describes how to complete test IDs 1.1 through 2.5 of the DHS Section 508 Compliance Test Process for Applications. Lessons include topic pages, video demonstration, interactive knowledge checks and the ability to launch practice web pages to apply what is learned. At the end of Lesson 3, students perform an Incremental Test of two web pages and enter results for Test IDs 1.1 to 2.5.

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 3: Topic pages 5 -13; Video page 11; Launch Practice page 24	1.1 Keyboard Access	A	An interactive element or function cannot be accessed or activated by keyboard	Screen readers often modifies standard keyboard behavior. Screen reading software must be disabled and assistance is needed to identify any interactive elements or functions that cannot be accessed via keyboard.	If screen magnification software modifies standard keyboard behavior it must be disabled. Assistance is needed to identify any interactive elements or functions that cannot be accessed via keyboard.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input software should be disabled and assistance may be needed to navigate the application with the keyboard.	No guidance required
Lesson 3, page 15, review page 23	1.1 Keyboard Access	B	A keyboard "trap" is found	Screen readers often modifies standard keyboard behavior. Screen reading software must be disabled and assistance is needed to identify and escape any keyboard traps.	If screen magnification software modifies standard keyboard behavior it must be disabled. Assistance is needed to identify and escape any keyboard traps.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required

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Lesson 3, page16, review page 23	1.1 Keyboard Access	C	Non-standard or alternative keyboard commands are required for access but are not documented	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input or control software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required
Lesson 3, page 17, review page 23	1.1 Keyboard Access	D	Information revealed by mouseover (TITLE) is not available to keyboard-only users (i.e., there is no equivalent screen text or visual context)	Screen reading software, when configured to do so can identify title attributes, however, because keyboard behavior can be influenced by screen reading software as well, such title attribute access must be determined without use of screen reader. Assistance is needed to determine if the title is displayed via keyboard only.	Screen magnification software can modify keyboard behavior. Assistance is needed to determine if the title is displayed via keyboard only.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input or control software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required

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Lesson 3, page 18, review page 23	1.1 Keyboard Access	E	At any time, there is no visual indication of the current focus (loss of focus)	Screen readers can modify standard keyboard behavior and should be disabled during this test. Screen readers can track focus when it is programmatically exposed, however, this test requires examination of the visual appearance of the focus indicator. Assistance is needed to identify what the visual focus indication is, and where it is as the application is navigated.	Screen magnification software can effect keyboard behavior and how focus indication is presented. Magnification software must be disabled and assistance is needed to identify where focus indication is as keyboard navigation takes place.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input or control software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required
Lesson 3, page 19, review page 23	1.1 Keyboard Access	F	The visual focus appears on the wrong element	Screen readers can modify standard keyboard behavior and should be disabled during this test. Screen readers can track focus when it is programmatically exposed, however, this test requires examination of the visual appearance of the focus indicator. Assistance is needed to identify what the visual focus indication is, and where it is as the application is navigated.	Screen magnification software can effect keyboard behavior and how focus indication is presented. Magnification software must be disabled and assistance is needed to identify where focus indication is as keyboard navigation takes place.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input or control software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required

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Lesson 3, page 20, review page 23	1.1 Keyboard Access	G	The visual focus does not remain within a modal dialog box until closed	Screen readers can modify standard keyboard behavior and should be disabled during this test. Screen readers can track focus when it is programmatically exposed, however, this test requires examination of the visual appearance of the focus indicator. Assistance is needed to identify what the visual focus indication is, and where it is as the application is navigated.	Screen magnification software can effect keyboard behavior and how focus indication is presented. Magnification software must be disabled and assistance is needed to identify where focus indication is as keyboard navigation takes place.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input or control software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required
Lesson 3, page 21, review page 23	1.1 Keyboard Access	H	The visual focus does not move to revealed content and no description of the content change is provided	Screen readers can modify standard keyboard behavior and should be disabled during this test. Screen readers can track focus when it is programmatically exposed, however, this test requires examination of the visual appearance of the focus indicator. Assistance is needed to identify what the visual focus indication is, and where it is as the application is navigated.	Screen magnification software can effect keyboard behavior and how focus indication is presented. Magnification software must be disabled and assistance is needed to identify where focus indication is as keyboard navigation takes place.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input or control software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required

