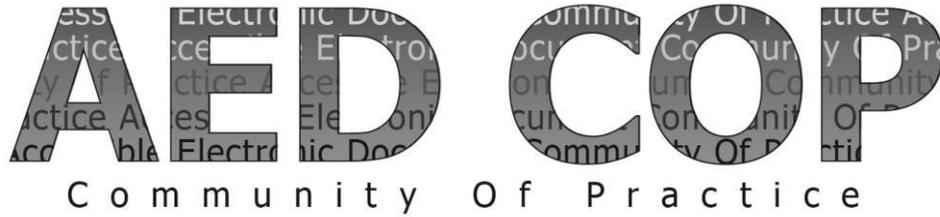


Accessible Electronic Document



**DRAFT**  
**Section 508 Basic Testing Guide**  
**PDF (Portable Document Format)**

Version 0.1

September 2015

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## Introduction

In October 2012, subject matter experts from several federal agencies developed an Accessible Electronic Document Community of Practice (AED COP) with the goal of improving accessible content, advancing the field of accessibility, and creating accessible artifacts reusable across many agencies.

This document contains the minimum requirements to test whether a PDF document is Section 508 accessible and acceptable for posting to a website. This information includes how to inspect your PDF using Adobe Acrobat XI professional.

This document does NOT contain information on how to author accessibly. However, it is a best practice to test your source document in the authoring tool (such as MS Word or Adobe InDesign) prior to testing the PDF in Adobe Acrobat XI Professional. For other AEDCOP Section 508 Basic Authoring and Testing Guides, visit <http://www.section508.gov/content/learn/best-practice-library>.

Federal agencies and other institutions create millions of documents each year. Making documents accessible is important so that individuals with disabilities can access information. Individuals with disabilities may include, but are not limited to: Blind or Low Vision, Deaf or Hard of Hearing, Physical Disability and Intellectual Disability.

Assistive technology (AT) is used by individuals to help them understand electronic information. For example, screen readers or text-to-speech software is one tool available and assists individuals who are blind, have low vision, or a learning disability. This technology interprets words on the page and translates them to a computerized voice that reads the information. Accessible documents work in partnership with assistive technology to ensure individuals with disabilities have access to information.

As you share your PDF document, it might be helpful to think about the concept of comparable access. When you adhere to the following accessibility requirements, you are providing a document that allows individuals with disabilities 1) to access the important information that you are publishing and 2) to gain access to information in a comparable way as their non-disabled peers.

The current version 0.1 is draft. Please send review comments and feedback to [Holly.Anderson@ed.gov](mailto:Holly.Anderson@ed.gov).

### **This document is divided into the following 6 categories:**

- Preconditions
- Document Properties
- Structure Tags
- Objects
- Color
- Miscellaneous

### **This document does NOT cover:**

- PDFs produced from Adobe LiveCycle (See Precondition B)
- PDFs without Tags (See Precondition C)

- PDFs with Scripts (See Precondition D)

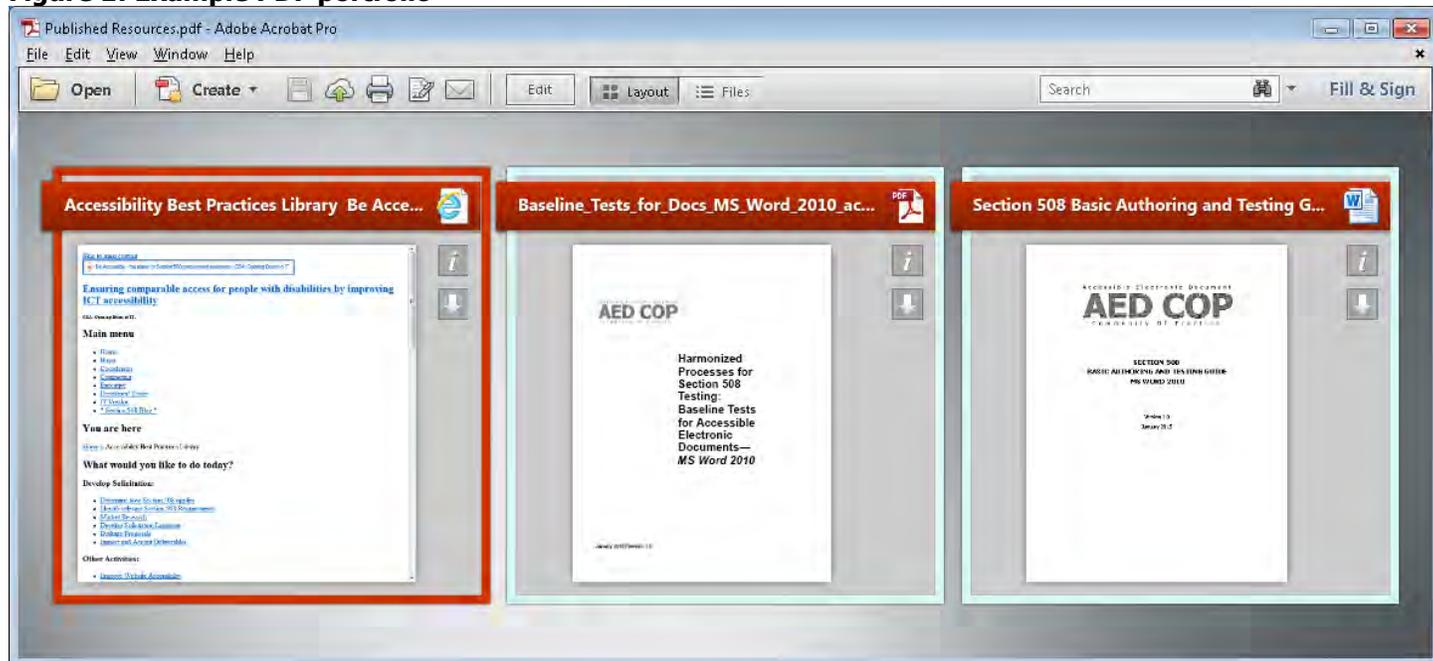
## A. PDF Portfolio

A PDF Portfolio is a collection of documents combined into one PDF file. Collections may include a variety of document types, like PDF and MS Word. Each document must be tested separately and with the appropriate test process.

### Inspect The PDF

- 1) Open the PDF file.
- 2) If there is more than one document as shown in Figure 1, open each document separately.
- 3) Test each document with the appropriate test process as listed in Table 1.

**Figure 1: Example PDF portfolio**



**Table 1: AEDCOP recommended test process listed by file type**

File Type	Recommended Test Process
.pdf	AEDCOP Section 508 Basic Testing Guide (Current Document)
.docx	AEDCOP Section 508 Basic Authoring and Testing Guide MS Word 2010 AEDCOP Section 508 Basic Authoring and Testing Guide MS Word 2013
.pptx	AEDCOP Section 508 Basic Authoring and Testing Guide MS PowerPoint 2010 AEDCOP Section 508 Basic Authoring and Testing Guide MS PowerPoint 2013
.xlsx	AEDCOP Section 508 Basic Authoring and Testing Guide MS Excel 2010 AEDCOP Section 508 Basic Authoring and Testing Guide MS Excel 2013
.htm*	Department of Homeland Security (DHS) Trusted Tester Process URL: <a href="http://www.dhs.gov/compliance-test-processes">http://www.dhs.gov/compliance-test-processes</a>

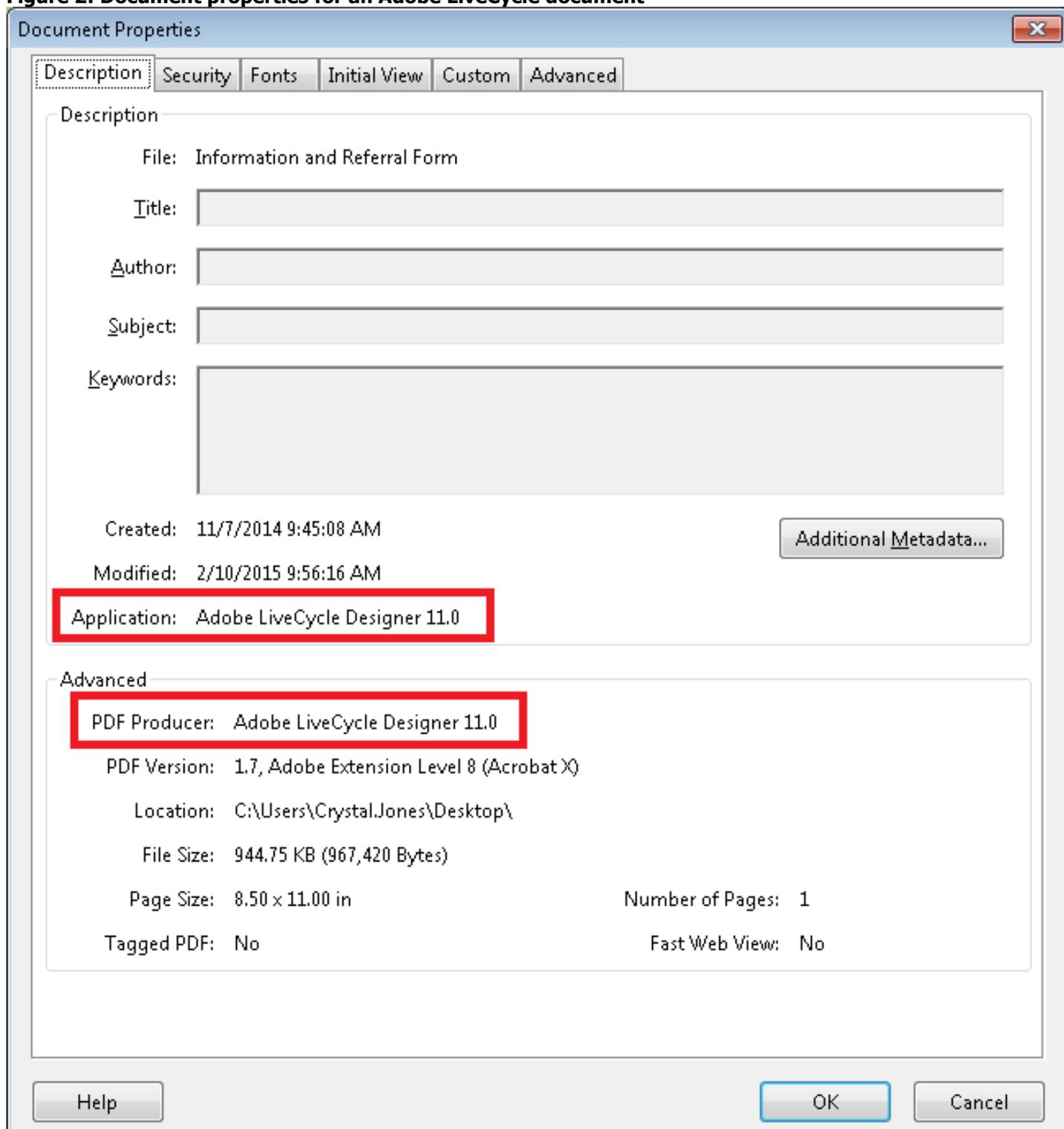
## **B. Adobe LiveCycle**

You cannot verify the accessibility of Adobe LiveCycle documents in Adobe Acrobat Professional.

