



California Open Online Library for Education & Accessibility

COOL4Ed (the California Open Online Library for Education) was created so that faculty can easily find, adopt, utilize, review and/or modify free and open etextbooks for little or no cost. The COOL4Ed accessibility open textbook evaluations can inform faculty, staff, and students how the free and open etextbooks meet 15 accessibility “checkpoints” that could impact the learning of learners with a range of disabilities.

SUMMARY OF ACCESSIBILITY EVALUATION:

Textbook: Destinos: An Introduction to Spanish
Format of Textbook: HTML

Assistive Technology (AT) Evaluation Score: Overall	6.9 (Maximum score = 10)
<p>Assistive Technologies (AT) Evaluations applies specialized tools and software in the accessibility evaluation process. These specialized assistive technologies, see list below, are typically not used or available by the general public into the accessibility evaluation process.</p> <ul style="list-style-type: none"> • Accessibility features of desktop operating systems (e.g. high-contrast display themes, settings from the Keyboard and Mouse control panels) • Accessibility-related software included with desktop operating systems (e.g. VoiceOver, Microsoft Narrator) • Third-party accessibility software and hardware: • Screen readers (e.g. JAWS, Window Eyes) • Magnification software (e.g. ZoomText Magnifier/Reader, MAGIC Pro with Speech) • Reading software for users with learning disabilities (e.g. Read and Write Gold, Kurzweil 3000) • Refreshable Braille displays 	
Non- Assistive Technology (NAT) Evaluation Score: Overall	7.0 (Maximum score =10)
<p>Non-Assistive Technologies (NAT) Evaluations applies only native or basic tools and software such as the keyboard and Narrator in the accessibility evaluation process. These non-assistive technologies are readily available and used by the general public.</p>	



COOL4Ed Accessibility Evaluation Methods:

The California State University [Accessible Technology Initiative](#) and [MERLOT](#) (Multimedia Educational Resources for Learning and Online Teaching) developed the rubric or “checkpoints” for the accessibility evaluation. [CAST](#), a nationally recognized organization with expertise in accessibility and UDL, reviewed and affirmed the appropriateness and value of the accessibility evaluation rubric and contributed the references and support resources to help people learn how best to design, evaluate, and remediate the learning materials to maximize the accessibility of the learning resources for all. The “checkpoints” have been built upon the Section 508 technical standards and has been organized and tailored to the typical characteristics of digital resources used in higher education courses.

The accessibility evaluations were performed by the [Center for Usability in Design and Accessibility](#) at California State University, Long Beach; faculty and graduate students with expertise in human factors, usability, and accessibility performed the evaluations of over 150 free and open etextbooks. COOL4ed.org has published the accessibility evaluation rubric and provides a detailed description of the methodology used to evaluate the accessibility of the etextbooks in COOL4ed.

LOOKING FOR DETAILED ACCESSIBILITY REPORTS?

[See Detailed Accessibility Evaluation Report using Assistive Technologies](#)

[See Detailed Accessibility Evaluation Report using Non-Assistive Technologies](#)



DETAILED ACCESSIBILITY EVALUATION REPORT using Assistive Technologies

Assistive Technologies (AT) Evaluations applies specialized tools and software in the accessibility evaluation process. These specialized assistive technologies, such as Kurzweil and NVDA, are typically not used or available by the general public into the accessibility evaluation process.

1. Accessibility Documentation

A. The organization providing the online materials has a formal accessibility policy.	Fail
Additional Information:	Did not find any information about Annenberg Learner's formal accessibility policy.
B. The organization providing the online materials has an accessibility statement.	Fail
Additional Information:	Did not find any information about Annenberg Learner's accessibility statement.
C. An Accessibility Evaluation Report is available from an external organization.	Fail
Additional Information:	Did not find any information about Annenberg Learner's accessibility evaluation report.

2. Text Access

A. The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality.	Fail
Additional Information:	0/1 chapters was read fully using the NVDA reader (Ch. 1). The NVDA reader read through the appropriate text in the "Watch" section of the chapter, but was unable to read the content that was in the "Practice" section of the chapter. Rather than reading the content that was on the page, the NVDA reader read the page as "blank."



3. Text Adjustment

A. Text is compatible with assistive technology.	Pass
Additional Information:	1/1 chapter was able to zoom in and out of the page to make the text, video, and images look larger (Ch. 1). However, when it was zoomed in, it required the person who was reading to horizontally scroll through the content to read.
B. The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser, media player, or reader) that offers this functionality).	Pass
Additional Information:	1/1 chapter was able to adjust font and colors properly using the Care Your Eyes application (Ch. 1).