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Lesson 3, page 22, review page 23	1.1 Keyboard Access	I	The tab order is not logical	Screen readers can modify standard keyboard behavior and should be disabled during this test. Screen readers can track focus when it is programmatically exposed, however, this test requires examination of the visual appearance of the focus indicator. Assistance is needed to identify what the visual focus indication is, and where it is as the application is navigated.	Screen magnification software can effect keyboard behavior and how focus indication is presented. Magnification software must be disabled and assistance is needed to identify where focus indication is as keyboard navigation takes place.	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input or control software should be disabled and assistance is needed to navigate the application with the keyboard.	No guidance required
Lesson 3: topic pages 29 - 34; Video page 33 Launch Practice page 43	1.2.1 SW: All interactive elements	A	A user control does not have a descriptive and unique Name property	A screen reader can read the name element using the testing tools (Inspect and Ferret). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	Assistance is needed to navigate an external keyboard if the application being tested is not compatible with Dragon.	No guidance required

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Lesson 3, page 36, review page 42	1.2.1 SW: All interactive elements	B	A user control has an incorrect Role and/or State	A screen reader can read the role/state element using the testing tools (Inspect and Ferret). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	Assistance is needed to navigate an external keyboard if the application being tested is not compatible with Dragon.	No guidance required
Lesson 3, page 37, review page 42	1.2.1 SW: All interactive elements	C	An interactive interface element that has multiple statuses does not indicate its current status	A screen reader can read the name/state element using the testing tools (Inspect and Ferret). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	Assistance is needed to navigate an external keyboard if the application being tested is not compatible with Dragon.	No guidance required

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Lesson 3, page 38, review page 42	1.2.1 SW: All interactive elements	D	An input form (text field, checkbox, radio button, etc.) Name does not match its visual label or does not include complete instructions and cues	A screen reader can read the name element using the testing tools (Inspect and Ferret). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test. Assistance is required to identify any additional directions and cues or visual indicators which may not be included in the name element.	No guidance required	No guidance required	No guidance required	No guidance required	Assistance is needed to navigate an external keyboard if the application being tested is not compatible with Dragon.	No guidance required
Lesson 3, page 39, review page 42	1.2.1 SW: All interactive elements	E	An input form Role does not accurately reflect its function	A screen reader can read the role element using the testing tools (Inspect and Ferret). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	Assistance is needed to navigate an external keyboard if the application being tested is not compatible with Dragon.	No guidance required

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Lesson 3, page 40, review page 42	1.2.1 SW: All interactive elements	F	An input form State does not accurately reflect that it is selected or has focus	A screen reader can read the state elements using the testing tools (Inspect and Ferret). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test. Assistance may be needed to compare visual presentation with State information from the testing tools.	No guidance required	No guidance required	No guidance required	No guidance required	Assistance is needed to navigate an external keyboard if the application being tested is not compatible with Dragon.	No guidance required
Lesson 3, page 41, review page 42	1.2.1 SW: All interactive elements	G	An input text field has an incorrect Value	A Screen reader can access name, role, state, and value from the testing tools (Inspect and Ferret). However, because incorrect name, role, or state can effect screen reader standard output of text values. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	Assistance is needed to navigate an external keyboard if the application being tested is not compatible with Dragon.	No guidance required