### **Inspect The PDF**

- 1) Open Document Properties (File > Properties > Description).
- 2) If the PDF Producer is Adobe LiveCycle, then use the AEDCOP Section 508 Basic Authoring and Testing Guide Adobe LiveCycle.

Figure 2: Document properties for an Adobe LiveCycle document



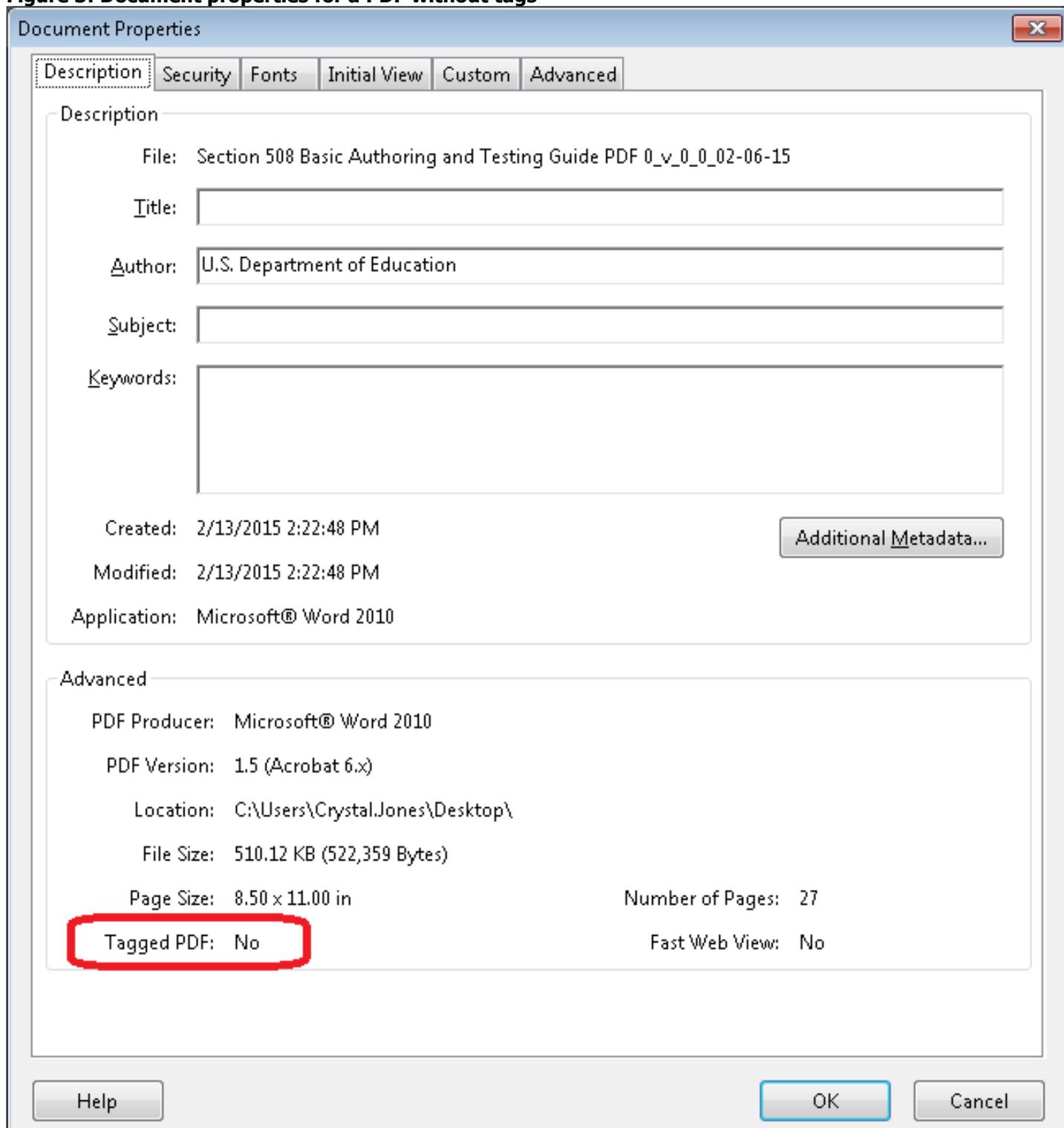
## C. Tagged PDF

To check for Section 508 accessibility, the document must be a “Tagged PDF.”

### Inspect The PDF

- 1) Open Document Properties (File > Properties > Description).
- 2) If you find “Tagged PDF: No,” return the document to the author with reference to the AEDCOP Section 508 Basic Authoring Guides.

**Figure 3: Document properties for a PDF without tags**



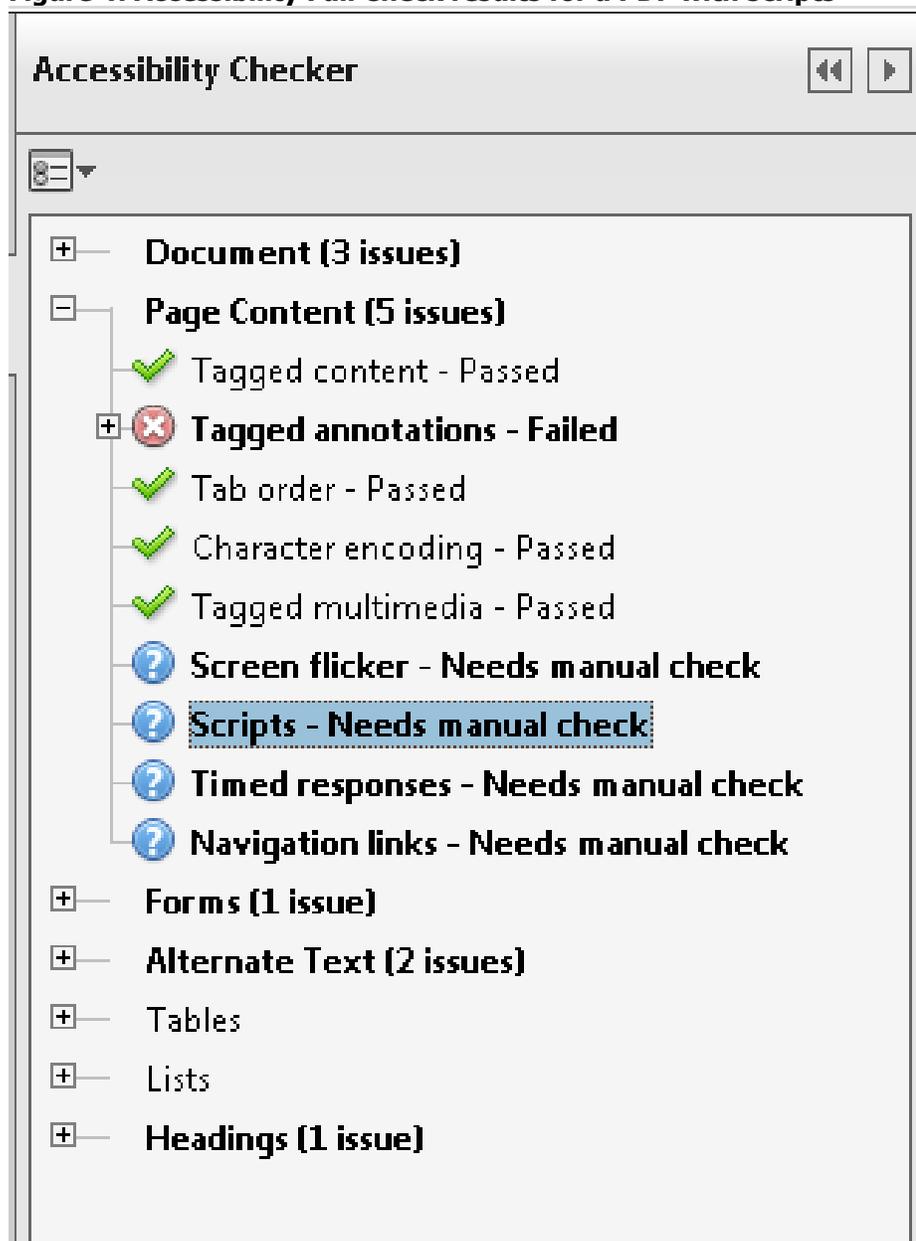
## D. Scripts

Adding programming (Scripts) to a document effectively turns it into a software application. Software applications should be tested using software testing methods.

### Inspect The PDF

- 1) Run the Accessibility Full Check (View > Tools > Accessibility > Full Check > Start Checking).
- 2) Expand the "Page Content" category to view issues.
- 3) If you find "Scripts – Needs manual check," then test with the Department of Homeland Security (DHS) Trusted Tester Process located at: <http://www.dhs.gov/compliance-test-processes>.