4. Reading Layout

A. Text of the digital resource is compatible with assistive technology that allows the user to reflow the text by specifying the margins and line spacing (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	Pass
Additional Information:	30/30 webpages had proper reflow of text (Ch. 1, 2, 3, 4, 5). The text had proper reflow because the lines of the content did not adjust when zoomed in or out. Rather than getting bigger and adjusting so that the content fits on the page without horizontal scrolling, the content just gets bigger without any adjustment.
B. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.	N/A
Additional Information:	No PDF material available.



5. Reading Order

<p>A. The reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology.</p>	<p>Fail</p>
<p>Additional Information:</p>	<p>2/5 pages had proper reading order (Ch. 1, 2 ("watch" sections")). However, the remaining 3 pages were "Practice" sections that could not be read aloud by the NVDA reader. Rather than reading the content written on the "Practice" sections, the NVDA reader would read the content as either "blank" or "unknown" (Ch. 1, 2, 3 ("Practice" sections)).</p>

6. Structural Markup/Navigation

<p>A. The text of the digital resource includes markup (e.g. tags or styles) that allows for navigation by key structural elements (chapters, headings, pages) using assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).</p>	<p>Pass</p>
<p>Additional Information:</p>	<p>1/1 chapter had proper navigation of text (Ch. 1). Able to navigate through webpage buttons using NVDA hotkeys but on the title page "Watch/practice" buttons were "unknown." Headings were also found.</p>
<p>B. The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).</p>	<p>Pass</p>
<p>Additional Information:</p>	<p>10/10 lists were navigable using the NVDA hotkeys (Ch. 1).</p>
<p>C. If the text of the digital resource is delivered within an ebook reader application, a method</p>	<p>N/A</p>



is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology.	
Additional Information:	Not using eReader application.

7. Tables

A. Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	N/A
Additional Information:	No tables found.

8. Hyperlinks

A. In-book links take you to a location within the textbook. For example, the table of contents would be considered in-book links and embedded links take you to the correct location in the book.	N/A
Additional Information:	All hyperlinks are live.
B. Live hyperlinks take you to any website or webpages external to the book.	Pass
Additional Information:	50/50 hyperlinks functioned properly (Title Page, Ch. 1 (Watch/practice), Ch. 2 (Watch/practice), Ch. 3 (Practice), Ch. 4 (Practice)). 50/50 hyperlinks were properly described without being labeled as a URL (Title Page, Ch. 1 (Watch/practice), Ch. 2 (Watch/practice), Ch. 3 (Practice), Ch. 4 (Practice)).
C. Live links take you to the correct webpage that is functioning properly.	Pass
Additional Information:	50/50 hyperlinks functioned properly (Title Page, Ch. 1 (Watch/practice), Ch. 2 (Watch/practice), Ch. 3 (Practice), Ch. 4 (Practice)).



D. Live links are descriptive enough for the users to know where it should take them.	Pass
Additional Information:	50/50 hyperlinks were properly described without being labeled as a URL (Title Page, Ch. 1 (Watch/practice), Ch. 2 (Watch/practice), Ch. 3 (Practice), Ch. 4 (Practice)).

9. Color and Contrast

A. All information within the material that is conveyed using color is also available in a manner that is compatible with those that do not perceive color, and information conveyed by color is also conveyed in other ways.	Pass
Additional Information:	1/1 chapter had consistent color redundancy (Ch. 1). Headers, text, and links have consistent color redundancy.
B. Information is conveyed from the sub-categories for contrast.	Fail
Additional Information:	Main headers did not pass the color contrast evaluation because it was light blue letters against a navy blue background. Secondary headers passed the color contrast evaluation because the text was white against a navy blue background. All normal text did not pass the color contrast evaluation on the "Watch" sections.
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	Fail
Additional Information:	Main headers did not pass the color contrast evaluation because it was light blue letters against a navy blue background. Secondary headers passed the color contrast evaluation because the text was white against a navy blue background.
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	Fail
Additional Information:	All normal text did not pass the color contrast evaluation on the "Watch" sections.



E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	N/A
Additional Information:	No simple images found.

10. Language

A. The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology.	Pass
Additional Information:	Language markup is in English.
B. If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a manner that is compatible with assistive technology.	N/A
Additional Information:	No passage markup.

11. Images

A. Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	Fail
Additional Information:	0/1 chapter had non-decorative images that were properly described by the NVDA reader (Ch. 2). Rather than describing what was in each image, the section was read as "embedded object" with no other descriptions.
B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.	Fail
Additional Information:	0/1 chapter had decorative images that were skipped (Ch.1). The Annenberg graphic at the top of each page was described as a graphic rather than skipped.