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Lesson 3, topic pages 48 - 52; Video page 50 Launch Practice page 59	1.2.2 Web: Forms	A	A Web form field has no markup to associate it to its complete instructions and cues	A screen reader must be used to read the testing tool output for form label, fieldset, title, or ARIA attributes. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	Some testing tool markup such as "label: no for" uses red text on beige background, which does not meet the 4.5:1 contrast ratio standard. Assistance may be required to identify these instances.	Some testing tool markup such as "label: no for" uses red text on beige background, which does not meet the 4.5:1 contrast ratio standard. Assistance may be required to identify these instances.	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 53, review page 58	1.2.2 Web: Forms	B	If 'Label for' and 'ID' are used but are not valid HTML	A screen reader must be used to read the testing tool output for form label. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

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Lesson 3, page 54, review page 58	1.2.2 Web: Forms	C	Form instructions are revealed only by mouseover (TITLE) and are not available onscreen	A screen reader must be used to read the testing tool output for form title. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test. Assistance would be helpful to compare visual on-screen appearance and mouse actions with title attribute information.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 55, review page 58	1.2.2 Web: Forms	D	An ARIA form's Name property does not contain complete instructions	A screen reader must be used to read the ARIA name property information from the testing tools (ARIA favelet and Inspect). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

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Lesson 3, page 56, review page 58	1.2.2 Web: Forms	E	An ARIA form's Role, State or Value property is not correct	A screen reader must be used to read the ARIA role, state or value property information from the testing tools (ARIA favelet and Inspect). Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 57, review page 58	1.2.2 Web: Forms	F	A form control does not identify its purpose	A screen reader must be used to read label, fieldset, title, ARIA, or other form elements from the testing tools, and understand the relationship of onscreen information. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test. Assistance may be required to ensure visual presentation matches screen reader user understanding.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

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Lesson 3, topic pages 65 - 68; Video page 67 Launch Practice page 72	1.2.3 Web: Links and User Controls	A	A link does not have a unique and meaningful description	A screen reader must be used to read the link text or associated attributes from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 70, review page 71	1.2.3 Web: Links and User Controls	B	A scripted element does not have a unique and meaningful description	A screen reader must be used to read the link text or associated attributes from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, topic pages 77 - 82; Video page 81 Launch practice page 89	2.1 SW: Images	A	An image does not have an equivalent text description (Name), correct Role, or correct State	A screen reader must be used to read the name, role, or state from the testing tool (Java Ferret or Inspect). However, assistance is required to compare the screen reader output with image content.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 3, page 84, review page 88	2.1 SW: Images	B	Any interface element that has multiple statuses does not indicate its current status	A screen reader must be used to read the name or state from the testing tool (Java Ferret or Inspect). However, assistance is required to compare the screen reader output with image content. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 85, review page 88	2.1 SW: Images	C	A data table's headers are not identified	A screen reader is required to read this information from the testing tool. Assistance may be required to determine if tabular content exists. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 86, review page 88	2.1 SW: Images	D	A complex data table cell is not associated to its header(s)	A screen reader is required to read this information from the testing tool. Use of screen reader table navigation commands is insufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

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Lesson 3, page 87, review page 88	2.1 SW: Images	E	An image has inconsistent meaning	Assistance is needed to identify images, their use, and any inconsistencies.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, topic pages 93 - 94; Video page 95 Launch Practice page 105	2.2 Web: Images	A	A Web image does not have an ALT, TITLE or ARIA attribute	A screen reader is needed to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	Some testing tool markup such as "no alt" uses red text on beige background, which does not meet the 4.5:1 contrast ratio standard. Assistance may be required to identify these instances.	Some testing tool markup such as "no alt" uses red text on beige background, which does not meet the 4.5:1 contrast ratio standard. Assistance may be required to identify these instances.	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 98, review page 104	2.2 Web: Images	B	A meaningful image does not have an equivalent text description (purpose and function)	A screen reader is needed to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test. Assistance is needed to compare image and any descriptive elements found.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 3, page 99, review page 104	2.2 Web: Images	C	A decorative image does not have ALT=""	A screen reader is sufficient to perform this test, however, alt attribute information must be read using the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 100, review page 104	2.2 Web: Images	D	An image that contains text does not have the same text in the ALT	A screen reader must be used to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test. Assistance is needed to compare image and alt text.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 101, review page 104	2.2 Web: Images	E	A CAPTCHA image ALT does not describe its purpose	A screen reader is needed to read the alt information from the testing tool, however locating CAPTCHA's can be performed with screen reader alone. No assistance is needed beyond correct use of screen reader and testing tool.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