**Figure 4: Accessibility Full Check results for a PDF with scripts**



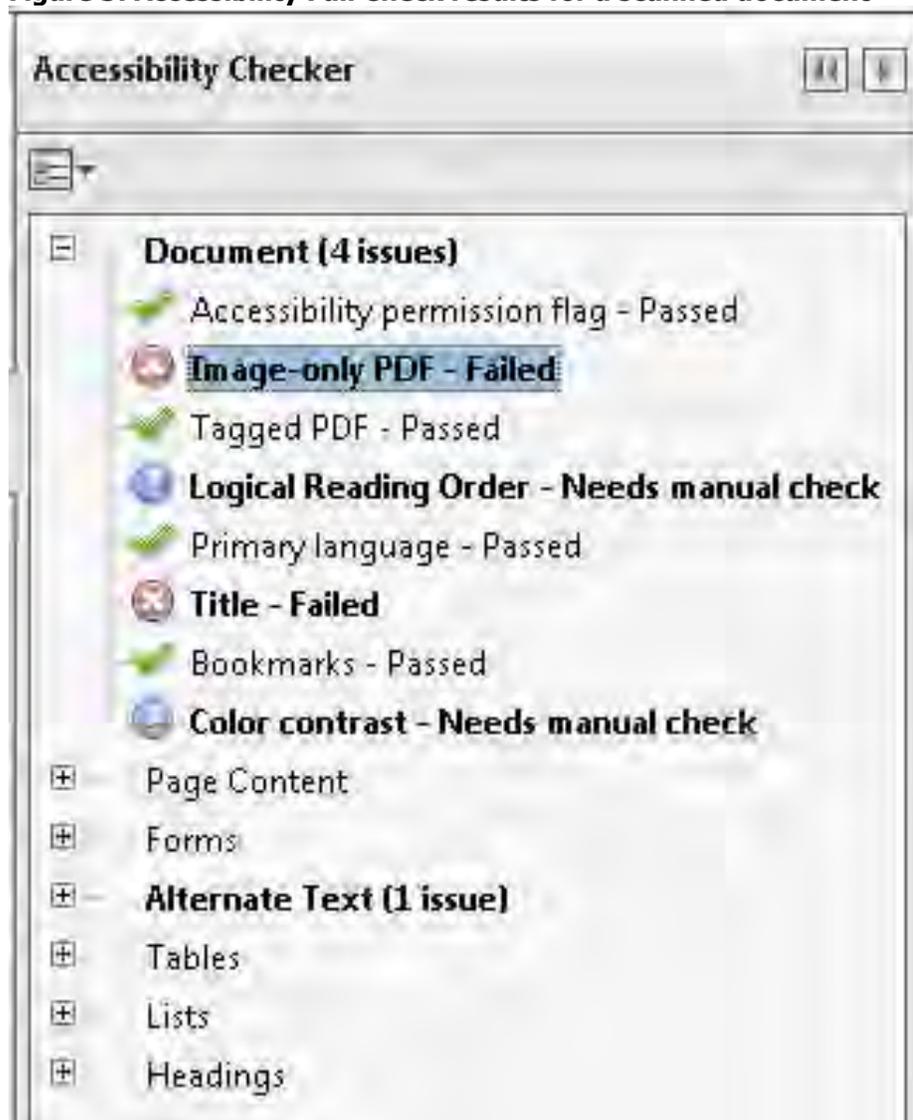
## E. Scanned Document

Because of software limitations, scanned documents require additional steps to ensure accessibility. If you need to distribute a scanned document, then first consult your agency's scanned document policy.

### Inspect The PDF

- 1) Run the Accessibility Full Check ( View > Tools > Accessibility >Full Check > Start Checking).
- 2) Expand the "Document" category to view issues.
- 3) If you find "Image-only PDF – Failed," then consult your agency's policy.

**Figure 5: Accessibility Full Check results for a scanned document**



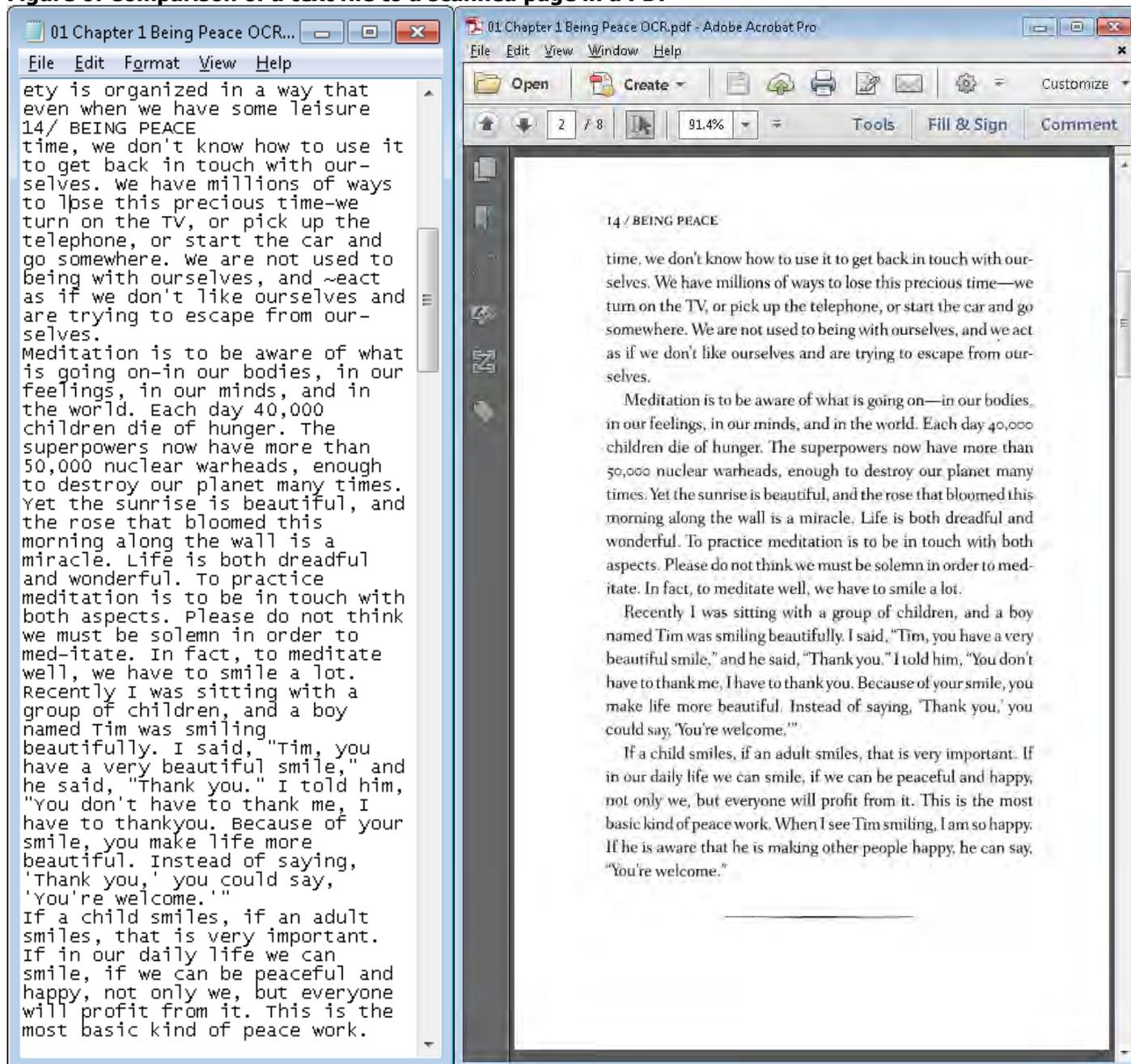
## 1. Scanned Pages

All or part of a PDF may be compiled from scanned pages. When you see a scanned page, you are actually looking at a picture of the original page. Screen readers cannot infer meaning from just a picture, so these pages must be accompanied by text. Optical Character Recognition software may be used to recognize the text in the PDF and embed this text into the page. Make sure the texts match.

### Inspect The PDF

- 1) Look for any scanned pages (pages that are pixilated, blurry, or have low resolution, etc).
- 2) Save the document as a text file (File>Save As Other>More Options>Text).
- 3) Open the text file.
- 4) Check that the text in the text file and the text in the PDF file match.

**Figure 6: Comparison of a text file to a scanned page in a PDF**



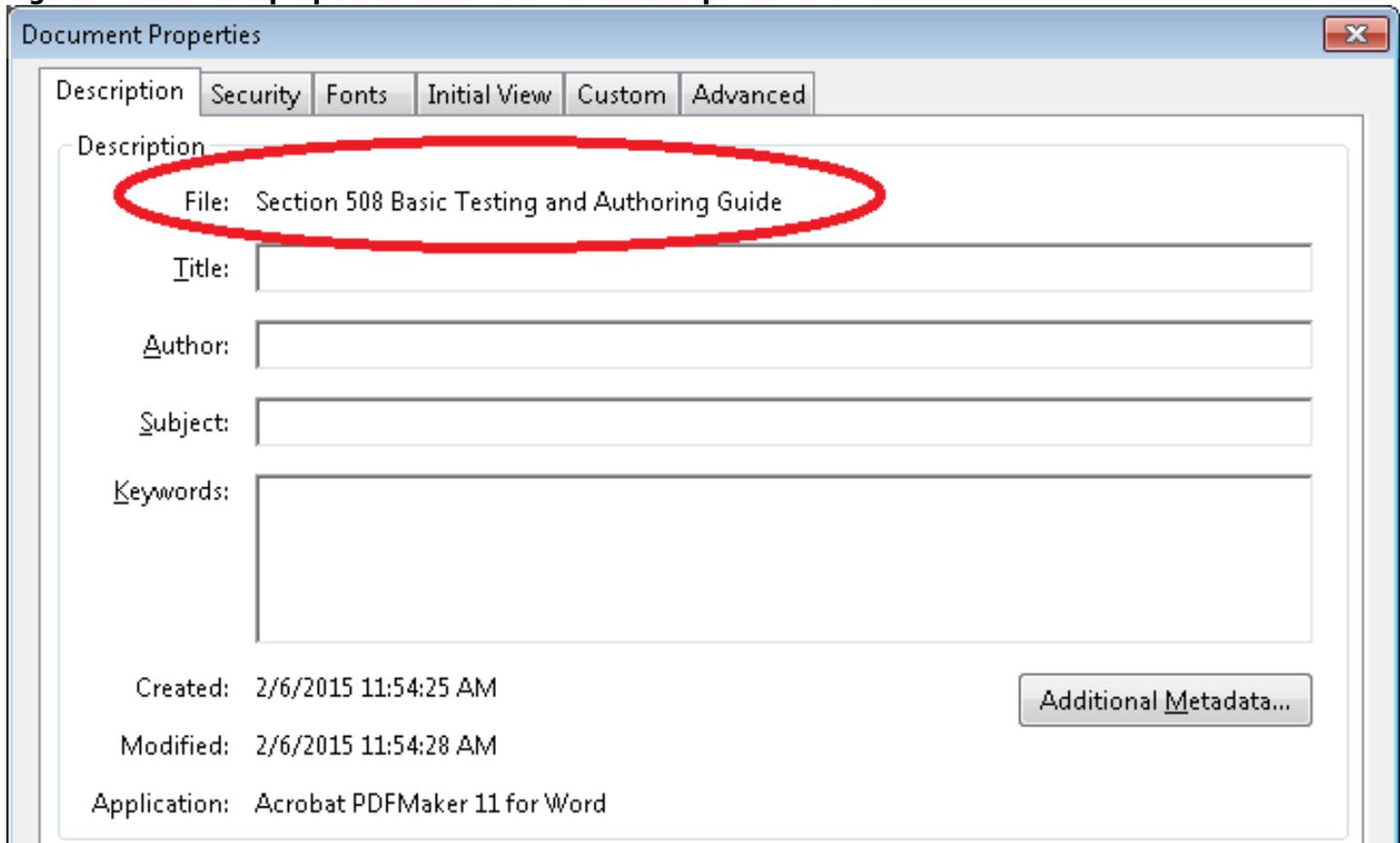
## 2. Descriptive Filename

A descriptive filename that identifies the document or its purpose helps everyone (including people with disabilities) locate, open, and switch between documents.