<p>C. Complex images, charts, and graphs have longer text descriptions that are compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader) that offers this functionality).</p>	<p>Fail</p>
<p>Additional Information:</p>	<p>0/1 chapter had complex images that were properly described by the NVDA reader (Ch. 2). Rather than describing what was in each image, the section was read as "embedded object" with no other descriptions.</p>

12. Multimedia

<p>A. A synchronized text track (e.g. open or closed captions) is provided with all video content.</p>	<p>Pass</p>
<p>Additional Information:</p>	<p>3/3 multimedia videos had text that was synchronized with what the video was saying (Ch.1, 2). It was synchronized most of the time, but there were times when the closed captioning was either ahead or lagged with what the video was saying.</p>
<p>B. A transcript is provided with all audio content.</p>	<p>Pass</p>
<p>Additional Information:</p>	<p>3/3 multimedia videos provided transcripts through closed captioning (Ch. 1, 2).</p>
<p>C. Audio/video content is delivered via a media player that is compatible with assistive technology. This includes support for all criteria listed in Section 15 below.</p>	<p>Fail</p>
<p>Additional Information:</p>	<p>0/3 multimedia were compatible with assistive technology (Ch. 1, 2). The multimedia videos would play while the NVDA reader was speaking and it would make it difficult to understand and they would not be saying the same thing.</p>



13. Flickering

A. The digital resource content does not contain anything that flashes more than three times in any one-second period.	Pass
Additional Information:	No flickering content.

14. Science, Technology, Engineering, and Math (STEM)

A. STEM figures have appropriate markup that indicates that the image is a figure.	N/A
Additional Information:	No STEM content found.
B. STEM graphs have appropriate markup that indicates that the image is a graph.	N/A
Additional Information:	No STEM content found.
C. STEM equations have appropriate markup that indicates that the image is an equation.	N/A
Additional Information:	No STEM content found.
D. STEM tables have appropriate markup that indicates the image is a table.	N/A
Additional Information:	No STEM content found.
E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No STEM content found.
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No STEM content found.
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A



Additional Information:	No STEM content found
H. Assistive technology used can access the content from the STEM tables.	N/A
Additional Information:	No STEM content found.

15. Interactive Elements

A. Each interactive element (e.g. menu, hyperlink, button) and function (e.g. annotations) allows keyboard-only operation both with and without assistive technology.	N/A
Additional Information:	No Interactive elements found.
B. Each interactive element conveys information to assistive technology regarding the element's name, type, and status (e.g. "Play, button, selected").	N/A
Additional Information:	No Interactive elements found.
C. All instructions, prompts, and error messages necessary to complete forms are conveyed as text to assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	N/A
Additional Information:	No Interactive elements found.



DETAILED ACCESSIBILITY EVALUATION REPORT using Non-Assistive Technologies

Non-Assistive Technologies (NAT) Evaluations applies only native or basic tools and software such as the keyboard and Narrator in the accessibility evaluation process. These non-assistive technologies are readily available and used by the general public.

1. Accessibility Documentation

A. The organization providing the online materials has a formal accessibility policy.	Fail
Additional Information:	Not found.
B. The organization providing the online materials has an accessibility statement.	Fail
Additional Information:	Not found.
C. An Accessibility Evaluation Report is available from an external organization.	Fail
Additional Information:	Not found.

2. Text Access

A. The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality.	Pass
Additional Information:	2/2 pages pass. Home page and first chapter (La Gavia) was checked.

3. Text Adjustment

A. Text is compatible with assistive technology.	Pass
Additional Information:	2/2 pages pass. Home page and first chapter (La Gavia) was checked.
B. The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser,	Pass



media player, or reader) that offers this functionality).	
Additional Information:	2/2 pages pass. Home page and first chapter (La Gavia) was checked.

4. Reading Layout

A. Text of the digital resource is compatible with assistive technology that allows the user to reflow the text by specifying the margins and line spacing (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	Fail
Additional Information:	0/6 pages pass. Home pages and chapters 1-5 checked and failed. They do no reflow when making browser smaller. Or zooming up to 200%.
B. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.	N/A
Additional Information:	No printed or pdf version found.

5. Reading Order

A. The reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology.	N/A
Additional Information:	No printed or pdf version found to compare to.

6. Structural Markup/Navigation

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



such as a browser, media player, or reader that offers this functionality).	
Additional Information:	Non-assistive technology only.
B. The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	N/A
Additional Information:	Non-assistive technology only.
C. If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology.	N/A
Additional Information:	Non-assistive technology only.