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Lesson 3, page 102, review page 104	2.2 Web: Images	F	A multi-state component does not provide complete status information	A screen reader is required to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, page 103, review page 104	2.2 Web: Images	G	An image has inconsistent meaning	A screen reader must be used to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test. Assistance is needed to verify an image has consistent meaning.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 3, topic pages 110 - 112 Video page 111 Launch Practice page 116	2.3 Video-only and Animation	A	In SW, an animation does not have an equivalent text or audio description	Assistance is needed to identify animation, the animation's meaning and that the alternative equivalent description is also an accurate and complete representation of the animated content.	No guidance required	No guidance required	Assistance is needed to identify that the alternative equivalent description is also an accurate and complete representation of the animated content only if audio/audio description is present.	Assistance may be needed to identify that the alternative equivalent description is also an accurate and complete representation of the animated content only if audio/audio description is present.	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 3, page 114, review page 115	2.3 Video-only and Animation	B	In Web, a video-only file does not have an equivalent text or audio description	Assistance is needed to identify the video's meaning and that the alternative equivalent description is also an accurate and complete representation of the video content.	No guidance required	No guidance required	Assistance is needed to identify that the alternative equivalent description is also an accurate and complete representation of the video content only if an audio description is present.	Assistance may be needed to identify that the alternative equivalent description is also an accurate and complete representation of the video content only if an audio description is present.	No guidance required	No guidance required
Lesson 3, topic pages 120 - 123 Video page 121 Launch Practice page 125	2.4 Web: Audio-only	A	An audio file does not have an equivalent text description/transcript	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	Assistance is needed to identify an audio file and is needed to identify that the audio file has an equivalent text description or transcript.	Assistance may be needed to identify an audio file and is needed to identify that the audio file has an equivalent text description or transcript.	No guidance required	No guidance required
Lesson 3, topic pages 129 - 131 Video page 130 Launch Practice page 134	2.5 Web: Image Maps	A	A server side image map is found	A screen reader must be used to read this information from the testing tool.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 3, Incremental Test Instructions pages 138 - 146 Test Index page 147 Test Feedback page 148	Review Test IDs 1.1 through 2.5			<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>

LESSON 4

Lesson 4: Application Testing Process, Part 2 describes how to complete test IDs 3.1 through 8 of the DHS Section 508 Compliance Test Process for Applications. Lessons include topic pages, video demonstration, interactive knowledge checks and the ability to launch practice web pages to apply what is learned. At the end of Lesson 4, students perform an Incremental Test of three web pages and enter results for Test IDs 3.1 to 8.