### Inspect The PDF

- 1) Open document Properties (File > properties > Description).
- 2) Check that the filename identifies the document or its purpose.

**Figure 7: Document properties for a PDF with a descriptive filename**



**Table 2: Examples of nondescriptive and descriptive filenames**

Nondescriptive Filename	Descriptive Filename
Untitled1.pdf	OMBReport387_2102014_v2.pdf
Document!.pdf	Chapter6FY2016Justification.pdf
Presentation1.pdf	2015Security_Training.pdf

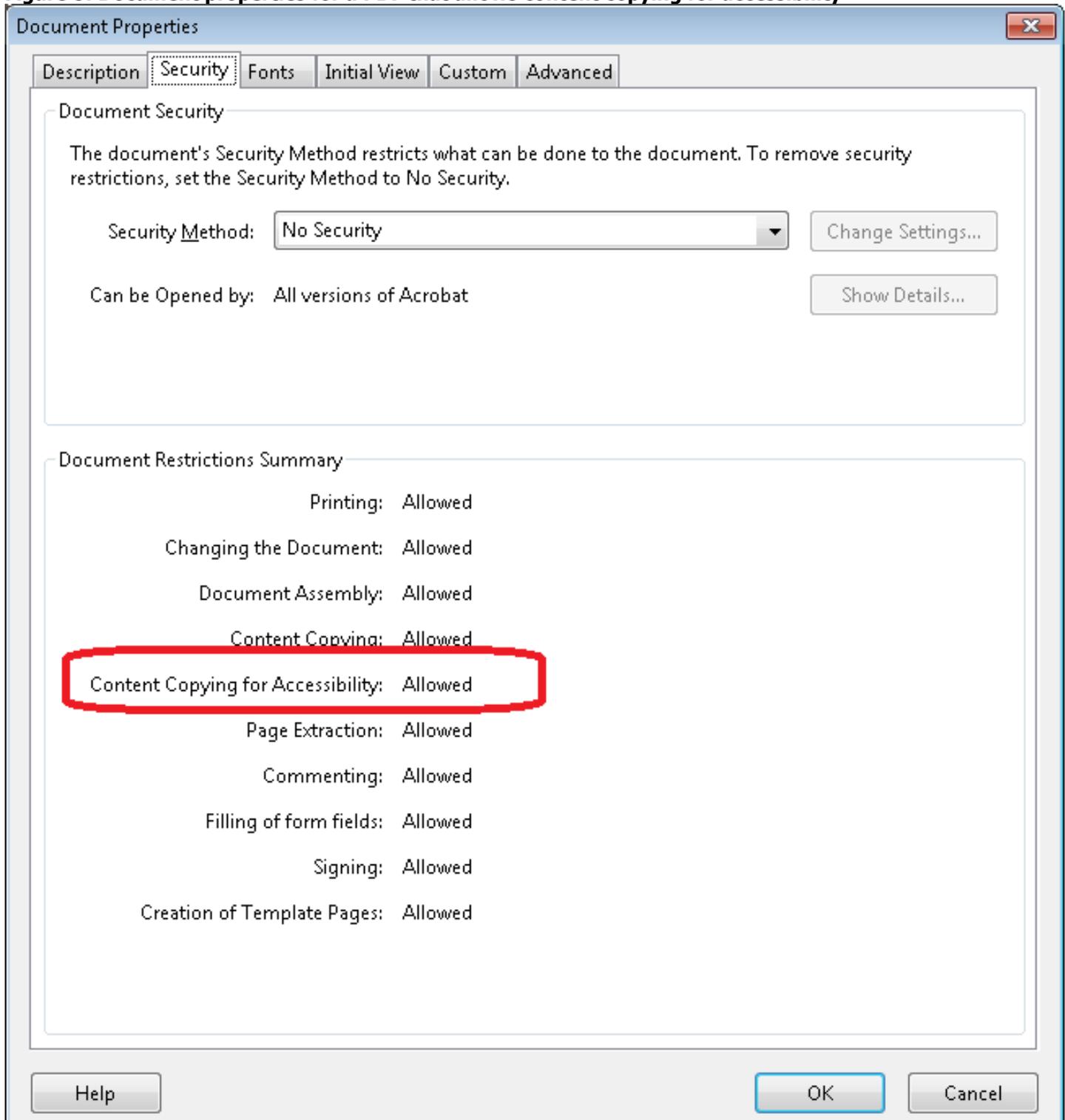
### 3. Assistive Technology Access

Security settings can prevent users from changing content and enable features, like saving form data; however, these security settings may block AT access to content.

#### Inspect The PDF

- 1) Open Document Properties (File > Properties > Security).
- 2) Check that "Content Copying for Accessibility" is "Allowed" as shown in Figure 8.

Figure 8: Document properties for a PDF that allows content copying for accessibility



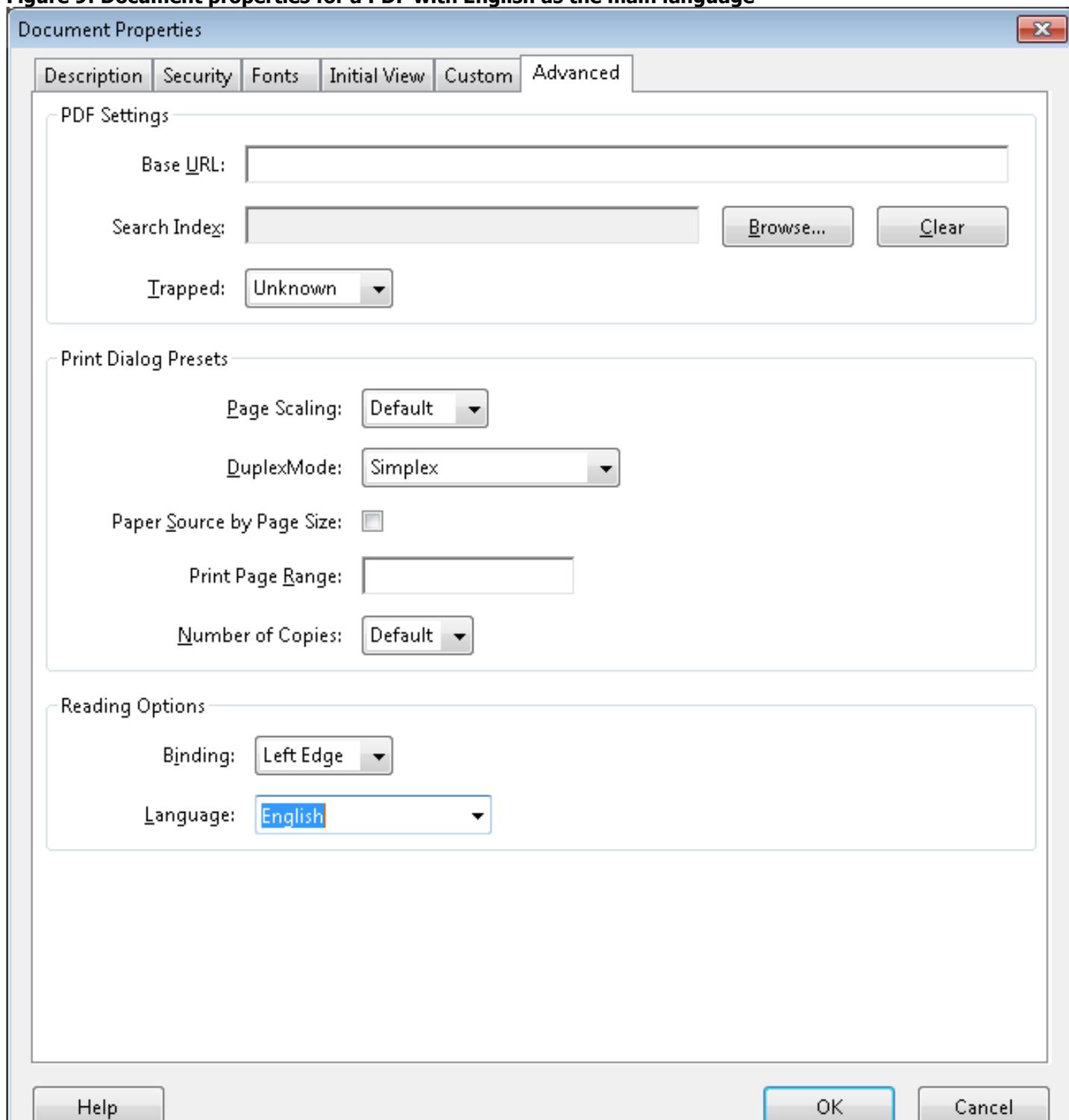
## 4. Document Language

Screen readers access the language setting in Document properties to provide the appropriate pronunciation for the document.

### Inspect The PDF

- 1) Identify the main language in the document.
- 2) Open Document Properties (File > Properties > Advanced).
- 3) Check that the “Language” setting matches the main language of the document.

Figure 9: Document properties for a PDF with English as the main language



## 5. Tags

Screen readers rely on tags to interpret the document structure (headings, paragraphs, lists, images, data tables, forms, and other objects). All meaningful text and objects must correspond to a tag and the order of tags must follow the visual/logical order.

