

Priority 1 (Conformance level A if all satisfied)

Checkpoints	Description	Satisfied
1.1	Provide a text equivalent for every non-text element (e.g., via "alt", "longdesc", or in element content). <i>This includes:</i> images, graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ascii art, frames, scripts, images used as list bullets, spacers, graphical buttons, sounds (played with or without user interaction), stand-alone audio files, audio tracks of video, and video.	Done
2.1	Ensure that all information conveyed with color is also available without color, for example from context or markup.	Not relevant
4.1	Clearly identify changes in the natural language of a document's text and any text equivalents (e.g., captions).	Done
6.1	Organize documents so they may be read without style sheets. For example, when an HTML document is rendered without associated style sheets, it must still be possible to read the document.	Done: see Figure 1 and 2
6.2	Ensure that equivalents for dynamic content are updated when the dynamic content changes.	Not relevant
7.1	Until user agents allow users to control flickering, avoid causing the screen to flicker.	Done
14.1	Use the clearest and simplest language appropriate for a site's content.	Done: However the content can at times be quite complicated.
<b>And if you use images and image maps</b>		Not relevant
1.2	Provide redundant text links for each active region of a server-side image map.	
9.1	Provide client-side image maps instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	
<b>And if you use tables</b>		Not relevant
5.1	For data tables, identify row and column headers.	
5.2	For data tables that have two or more logical levels of row or column headers, use markup to associate data cells and header cells.	
<b>And if you use frames</b>		Not relevant
12.1	Title each frame to facilitate frame identification and navigation.	

<b>And if you use applets and scripts</b>		Not relevant
6.3	Ensure that pages are usable when scripts, applets, or other programmatic objects are turned off or not supported. If this is not possible, provide equivalent information on an alternative accessible page.	
<b>And if you use multimedia</b>		Not relevant
1.3	Until user agents can automatically read aloud the text equivalent of a visual track, provide an auditory description of the important information of the visual track of a multimedia presentation.	
1.4	For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation.	
<b>And if all else fails</b>		Not relevant
11.4	If, after best efforts, you cannot create an accessible page, provide a link to an alternative page that uses W3C technologies, is accessible, has equivalent information (or functionality), and is updated as often as the inaccessible (original) page.	

Priority 2 (Conformance level Double-A if all satisfied and all Priority 1 satisfied)

Checkpoints	Description	Satisfied
2.2	Ensure that foreground and background color combinations provide sufficient contrast when viewed by someone having color deficits or when viewed on a black and white screen.	Done: See Figure 3, The web-site uses either white text on dark gray background or dark gray text on white background providing sufficient contrast.
3.1	When an appropriate markup language exists, use markup rather than images to convey information.	Done: Images are not used to convey text information. All text is available in HTML.
3.2	Create documents that validate to published formal grammars.	Done: Web-site is validated to strict XHTML.
3.3	Use style sheets to control layout and presentation	Done: CSS is used for all layout and presentation features.
3.4	Use relative rather than absolute units in markup language attribute values and style sheet property values.	Done
3.5	Use header elements to convey document structure and use them according to specification.	Done
3.6	Mark up lists and list items properly.	Done
3.7	Mark up quotations. Do not use quotation markup for formatting effects such as indentation.	Not relevant
6.5	Ensure that dynamic content is accessible or provide an alternative presentation or page.	Not relevant
7.2	Until user agents allow users to control blinking, avoid causing content to blink (i.e., change presentation at a regular rate, such as turning on and off).	Done
7.4	Until user agents provide the ability to stop the refresh, do not create periodically auto-refreshing pages.	Done
7.5	Until user agents provide the ability to stop auto-redirect, do not use markup to redirect pages automatically. Instead, configure the server to perform redirects.	Done: The server redirects the user from <a href="http://www.roued.com/diss">www.roued.com/diss</a> to <a href="http://www.roued.com/diss/my_diss/my_diss.php">www.roued.com/diss/my_diss/my_diss.php</a> .
10.1	Until user agents allow users to turn off spawned windows, do not cause pop-ups or other windows to appear and do not change the current window without informing the user.	Done
11.1	Use W3C technologies when they are available and appropriate for a task and use the latest versions when supported.	Done: Using HTML, CSS, XML, XSLT and more.
11.2	Avoid deprecated features of W3C technologies.	Done
12.3	Divide large blocks of information into more manageable groups where natural and appropriate.	Done
13.1	Clearly identify the target of each link.	Done
13.2	Provide metadata to add semantic information to pages and sites.	Done