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 4, topic pages 04 - 09 Video page 08 Launch Practice page 13	3.1 Color Dependence	A	In software, information is provided only by color	Assistance is needed to identify use of color only.	No guidance required	Assistance is needed to identify use of color only.	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, page 11, review page 12	3.1 Color Dependence	B	In Web, information is provided only by color	Assistance is needed to identify use of color only.	No guidance required	Assistance is needed to identify use of color only.	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, topic pages 19 - 21 Video page 18 - Video Launch Practice page 22	3.2 Color Contrast	A	The contrast ratio is less than 4.5:1 for content background and foreground colors	Assistance is needed in selecting the color options for contrast testing (which is via mouse access only) and with reading the color contrast ratio out from the testing tool.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, topic pages 27 - 31 Video page 30 Launch Practice page 35	4 Flashing	A	The frequency of a flickering element cannot be determined programmatically	Assistance is needed in determining a flickering element and in selecting the flashing elements.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 4, page 33, review page 34	4 Flashing	B	The frequency of a flickering element is programmatically set at or above 3Hz	Assistance is needed in determining a flickering element.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, topic pages 39 - 42 Video page 41 Launch Practice page 45	5 Page Titles	A	There is no meaningful page title in plain language	A screen reader is sufficient to perform this test if a read page title command is available. Interpretation of text found does not require additional assistance.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, topic pages 49 - 52 Video page 51 Launch Practice page 58	6 Multimedia	A	Synchronized captions are not provided for multimedia	Assistance is needed to evaluate if on-screen text is synchronized with multimedia audio.	No guidance required	No guidance required	Assistance is required to evaluate if on-screen text is synchronized with multimedia audio.	Assistance may be required to evaluate if on-screen text is synchronized with multimedia audio.	No guidance required	No guidance required
Lesson 4, page 54, review page 57	6 Multimedia	B	The provided captions for multimedia are not equivalent	Assistance is needed to evaluate if on-screen text is equivalent with multimedia.	No guidance required	No guidance required	Assistance is required to evaluate if on-screen text is equivalent with multimedia.	Assistance may be required to evaluate if on-screen text is equivalent with multimedia.	No guidance required	No guidance required
Lesson 4, page 55, review page 57	6 Multimedia	C	Synchronized audio descriptions are not provided for multimedia	Assistance is needed to determine if audio descriptions are synchronized with multimedia.	No guidance required	No guidance required	Assistance is needed to determine if audio descriptions are synchronized with multimedia.	Assistance may be needed to determine if audio descriptions are synchronized with multimedia.	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 4, page 56, review page 57	6 Multimedia	D	The provided audio descriptions are not equivalent	Assistance is needed to determine if audio descriptions are equivalent with multimedia.	No guidance required	No guidance required	Assistance is needed to determine if audio descriptions are equivalent with multimedia.	Assistance may be needed to determine if audio descriptions are equivalent with multimedia.	No guidance required	No guidance required
Lesson 4, topic pages 62 - 65 Video page 64 Launch Practice page 70	7 Time Outs	A	The application timed out without notification	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, page 67, review page 69	7 Time Outs	B	The application's time out notification is displayed for less than 20 seconds	Assistance may be needed if a notification is not announced by a screen reader.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, page 68, review page 69	7 Time Outs	C	The application timed out without an option to request more time	Assistance may be needed if a notification is not announced by a screen reader.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, topic pages 73 - 75 Video page 76 Launch Practice page 85	8 SW: Built-in Accessibility Features	A	The application disrupted any of the OS Accessibility options (High Contrast, Sticky Keys, Sound Sentry and/or system text size (stand-alone software only))	Assistance is needed to determine if any High Contrast settings are disrupted, or if Sound Sentry was disrupted by the application.	If using high contrast mode or magnification via another application (such as ZoomText), ensure high contrast mode and magnification are turned off for High Contrast and larger text tests. Only use the built-in	No guidance required	No guidance required	No guidance required	For Sticky Keys only: Speech input or control software often modifies standard keyboard behavior. Speech input software should be disabled and assistance is needed to turn on Sticky Keys and test.	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
					Operating system options for testing.					
Lesson 4, page 79, review page 84	8 SW: Built-in Accessibility Features	B	The application does not adopt the OS high contrast display settings	Assistance is needed to identify if high-contrast mode is adopted.	If using high contrast mode via another application (such as ZoomText), ensure high contrast mode is turned off for High Contrast test. Only use the built-in Operating system high contrast mode for testing.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, page 80, review page 84	8 SW: Built-in Accessibility Features	C	Text of application did not enlarge or became illegible when enlarged	Assistance is needed to identify if all text was enlarged or became illegible.	If using magnification mode via another application (such as ZoomText), ensure magnification mode is turned off for zoom test. Only use the built-in Operating system magnification for testing.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4, page 81, review page 84	8 SW: Built-in Accessibility Features	D	The application did not adopt the OS high contrast colors, 21(g), and the application does not	Assistance might be needed to identify if high-contrast colors are not adopted, that the application offers	If using high contrast mode via another application (such as ZoomText), ensure high	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
			offer at least 4 color options	at least 4 other color contrast options.	contrast mode is turned off for High Contrast test. Only use the built-in application color options.					
Lesson 4, page 82, review page 84	8 SW: Built-in Accessibility Features	E	Sticky Keys functionality was disrupted in the application	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	Speech input or control software often modifies standard keyboard behavior. Speech input software should be disabled and assistance is needed to turn on Sticky Keys and test.	No guidance required
Lesson 4, page 83, review page 84	8 SW: Built-in Accessibility Features	F	Sound Sentry functionality was disrupted by the application	Assistance is needed to verify Sound Sentry functionality is not disrupted (as shown by a flash).	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 4 Incremental Test Instructions pages 93 - 106 Test Home Page - page 102 Test OAST Map - page 103 Test Media Page – page 104	Review Test IDs 3.1 through 8			<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>