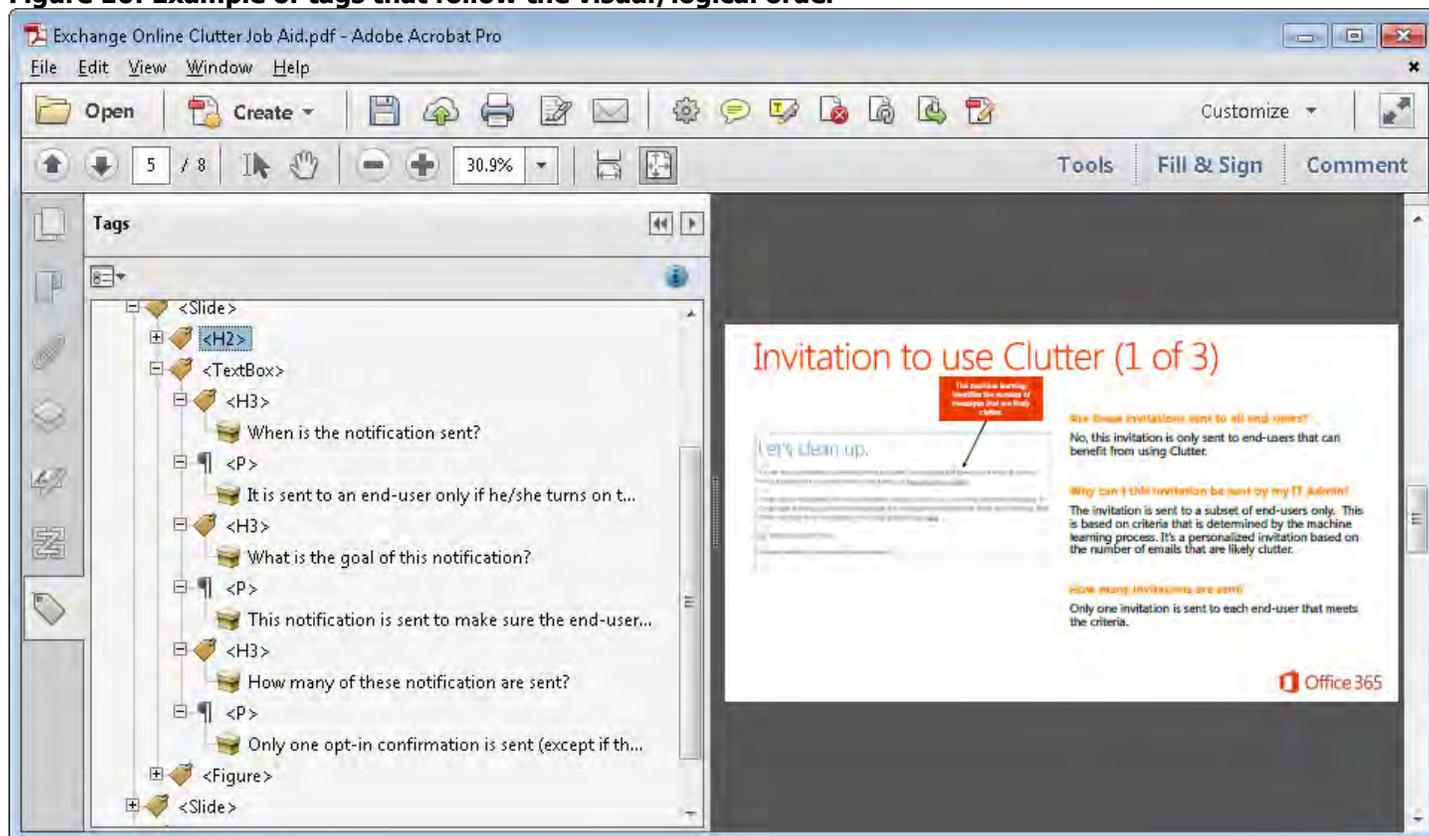
### Inspect The PDF

- 1) Open the Tags pane (View > Show/Hide > Navigation Panes > Tags).
- 2) Press Ctrl and left click on the plus symbol to expand all tags.
- 3) Select a tag to highlight the corresponding content on the page.

If you do not see the light blue highlighting, then turn on "Highlight Content" (Tags Pane > Options > Highlight Content).

- 4) Press Ctrl + A to select all tags.
- 5) Check that all meaningful text and objects are highlighted.
- 6) Use the up and down arrow keys to move through the tags.
- 7) Check that the tags follow the visual/logical order on the page.

**Figure 10: Example of tags that follow the visual/logical order**



## 6. Decorative Content

Decorative content should be set to Artifact, so screen readers can skip over ornamental images and redundant text.

### Inspect The PDF

- 1) Open the Tags pane (View > Show/Hide > Navigation Panes > Tags).
- 2) Right click on the Tags Pane and select "Find."
- 3) In the Find Element window, select "Artifacts," "Search Document" and then "Find," This will highlight an Artifact on the page. Press "Find Next" to find all Artifacts in the document.
- 4) Check that decorative text and objects are set to Artifact.

**Figure 11: Example of decorative content that is set to artifact**

The screenshot shows a PDF page with a 'Find Element' dialog box open. The dialog box has a 'Find' field with 'Artifacts' selected, a 'Type' dropdown with 'Container' selected, and radio buttons for 'Search Page' and 'Search Document' (the latter is selected). There are 'Find Next', 'Tag Element', and 'Close' buttons. A red arrow points from the 'Find' dropdown to the left margin of the page. The background text includes 'Federal Income...' and 'for Federal Student Loans'.

**Federal Income...**

**for Federal Student Loans**

**What is a...**

An income-driven repayment plan is a loan payment at an amount that is intended to be affordable based on your income and family size. The U.S. Department of Education offers three income-driven repayment plans: Income-Based Repayment Plan (IBR Plan), Pay As You Earn Repayment Plan (Pay As You Earn Plan), and Income-Contingent Repayment Plan (ICR Plan). Most federal student loans are eligible for at least one income-driven repayment plan.

**How are monthly payment amounts determined under income-driven repayment plans?**

The chart below shows how payment amounts are determined under each income-driven plan. Depending on your income and family size, you may have no monthly payment at all. You can estimate your payments under these plans using the Repayment Estimator at [StudentAid.gov/repayment-estimator](http://StudentAid.gov/repayment-estimator).

Income-Driven Repayment Plan	Payment Amount
IBR Plan for those who are not new borrowers* on or after July 1, 2014	Generally 15 percent of your discretionary income, but never more than the 10-year Standard Repayment Plan amount
IBR Plan for those who are new borrowers* on or after July 1, 2014	Generally 10 percent of your discretionary income, but never more than the 10-year Standard Repayment Plan amount
Pay As You Earn Plan	Generally 10 percent of your discretionary income, but never more than the 10-year Standard Repayment Plan amount

Federal Student Aid | StudentAid.gov

PROUD SPONSOR of the AMERICAN MIND®

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5)

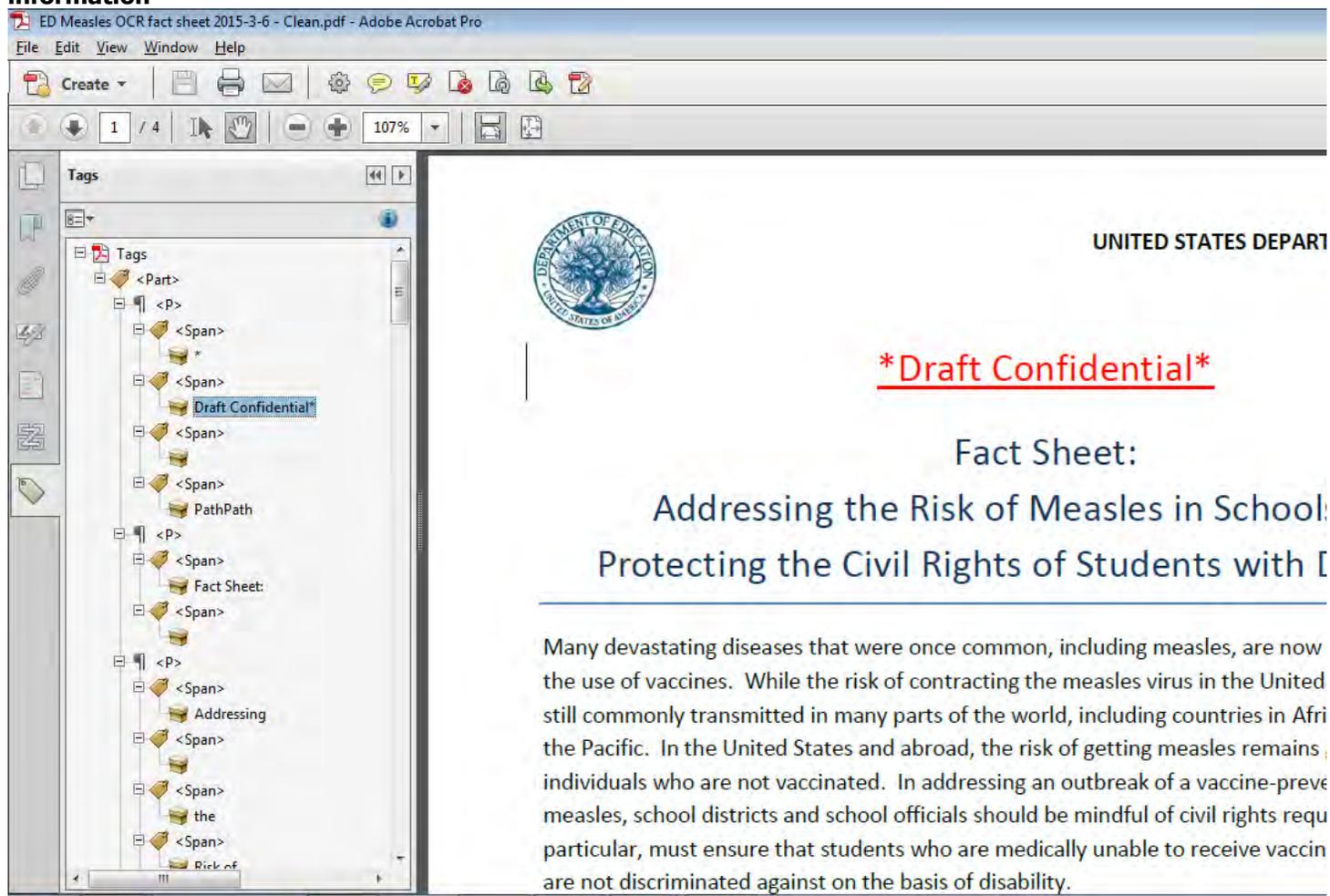
## 7. Headers, Footers & Watermarks

Vital information in headers, footers or watermarks must correspond to a tag at or near the start of the related information or screen readers will skip over it.

### Inspect The PDF

- 1) Look for vital information in headers, footers and watermarks.
- 2) Go to the first page to which the information applies, like the start of the document or section.
- 3) Open the Tags Pane (View > Show/Hide > Navigation Panes > Tags).
- 4) Use the mouse to select the running header, footer, or watermark.
- 5) Find the corresponding tag (Tags Pane > Options > Find tag from selection).
- 6) Use the up and down arrow keys to move through the tags.
- 7) Check that vital information is located at or near the start of related information in the Tags Pane.