13.3	Provide information about the general layout of a site (e.g., a site map or table of contents).	Done: A sitemap is available in the bottom navigator.
13.4	Use navigation mechanisms in a consistent manner.	Done: Each page has the same navigation header and footer.
<b>And if you use tables</b>		Not relevant
5.3	Do not use tables for layout unless the table makes sense when linearized. Otherwise, if the table does not make sense, provide an alternative equivalent	
5.4	If a table is used for layout, do not use any structural markup for the purpose of visual formatting.	
<b>And if you use frames</b>		Not relevant
12.2	Describe the purpose of frames and how frames relate to each other if it is not obvious by frame titles alone.	
<b>And if you use forms</b>		
10.2	Until user agents support explicit associations between labels and form controls, for all form controls with implicitly associated labels, ensure that the label is properly positioned.	Done
12.4	Associate labels explicitly with their controls.	Done
<b>And if you use applets and scripts</b>		Not relevant
6.4	For scripts and applets, ensure that event handlers are input device-independent.	
7.3	Until user agents allow users to freeze moving content, avoid movement in pages.	
8.1	Make programmatic elements such as scripts and applets directly accessible or compatible with assistive technologies	
9.2	Ensure that any element that has its own interface can be operated in a device-independent manner.	
9.3	For scripts, specify logical event handlers rather than device-dependent event handlers.	

Priority 3 (Conformance level Triple-A if all satisfied and all Priority 1 and 2 satisfied)

Checkpoints	Description	Satisfied
4.2	the expansion of each abbreviation or acronym in a document where it first occurs	Not relevant
4.3	Identify the primary natural language of a document.	Done
9.4	a logical tab order through links, form controls, and objects.	Done
9.5	Provide keyboard shortcuts to important links (including those in client-side image maps), form controls, and groups of form controls.	Done
10.5	Until user agents (including assistive technologies) render adjacent links distinctly, include non-link, printable characters (surrounded by spaces) between adjacent links.	Done
11.3	Provide information so that users may receive documents according to their preferences (e.g., language, content type, etc.)	Done
13.5	Provide navigation bars to highlight and give access to the navigation mechanism.	Done
13.6	Group related links, identify the group (for user agents), and, until user agents do so, provide a way to bypass the group.	Done
13.7	If search functions are provided, enable different types of searches for different skill levels and preferences.	Done: all searches can be carried out with pre-defined information and can be viewed in XML or HTML
13.8	Place distinguishing information at the beginning of headings, paragraphs, lists, etc.	Done
13.9	Provide information about document collections (i.e., documents comprising multiple pages.)	Done
13.10	Provide a means to skip over multi-line ASCII art.	Not relevant
14.2	Supplement text with graphic or auditory presentations where they will facilitate comprehension of the page.	Done
14.3	Create a style of presentation that is consistent across pages	Done: The whole site uses the same style
<b>And if you use images and image maps</b>		Not relevant
1.5	Until user agents render text equivalents for client-side image map links, provide redundant text links for each active region of a client-side image map.	

<b>And if you use tables</b>		Not relevant
5.5	Provide summaries for tables.	
5.6	Provide abbreviations for header labels.	
10.3	Until user agents (including assistive technologies) render side-by-side text correctly, provide a linear text alternative (on the current page or some other) for <i>all</i> tables that lay out text in parallel, word-wrapped columns.	
<b>And if you use forms</b>		
10.4	Until user agents handle empty controls correctly, include default, place-holding characters in edit boxes and text areas.	Not relevant