7. Tables

A. Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	N/A
Additional Information:	Non-assistive technology only.

8. Hyperlinks

A. In-book links take you to a location within the textbook. For example, the table of contents would be considered in-book links and embedded links take you to the correct location in the book.	N/A
Additional Information:	HTML does not have within books links.



B. Live hyperlinks take you to any website or webpages external to the book.	Pass
Additional Information:	Average score
C. Live links take you to the correct webpage that is functioning properly.	Pass
Additional Information:	20/20 links pass. There are 4 links in the 5 in home page and all pass. Other links under each chapter. Link on home page were check and links under chapter 1, 2 and 3 were checked.
D. Live links are descriptive enough for the users to know where it should take them.	Pass
Additional Information:	20/20 links pass.

9. *Color and Contrast*

A. All information within the material that is conveyed using color is also available in a manner that is compatible with those that do not perceive color, and information conveyed by color is also conveyed in other ways.	Fail
Additional Information:	Links do no have redundant coding. This applies to all links (link on home page and links within chapters).
B. Information is conveyed from the sub-categories for contrast.	Fail
Additional Information:	Average score
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	Pass
Additional Information:	2/2 pages pass. Home page and first chapter (La Gavia) was checked.
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	Fail
Additional Information:	0/2 pages pass. Home page and chapter 1 was checked. The font color and background color are too similar.



E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	N/A
Additional Information:	No simple images found.

10. Language

A. The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology.	Pass
Additional Information:	2/2 pages pass. Home page and first chapter (La Gavia) was checked.
B. If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a manner that is compatible with assistive technology.	Fail
Additional Information:	0/2 chapter pass. There is no mark up for the spanish text sections of this book. Chapter 1 & 2 were checked.

11. Images

A. Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	Pass
Additional Information:	2/2 chapters pass when using w3c. Home page and chapter 1 was checked.
B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.	Pass
Additional Information:	2/2 chapters pass when using w3c. Home page and chapter 1 was checked.



C. Complex images, charts, and graphs have longer text descriptions that are compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader) that offers this functionality).	N/A
Additional Information:	No complex images found.

12. Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	Pass
Additional Information:	Text track is provided for videos. However only in english. There are other spanish books that give text track in both spanish and english. If this book were not a spanish book I would give a 10 but since its spanish book, I am giving it a 7.
B. A transcript is provided with all audio content.	Fail
Additional Information:	No transcript found.
C. Audio/video content is delivered via a media player that is compatible with assistive technology. This includes support for all criteria listed in Section 15 below.	N/A
Additional Information:	Non-assistive technology only.

13. Flickering

A. The digital resource content does not contain anything that flashes more than three times in any one-second period.	Pass
Additional Information:	10/10 links pass. Home page, chapters 1-5 pass. And sublinks under chapters 1, 2 and 3 pass.



14. Science, Technology, Engineering, and Math (STEM)

A. STEM figures have appropriate markup that indicates that the image is a figure.	N/A
Additional Information:	No stem figures found.
B. STEM graphs have appropriate markup that indicates that the image is a graph.	N/A
Additional Information:	No stem graphs found.
C. STEM equations have appropriate markup that indicates that the image is an equation.	N/A
Additional Information:	No stem equations found.
D. STEM tables have appropriate markup that indicates the image is a table.	N/A
Additional Information:	No stem tables found.
E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No stem figures found.
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No stem graphs found.
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	N/A
Additional Information:	No stem equations found.
H. Assistive technology used can access the content from the STEM tables.	N/A
Additional Information:	No stem tables found.



15. Interactive Elements

<p>A. Each interactive element (e.g. menu, hyperlink, button) and function (e.g. annotations) allows keyboard-only operation both with and without assistive technology.</p>	<p>N/A</p>
<p>Additional Information:</p>	<p>No interactive elements found.</p>
<p>B. Each interactive element conveys information to assistive technology regarding the element’s name, type, and status (e.g. “Play, button, selected”).</p>	<p>N/A</p>
<p>Additional Information:</p>	<p>No interactive elements found.</p>
<p>C. All instructions, prompts, and error messages necessary to complete forms are conveyed as text to assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).</p>	<p>N/A</p>
<p>Additional Information:</p>	<p>No interactive elements found.</p>

© 2016 California State University (Version 1.0)



This work licensed under a Creative Commons Attribution 4.0 International License:
<https://creativecommons.org/licenses/by/4.0/>. Please attribute the California State University when using this work.