**Figure 12: Example of vital information located at the start of the related information**



## 8. Headings

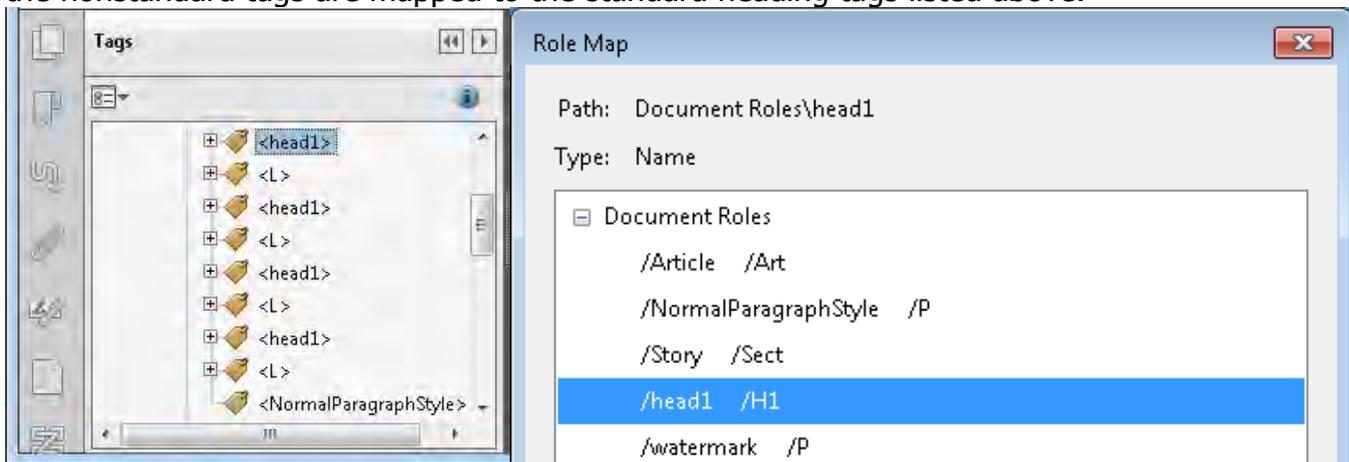
Headings are used to break-up content and make finding information easier. AT cannot infer meaning from just formatting, like bold or underline, so

- 1) Visual headings must correspond to a heading tag and
- 2) Heading tags must match the visual outline.

### Inspect The PDF

- 1) Look for headings (such as the title of the document or topics that start new sections).
- 2) Open the Tags Pane (View > Show/Hide > Navigation Panes > Tags).
- 3) Use the mouse to select a heading.
- 4) Find the corresponding tag (Tags Pane > Options > Find tag from selection).
- 5) Check that headings correspond to heading tags (<H1>, <H2>, <H3>, <H4>, <H5> or <H6>).

If you find nonstandard PDF tags, like <Head1> or <MainHeading>, you will also have to open the Role Map (Tags Pane > Options > Edit Role Map), and expand Document Roles to check that the nonstandard tags are mapped to the standard heading tags listed above.



- 6) Check that heading levels 1, 2, 3, 4, 5, and 6 match the visual outline level.

Figure 13: Example of headings that match the Visual Outline

The image shows a software interface with two main panels. On the left is a 'Tags' panel containing a hierarchical tree structure. The root node is '<P>'. Below it is a '<Story>' node, which contains a '<H1>' node. The '<H1>' node has a child node 'Sentence Structure and Process Lesson Plan'. Below this is another '<P>' node, followed by a '<H2>' node. The '<H2>' node has a child node 'Tiered Lesson Plan for Sentence Structure and Process'. Below this is another '<P>' node, followed by a '<H3>' node. The '<H3>' node has a child node 'Audience'. Below this is another '<P>' node, followed by another '<H3>' node. The '<H3>' node has a child node 'Setting'. Below this is another '<P>' node.

On the right is a document preview window. The document is titled 'Sentence Structure and Process Lesson Plan' and is part of 'Differentiated Instruction and Lesson Planning Module 4'. The document content includes:

**Sentence Structure and Process Lesson Plan**

This is a sample language arts/sentence structure lesson plan exemplifying differentiation both by content and by readiness using tiered activities, presented in the voice of the teacher.

**Tiered Lesson Plan for Sentence Structure and Process**

**Audience**  
Students are adult learners, mostly recent immigrants, who speak diverse languages and have varying levels of education. Students are (at best) in the intermediate ESL level.

**Setting**  
The lesson will be conducted in two separate groups based on readiness: a challenged group and an advanced group.

**Lesson Differentiation**

- Lesson will be tiered based upon student readiness. Diverse readiness levels exist in background knowledge and applicable skills—some countries represented by the students do not have typical English sentence and syntax structures, so the concept of sentences must be introduced to many of the students.
- Readiness was selected for differentiation for the clarity and utility of the rules that apply – the

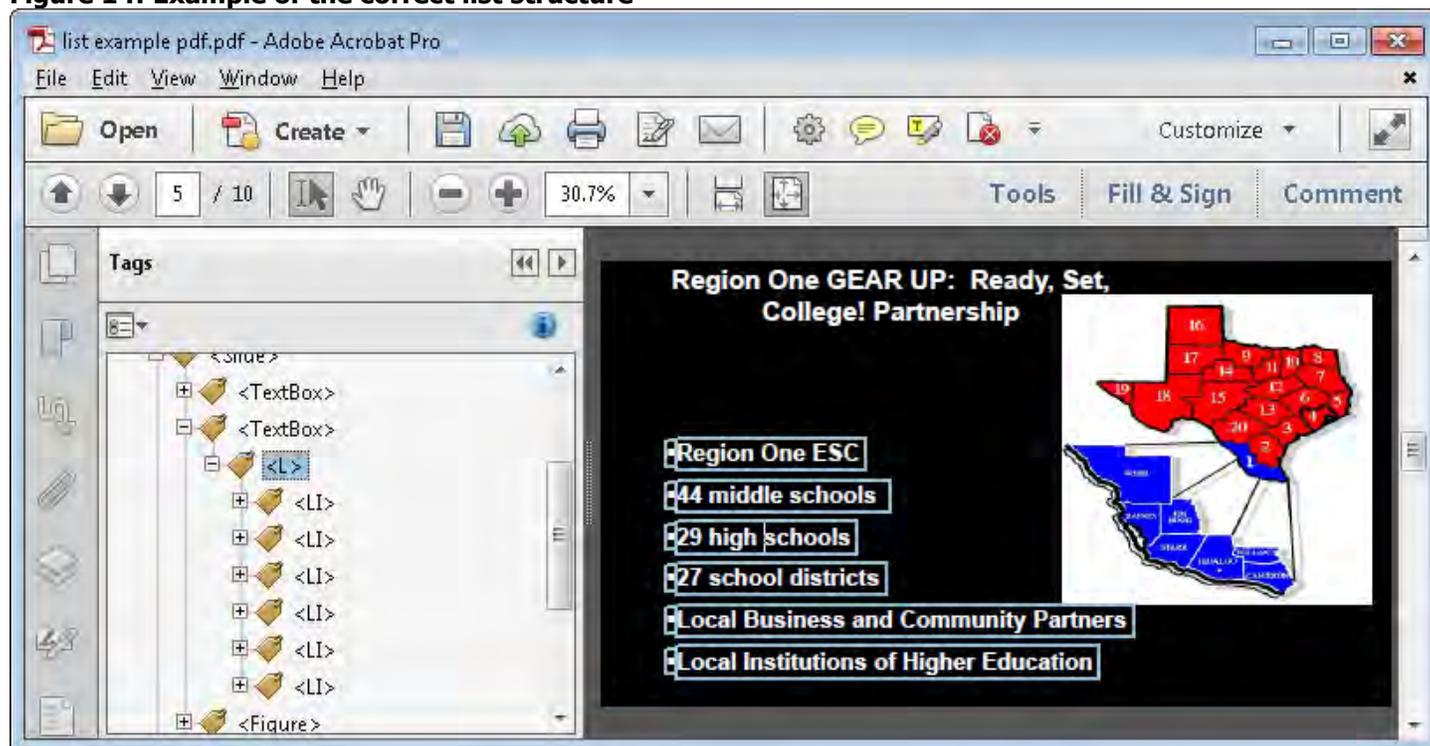
## 9. Lists

Screen readers cannot infer meaning from just symbols and indents. List tags create a structure that screen readers can identify.

### Inspect The PDF

- 1) Find bulleted, numbered, and multilevel lists.
- 2) Open the Tags Pane (View > Show/Hide > Navigation Panes > Tags).
- 3) Use the mouse to select a whole list.
- 4) Find the corresponding tags (Tags Pane > Options > Find tag from selection).
- 5) Check that:
  - Lists correspond to a list tag (<L>),
  - List items correspond to list item tags <LI>, and
  - <LI> are nested under <L>.