LESSON 5

Lesson 5: Application Testing Process, Part 3 describes how to complete test IDs 9 through 15 of the DHS Section 508 Compliance Test Process for Applications. Lessons include topic pages, video demonstration, interactive knowledge checks and the ability to launch practice web pages to apply what is learned. At the end of Lesson 5, students perform an Incremental Test of three web pages and enter results for Test IDs 9 to 15.

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 5, topic pages 01 - 04 Video page 06 Launch Practice page 11	9.1 Web: Language	A	The correct default language for the page is not programmatically set	A screen reader is required to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 09, review page 10	9.1 Web: Language	B	A passage (content, image descriptions, form labels etc.) that differs from the default language of the page is not programmatically identified correctly	A screen reader is required to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, topic pages 14 - 17 Video page 16 Launch Practice page 21	9.2 Web: Section Headings	A	Visually apparent headings are not programmatically identified	A screen reader is required to read this information from the testing tool, however assistance is needed to identify any visually apparent headings.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 19, review page 20	9.2 Web: Section Headings	B	Programmatic <H> levels on visually apparent headings do not match visual structure	A screen reader is required to read this information from the testing tool, however assistance is needed to identify any visually apparent headings and compare testing tool output with visual heading level indication.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 5, topic pages 26 - 29 Video page 30 Launch Practice page 37	10 Web: Data Tables	A	Any data table's row or column headers are not identified programmatically	A screen reader is required to read this information from the testing tool. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 33, review page 36	10 Web: Data Tables	B	An image of a data table is found	A screen reader is required to read this information from the testing tool, however, assistance is needed to determine if the image is a table.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 34, review page 36	10 Web: Data Tables	C	A complex data table's data cells are not associated with its headers programmatically	A screen reader is needed to read this information from the testing tool. Screen reader output from table navigation alone is insufficient to perform this test. Assistance may be needed to verify data table cells are programmatically associated with its headers.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 35, review page 36	10 Web: Data Tables	D	An image of a complex data table is found	A screen reader can be used to identify an image, however, assistance is needed to determine if the image is a table.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, topic pages 42 - 44 Video page 45 Launch Practice page 52	11 Web: Style sheet Dependence	A	The order of the content changed and is not logical	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 5, page 48, review page 51	11 Web: Style sheet Dependence	B	Relevant content or information from a meaningful image is not available	Assistance is needed to identify all meaningful images and ensure relevant content or information is available. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 49, review page 51	11 Web: Style sheet Dependence	C	Any content overlaps or becomes illegible	Assistance is needed to identify any illegible text or overlaps. Only relying on screen reader output alone without confirmation by using testing tool output is insufficient to complete this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 50, review page 51	11 Web: Style sheet Dependence	D	Programming code or other confusing elements are revealed on the page	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, topic pages 57 -60 Video page 59 Launch Practice page 64	12 Web: Frames	A	A frame's Title or Name is non-descriptive	A screen reader is needed to read this information from the testing tool.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 62, review page 63	12 Web: Frames	B	An iframe's Title or Name is non-descriptive	A screen reader is needed to read this information from the testing tool.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, topic pages 68 - 71 Video page 70 Launch Practice page 77	13 Web: Repetitive Content and Links	A	There is no method to skip repetitive content	A screen reader is needed to read this information from the testing tool.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 5, page 73, review page 76	13 Web: Repetitive Content and Links	B	The skip function's target is not located after the repetitive content	A screen reader is needed to perform this test and assistance might be needed to ensure the skip function's target is located after the repetitive content.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 74, review page 76	13 Web: Repetitive Content and Links	C	The skip function does not work properly	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 75, review page 76	13 Web: Repetitive Content and Links	D	The relative order of repeated components is different from other pages	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, topic pages 83 - 86 Video page 85 Launch Practice page 90	14 Web: Required Plug-ins	A	In a public site, the link to download a required plug-in is not provided	A screen reader is needed to read this information from the testing tool.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 88, review page 89	14 Web: Required Plug-ins	B	The plug-in required to view content is not compliant	See the appropriate test condition for further details.	See the appropriate test condition for further details.	See the appropriate test condition for further details.	See the appropriate test condition for further details.	See the appropriate test condition for further details.	See the appropriate test condition for further details.	See the appropriate test condition for further details.
Lesson 5, topic pages 94 - 95 Video page 96 Launch Practice page 101	15 Web: Alternative (Accessible) Version	A	An alternative page does not contain equivalent information as the primary page	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required
Lesson 5, page 99, review page 100	15 Web: Alternative (Accessible) Version	B	The primary site can be made compliant	A screen reader alone is sufficient to perform this test.	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required	No guidance required