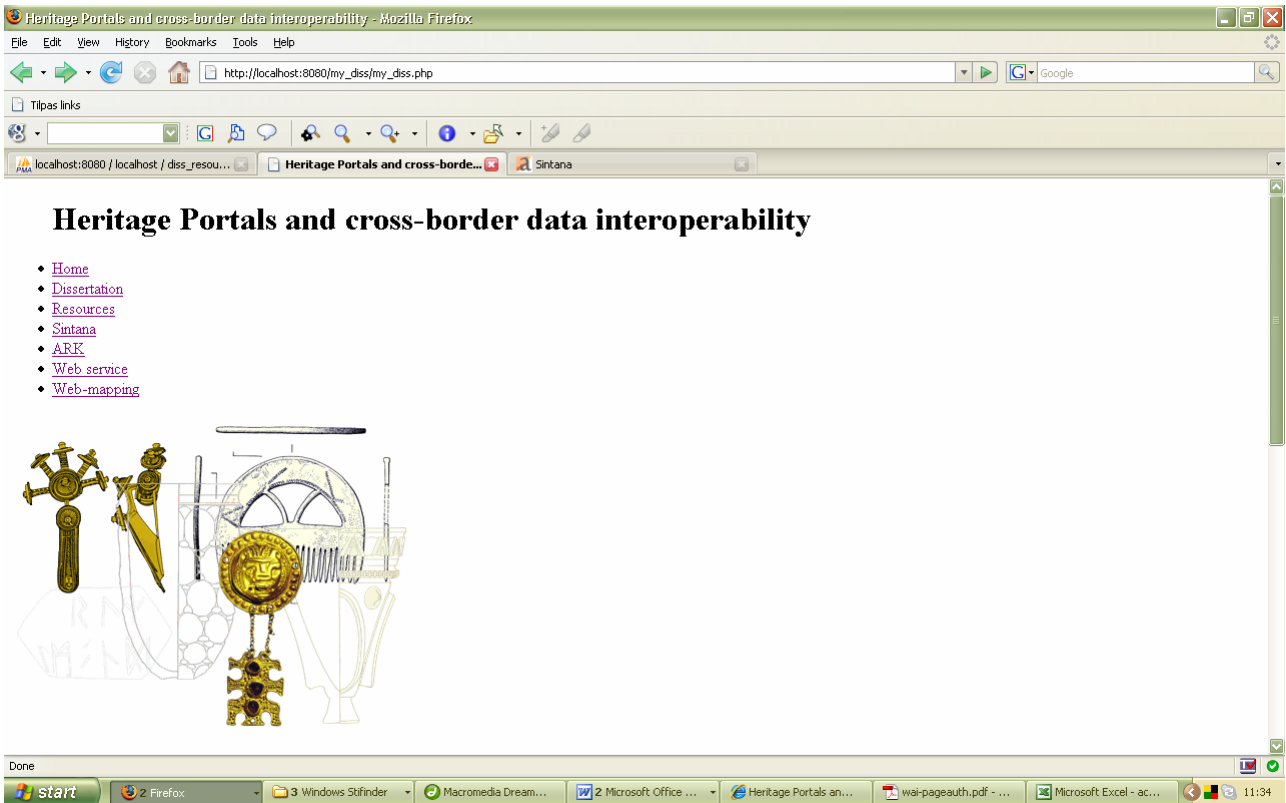


Figure 1: Checkpoint 6.1 page with no style-sheet on.