**Figure 14: Example of the correct list structure**



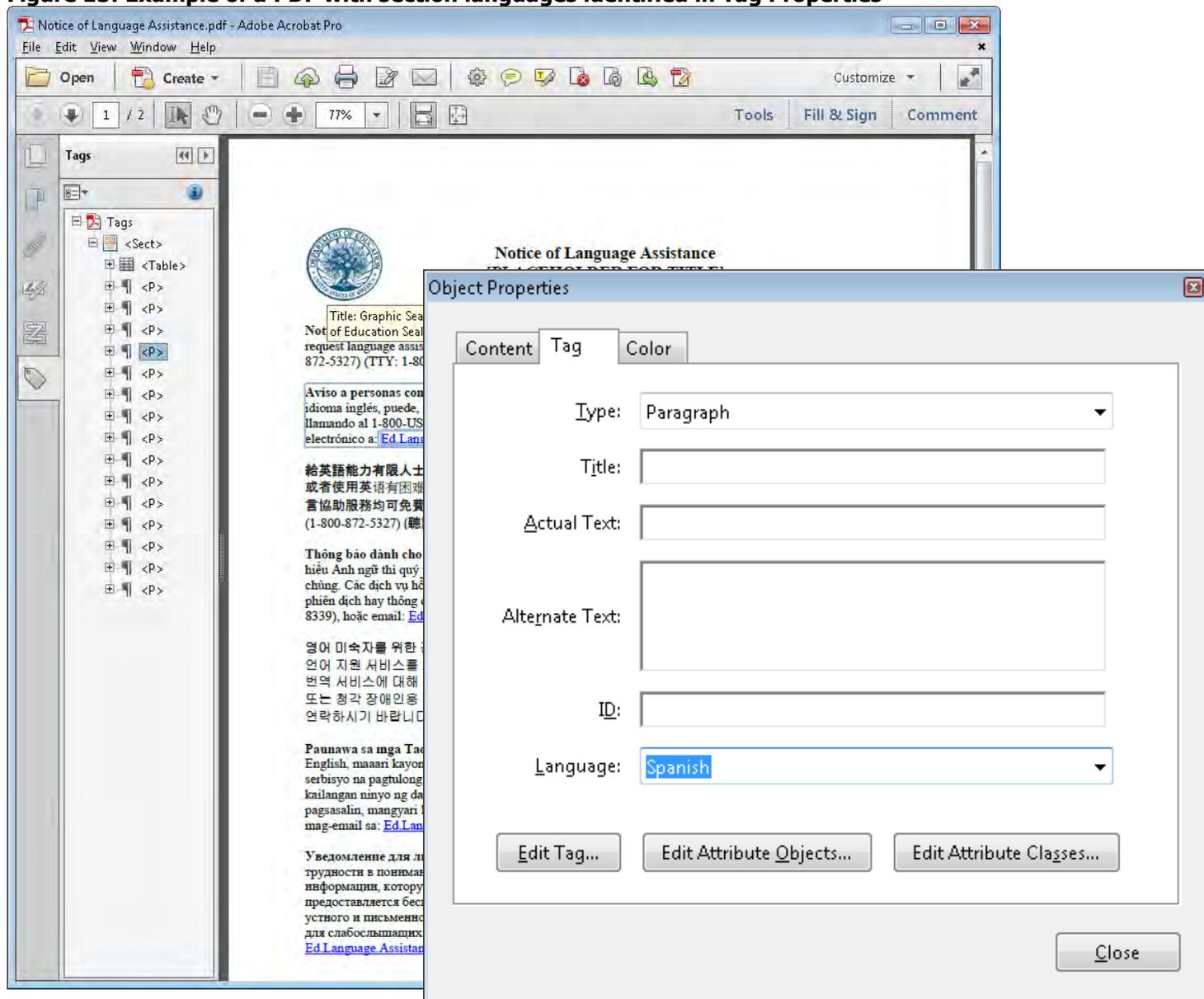
## 10. Section Language

When the language of a paragraph differs from the Document Language (p.15), screen readers access the language in Tag Properties to provide the appropriate pronunciation for the section. You do not have to check the language for proper names, technical terms, or foreign words that have become part of the vernacular.

### Inspect The PDF

- 1) Identify any sections that differ from the Document Language.
- 2) Open the Tags Pane (View > Show/Hide > Navigation Panes > Tags).
- 3) Use the mouse to select a section.
- 4) Find the corresponding tag (Tags Pane > Options > Find tag from selection).
- 5) Open the Tag Properties (Alt + Enter > Tag > Language).
- 6) Check that the value matches the language or “Codes for the Representation of Names of Languages” found at [http://www.loc.gov/standards/iso639-2/php/English\\_list.php](http://www.loc.gov/standards/iso639-2/php/English_list.php).

Figure 15: Example of a PDF with section languages identified in Tag Properties



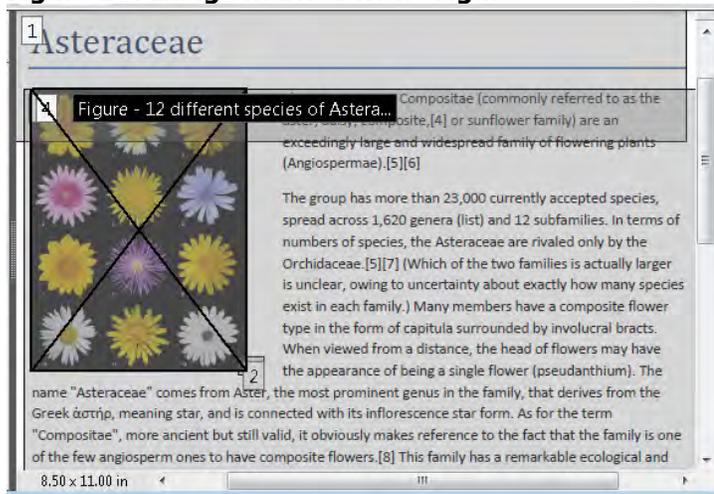
## 11. Images

Screen readers cannot infer meaning from images and other objects (pictures, images of text, charts, diagrams, shapes, icons with hyperlinks, etc). Meaningful images must be accompanied by text that describes the purpose or function.

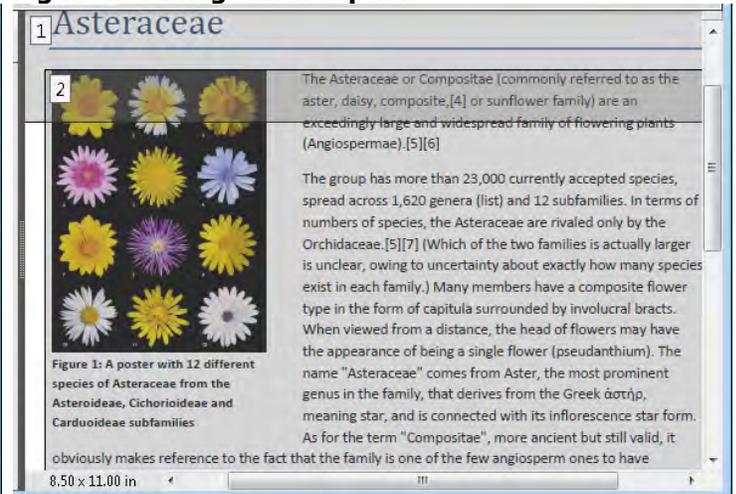
### Inspect The PDF

- 1) View Figures (Tools > Accessibility > TouchUp Reading Order). Check "Show tables and figures."
- 2) Look for text descriptions on meaningful images and objects.
  - For images marked by "Figure" such as Figure 16, right click and select "Edit Alternate Text."
  - Examine any caption associated with the image for a text description as shown in Figure 17.
  - Examine the surrounding content for text that describes the image and other objects.
- 3) Check that the descriptive text conveys the purpose and/or function of the image or object.
- 4) For images of text, check that the descriptive text matches verbatim.

**Figure 16: Image marked with "Figure"**



**Figure 17: Image with caption**



## 12. Data Tables

In data tables, header cells are required to describe the data. For AT to interpret this information:

- 1) Data tables must correspond to a table tag <Table>. Images of data tables are not accessible.
- 2) Header cells must be identified with table header cell tags <TH>.
- 3) Complex data tables must have data cells associated with headers cells.

### Inspect The PDF

- 1) View Tables (Tools > Accessibility > TouchUp Reading Order). Check "Show tables and figures."
- 2) Check that all data tables are identified with "Table" on the page as shown in Figure 18.
- 3) Open the Table Editor. Select the number on the Table > Touch Up Reading Order > Table Editor.
- 4) Right click on the table > Table Editor Options > Check "Show cell type" (TH or TD).
- 5) Check that table header cells are marked with "TH" and data cells with "TD" as in Figure 19.

**Figure 18: A data table marked as "Table" and not "Figure"**

4 Table	Level of education completed	Mean (average) earnings in 2014
5.0%	Less than a high school diploma	\$30,108
6.0%	High school graduate, no college	\$43,056
6.0%	Some college, no degree	\$48,984
4.3%	Occupational program (vocational school)	\$46,152
4.6%	Associate degree (academic program)	\$52,364
3.5%	Bachelor's degree	\$74,308
2.8%	Master's degree	\$80,036
2.1%	Doctoral degree (e.g., Ph.D.)	\$119,968
1.5%	Professional degree (e.g., M.D., J.D.)	\$134,904

**Figure 19: Table header cells are marked with "TH" and table data cells are marked with "TD"**

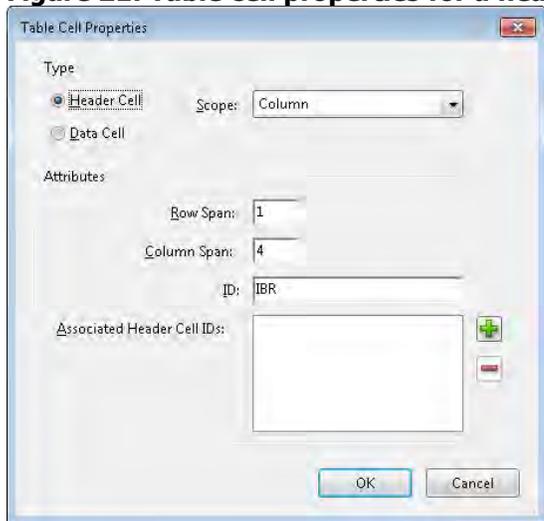
TH employment rate in 2014	TH Level of education completed	TH Mean (average) earnings in 2014
TD 9.0%	TD Less than a high school diploma	TD \$30,108
TD 6.0%	TD High school graduate, no college	TD \$43,056
TD 6.0%	TD Some college, no degree	TD \$48,984

- 6) For complex tables like Figure 20, right click on each table cell and select Table Cell Properties.
- 7) For header cells, check for ID and that scope, row span, and column span match the visual layout as shown in Figure 21.
- 8) For data cells, check that Associated Header Cell IDs are included as shown in Figure 22.