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
Lesson 5 Incremental Test Instructions pages 105 – 118 Test Resources page 114 Test About Us page 115 Test Statistics page 116	Review Test IDs 9 through 15		<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within each Lesson.</i>

LESSON 6

Lesson 6, Practical Exercise is an opportunity to perform testing for all Test IDs for six pages of the fictional web site for the Town of Carefree. Following the method used in the previous lessons, all of the tests will be performed and Assistive Technology requirements would be the same as used during the Launch Practice session within each Lesson.

FTE 250 Course / Page Reference	DHS Test Steps	Test IDs	Failure Conditions	Guidance for Students who are Blind	Guidance for Students who have Low Vision	Guidance for Students who are Color Blind	Guidance for Students who are Deaf	Guidance for Students who are Hard of Hearing	Guidance for Students who have a Motor Disability	Guidance for Students who have a Speech Disability
L6, Practical Exercise Instructions page 01 – 09 to test Carefree site including: Home page 10 Town Council page 11 Parks and Recreation page 12 Schedule of Events page 13 Town Info page 14 Alert Center page 15 Sign up for Notifications page 16	Review Test IDs 1.1 through 15		<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>	<i>Assistive Technology requirements would be the same as used for the Launch Practice within Lessons 3, 4 and 5.</i>

LESSON 7

Lesson 7: Course Conclusion consists of short text based information for learners that describes the final steps of the course and how to proceed to the course exam followed by the end of course survey. No additional Assistive Technology is needed outside of what is used normally by the student.

CHANGE LOG

DECEMBER 2015

Original draft version

FEBRUARY 2016

Location	Change
Title page	Added last date updated and DHS Trusted Test Process associated version
WAT keyboard Shortcuts	Added WAT keyboard shortcuts
Change Log	Created Change Log
All pages	Added page numbers

JULY 2016

Location	Change
Need Assistance? Reasonable Accommodation	Updated instructions for students