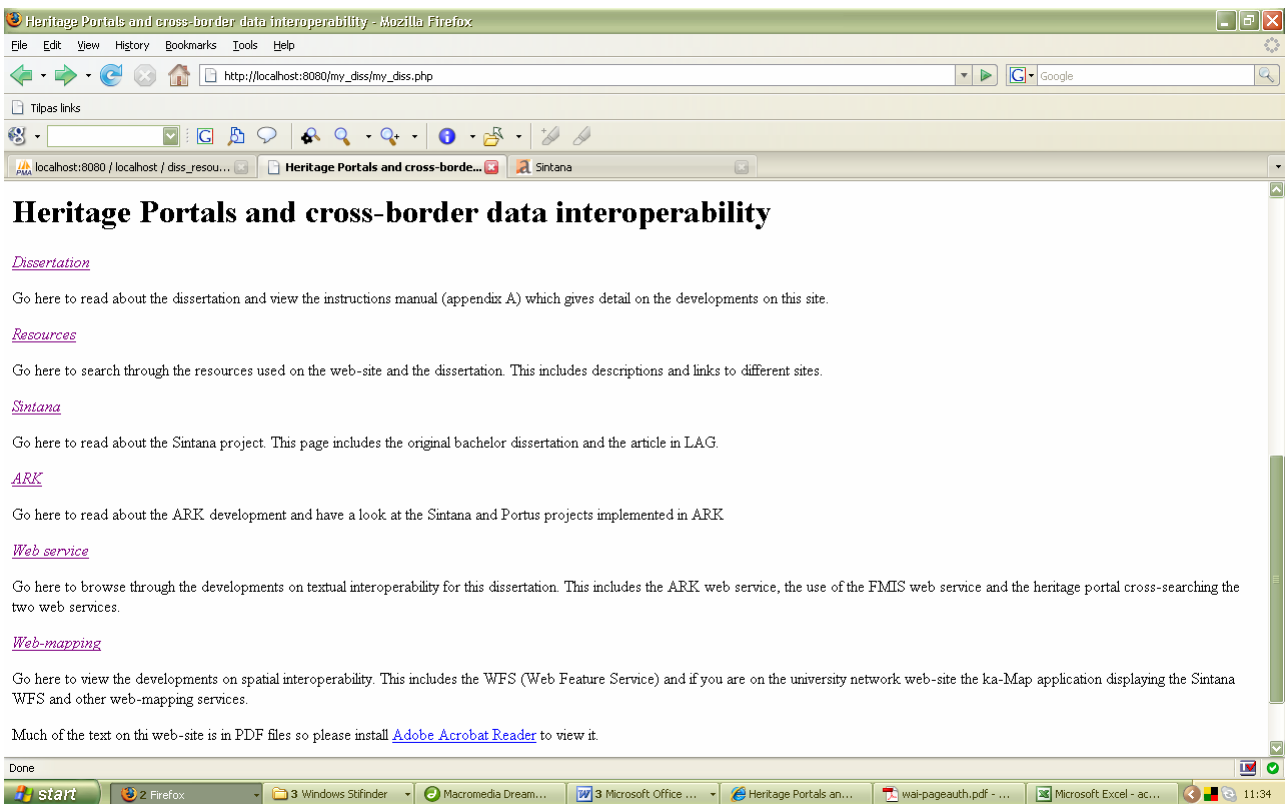


Figure 2: Checkpoint 6.1 page with no style-sheet on.

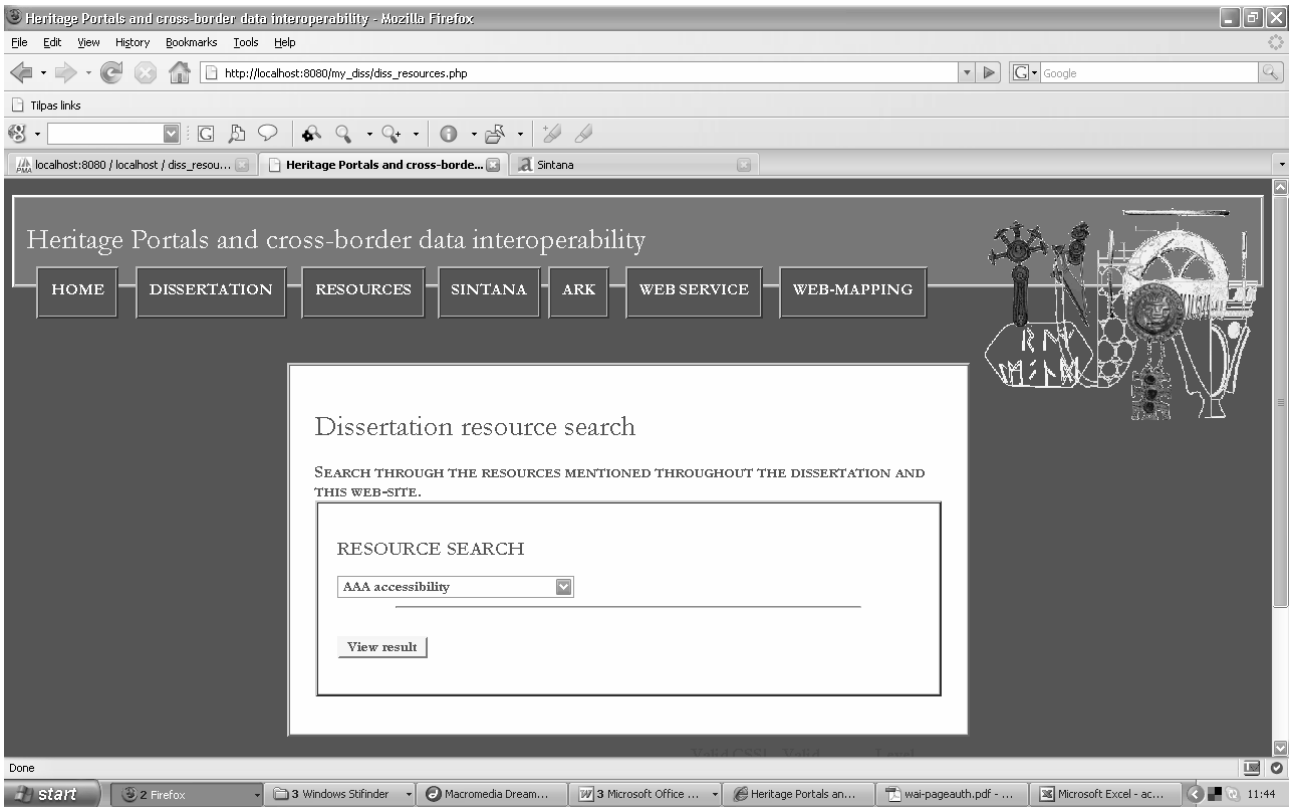


Figure 3: Checkpoint 2.2. B/W representation of the web-site.