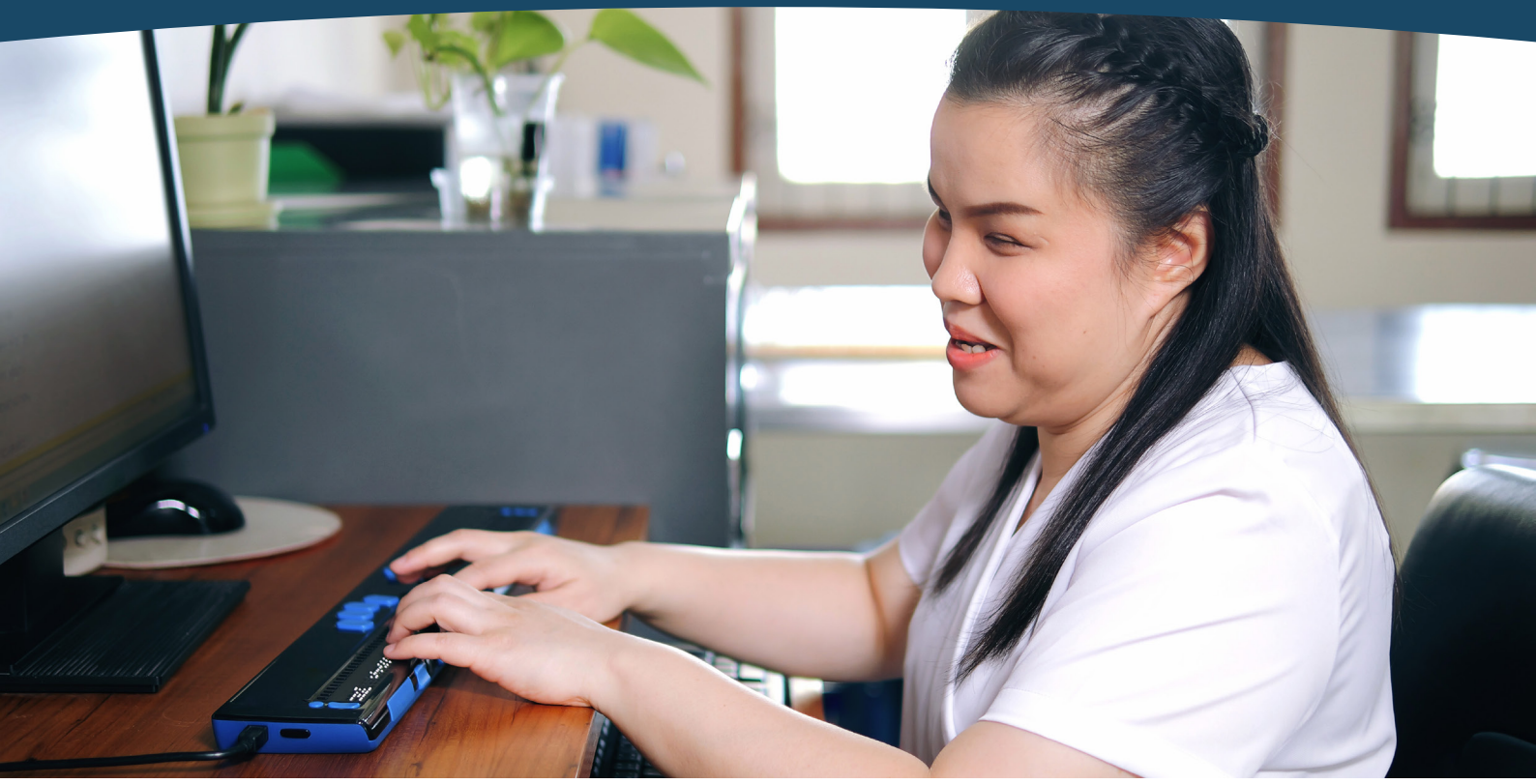
Accessibility checklist bundle

Create learning experiences where everyone can succeed



Accessible courses help remove barriers, support diverse learner needs, and create stronger outcomes for organizations and their communities. Whether you're implementing a new LMS or improving your current environment, these checklists offer a practical way to review your content, identify opportunities for improvement, and build more inclusive learning experiences.

Structured to support different approaches — from detailed course reviews to standards-based evaluation — they can help you embed accessibility into course design, strengthen quality practices, and move forward with greater confidence.

Top to Bottom Accessibility Checklist

Start at the top of your course and progress through each item in your course. Use the appropriate checklist item to evaluate and remediate each item as you come to it.

Text Content

- [ ] Is your text written at an understandable level for more users (around a 7th grade reading level)?
- [ ] Is your text content formatted with headers and bullets to provide contextual and semantic structure?
  - [ ] Heading structure follows a logical order (no H2 before H1, no H3 before H2, etc.)
  - [ ] Listed items use native bullets or numbering system.
- [ ] Are your hyperlinks described with meaningful text?
  - [ ] Replace all instances of “click here”.
  - [ ] Replace all instances of “http://www.textlinkgoeshere.com” type links
- [ ] Have you avoided using color alone to display meaning?
- [ ] Are your color contrast levels high enough?
  - [ ] Use WebAIM to check the contrast levels.
- [ ] Are your PDF files machine readable (OCR’ed)?
- [ ] Are you only using tables if a table is actually required (not to provide structure)?