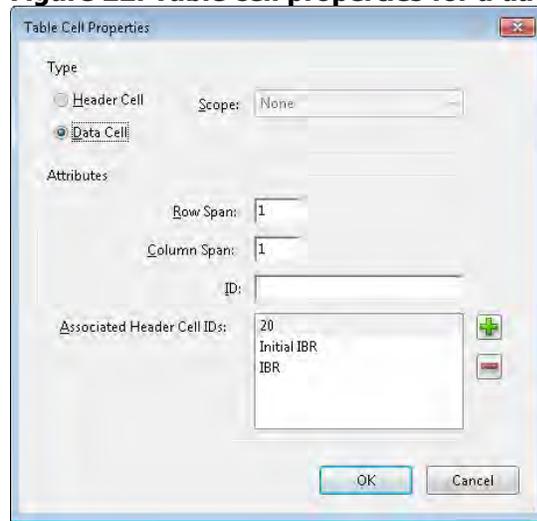
**Figure 20: Example of a complex data table**

TH Debt	TH IBR Plan for those who are not new borrowers on or after July 1, 2014				TH As You Earn Plan and IBR Plan for new borrowers on or after July 1, 2014				TH IBR Plan			
	TH Initial Payment	TH Final Payment	TH Total Paid	TH Months in Repayment	TH Initial Payment	TH Final Payment	TH Total Paid	TH Months in Repayment	TH Initial Payment	TH Final Payment	TH Total Paid	TH Months in Repayment
TD \$0,000	TD Not Eligible	TD N/A	TD N/A	TD N/A	TD \$186	TD \$222	TD \$27,224	TD 127	TD \$168	TD \$195	TD \$29,556	TD 162
TD \$,000	TD \$279	TD \$444	TD \$9,026	TD \$2	TD \$88	TD \$444	TD \$9,026	TD \$6	TD \$336	TD \$600	TD \$9,113	TD \$2
TD \$,000	TD \$279	TD \$666	TD \$7,065	TD \$6	TD \$88	TD \$513	TD \$7,979	TD \$0	TD \$471	TD \$86	TD \$9,303	TD \$4
TD \$,000	TD \$279	TD \$888	TD \$71,153	TD \$5	TD \$88	TD \$513	TD \$7,979	TD \$0	TD \$471	TD \$81	TD \$9,325	TD \$2
TD \$0,000	TD \$279	TD \$1,110	TD \$5,640	TD \$0	TD \$88	TD \$513	TD \$7,979	TD \$0	TD \$471	TD \$85	TD \$9,823	TD \$6

**Figure 21: Table cell properties for a header cell**



**Figure 22: Table cell properties for a data cell**



### 13. Links and Controls

Links and controls must be:

- 1) Uniquely identified
- 2) Described with the destination, function, and/or purpose in the name or within context.
- 3) In a tab order that matches the visual/logical order of interactive elements (links, controls, and form fields).

#### Inspect The PDF

- 1) Press the Tab key to find links and user controls.
- 2) Check that each link has an unambiguous name that describes the destination, function, and/or purpose **OR** that this is determinable within context as shown in Table 3.
- 3) If an image is a link or user control, then the alt-text can contain the link purpose, function or destination (See 11. Images, p.25).
- 4) Check that the tab order matches the visual/logical order of links.

**Table 3: Examples of Link Names**

Uniquely Named Link:	...additional details are available on <a href="#">OPM.gov</a> .
Links Determinable within Context:	<a href="#">Further details</a> are listed in the Company Annual Report.
Ambiguous Links Not Determinable Within Context:	<a href="#">Click here</a> / <a href="#">Click here</a> for information about each topic.

## 14. Forms

In order to correctly and accurately complete a form, it is necessary to follow instructions, directions and cues, as well as enter information in the correct fields. For AT:

- 1) Each form field must have a tooltip and
- 2) the tab order must match the visual order.

### Inspect The PDF

- 1) Press the Tab key to find form fields (text fields, radio buttons, checkboxes, combo boxes, etc).
- 2) Hover over each form field to reveal the tooltip.
- 3) Check that the tooltips match the label or instructions.
- 4) Check that the tab order matches the visual/logical order of form fields.

**Figure 23: Example of a text field with a tooltip**

Use this form to request U.S. Department of Education records/information. Submit completed form and documentation via email to: EDFOIAManager@ed.gov; fax 202-401-0920; or mail to U.S. Department of Education, Office of the Chief Privacy Officer, 400 Maryland Avenue, SW, LBJ 2E321, Washington, DC 20202-4536, Attn: Privacy Act Request.

**REQUESTER INFORMATION**

Title  First Name  M.I.  Last Name

Business Name  Title

Address  Bldg/Apt#

City  State  Zipcode

Phone Number  Fax Number  Email

**NOTE:** If you are a third party, the subject (or minor subject's parent or guardian) must consent to release of requested Privacy Act protected records. You are required to submit a Perjury Consent Form ([link](#)) with your Privacy Act Request Form.

**Please provide a description of documents that are being requested. Be as specific as possible with regard to names, dates, places, events, subjects, etc. If known, you should include any file designations or descriptions for the records that you are requesting.**

**ADDITIONAL COMMENTS**

**Additional Comments**

## 15. Color and Other Sensory Characteristics

Sensory characteristics (such as color, size, shape, and location) must include text to convey meaning. Without text, individuals who are blind, low vision, or color blind will not have access to comparable information.

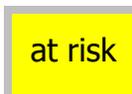
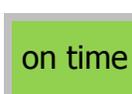
### Inspect The PDF

- 1) Find color and other sensory characteristics.
- 2) Check that there is text that conveys the meaning of color or sensory characteristics.

**Figure 24: Inaccessible example**

Project	Status
A	
B	
C	
D	
E	
F	
G	

**Figure 25: Accessible example**

Project	Status
A	
B	
C	
D	
E	
F	
G	

## 16. Color Contrast

Having a high level of contrast between foreground and background results in more people being able to see and use the content. The required standards are listed in Table 4.

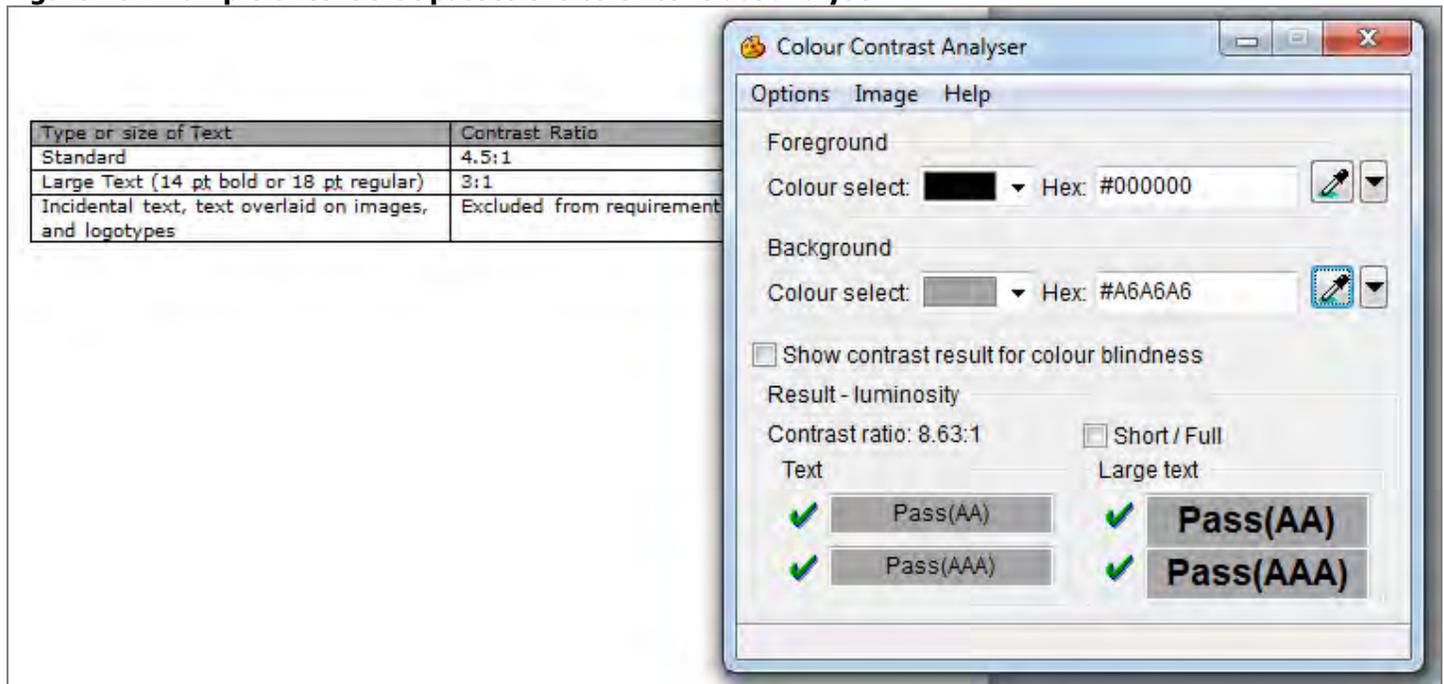
**Table 4: Color contrast ratios by text size or type**

Type or Size of Text	Contrast Ratio
Standard	4.5:1
Large Text (14 pt bold or 18 pt regular)	3:1
Incidental text, text overlaid on images, and logotypes	Excluded from requirement

### Inspect The PDF

- 1) Download the [color contrast analyzer](#). You can run the application without installing it onto your computer.
- 2) Drag the Foreground eyedropper icon over a sample of your text or image of text.
- 3) Drag the Background eyedropper icon over a sample of your background color.
- 4) Check that the color contrast ratio passes (AA) in the Color Contrast Analyser.

**Figure 26: Example of text that passes the color contrast analyser**



## 17. Audio, Video and Multimedia

Audio-only, video-only or multimedia objects that contain meaningful information must have additional text and/or descriptions, so that individuals with disabilities have comparable access to the content.

### Inspect The PDF

- 1) Activate the meaningful audio-only, video-only or multimedia object.
- 2) For audio-only, check that the transcript is accurate and complete.
- 3) For video-only, check that the text description is accurate and complete.
- 4) For multimedia (audio and video), check that the synchronized captions and audio description are accurate and complete.

**Table 5: Additional information required listed by object type**

Type	Also include:	What is this?
Audio-only	Accurate and complete transcript	A transcript is a text version of exactly what is being said in the audio-only file.
Video-only	Accurate and complete text description	A description is a text version of what is being shown in a video-only file.
Multimedia (audio and video)	Accurate, complete, and synchronized captions and audio descriptions	Captions are time-synchronized text version of exactly what is being said and/or a description of the relevant sounds in the multimedia file. Audio descriptions are time-synchronized descriptions of what is being shown in the multimedia file.

## 18. Flashing Objects

Federal agencies do not typically see flashing objects embedded into documents. Since flashing objects may be a public safety issue for individuals with photosensitive epilepsy and there is not typically a compelling business need, flashing objects should be excluded. If you feel you do have a compelling business need, please contact the AT Team for assistance in ensuring your object flashes below 3Hz.

## 19. Alternative Accessible Version

Federal agencies have the goal to produce one accessible document for everyone. However, there may be times when this is not feasible. Therefore, it is recommended that you contact the AT Team to ensure an alternative version is necessary as you are still required to create an alternative version that is accessible, up-to-date and has equivalent content.