Multimedia Content

☐	Do all of your images have alt text?
☐	Are all of your videos captioned and embedded in a player with caption control?
☐	Do all audio components have transcripts?
☐	Have you indicated all decorative images?
☐	Are your color contrast levels high enough?
☐	Do your infographics and diagrams have text descriptions that provide adequate descriptions?

Navigation and Testing

☐	Are the sections of your site formatted in a consistent and predictable manner?
☐	Have you run a basic keyboard test on your site to see what it's like?
☐	Have you asked a "cold-body" tester (who has never used your site before) to try to navigate the site without explicit instruction?
☐	Have you used a browser-based accessibility checker such as WebAIM or ANDI to test your content further?

Major to Minor Accessibility Checklist

Begin with your cumulative/summative assignment. Evaluate and remediate that assignment based on the items below. When you have finished, move onto the formative assessments and assignments. End with the learning content.

Assignment Instructions

- [ ] Are your instructions written at an understandable level for most (7th grade reading level)?
  - [ ] Is your text content formatted with headers and bullets to provide contextual and semantic structure?
  - [ ] Are your hyperlinks described with meaningful text?
- [ ] Have you provided instructions in multiple modalities (video/audio recording, screen recording, etc.) that include instructions on using the LMS?
  - [ ] Do all of your images have alt text?
  - [ ] Are all of your videos captioned and embedded in a player with caption control?
  - [ ] Do all audio components have transcripts?
- [ ] Have you provided clear grading information and expectations (ex: rubrics, grading guides)?
- [ ] Have you provided examples of multiple levels of work (if appropriate or possible)?
- [ ] Have you avoided using color alone to display meaning?
- [ ] Have you asked a “cold-body” tester (who has never used your site before) to try to understand the assignment without explicit instruction?

Content in Learning Items

- [ ] Is your text content accessible?
  - [ ] Is your text written at an understandable level for most (7th grade reading level)?
  - [ ] Is your text content formatted with headers and bullets to provide contextual and semantic structure?
  - [ ] Are your hyperlinks described with meaningful text?
  - [ ] Have you avoided using color alone to display meaning?
  - [ ] Are your color contrast levels high enough?
  - [ ] Are your PDF files machine readable (OCR'ed)?
  - [ ] Are you only using tables if a table is actually required (not to provide structure)?
- [ ] Is your multimedia content accessible?
  - [ ] Do all of your images have alt text?
  - [ ] Are all of your videos captioned and embedded in a player with caption control?
  - [ ] Do all audio components have transcripts?
  - [ ] Have you indicated all decorative images?
  - [ ] Do your infographics and diagrams have text descriptions that provide adequate descriptions?

Standards-Based Accessibility Checklist

Evaluate each item in your course using the following accessibility criteria.

WCAG Principles of Accessibility (POUR)

- [ ] Is your material Perceivable?
  - [ ] Do all of your images have alt text or have been marked as decorative?
  - [ ] Are all of your videos captioned and embedded in a player with caption control?
  - [ ] Do all audio components have transcripts?
  - [ ] Have you avoided using color alone to display meaning?
  - [ ] Are your color contrast levels high enough?
  - [ ] Are your PDF files machine readable (OCR'ed)?
- [ ] Is your material Operable?
  - [ ] Are your hyperlinks described with meaningful text?
  - [ ] Are you only using tables if a table is actually required (not to provide structure)?
  - [ ] Have you tested your course using only a keyboard and no mouse?

WCAG Principles of Accessibility (POUR)

- [ ] Is your material Understandable?
  - [ ] Are your instructions written understandably for most (7th grade reading level)?
  - [ ] Have you asked a “cold-body” tester (who has never used your site before) to try to understand the assignment without explicit instruction?
  - [ ] Have you provided instructions in multiple modalities (video/audio recording, screen recording, etc.) that include instructions on using the LMS?
  - [ ] Have you provided clear grading information and expectations?
- [ ] Is your material Robust?
  - [ ] Do your infographics and diagrams have sufficient text descriptions?
  - [ ] Are you using headers and bullets to provide contextual and semantic structure?
  - [ ] Are you using an up to date LMS with accessibility features?

Universal Design for Learning (UDL)

- [ ] Are you providing multiple means of Engagement?
  - [ ] Do you allow your students to choose the modality in which they submit their work?
  - [ ] Do you explain the rationale behind your learning objectives?
  - [ ] Do you provide opportunities for reflection?
- [ ] Are you providing multiple means of Representation?
  - [ ] Have you provided examples of multiple levels of work (if appropriate or possible)?
  - [ ] Do you define jargon, symbols, acronyms, and other new words or concepts?
  - [ ] Do you encourage students to connect their previous knowledge to new learning?
- [ ] Are you providing multiple means of Action & Expression?
  - [ ] Have you tested your site with assistive technology (screen reader, etc.)?
  - [ ] Are the sections of your site formatted in a consistent and predictable manner?

Ready to take the next step?

Improving accessibility is a meaningful step toward creating learning environments where everyone has the opportunity to succeed — and it's a journey best taken with the right support. Whether you're reviewing existing courses, strengthening your practices, or exploring how an LMS can help you deliver more inclusive learning, our team is here to guide you.

Contact
to start the conversation, explore your goals, and discover how accessible learning can come to life in your organization.

info@vextur.com

+37064012005

vextur.com