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Results for <http://www.whitehouse.gov/kids/>

Page last checked on Fri 14/07/2006 at 1:57pm.

General | **Quality** | **Accessibility** | **Privacy**

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This page **does not comply** with all of the automatic and manual checkpoints of the W3C Web Content Accessibility Guidelines, and **requires repairs and manual verification**.

| | Automatic Checkpoints | | | Manual Checkpoints | | |
|----------------------------|-----------------------|--------|-----------|--------------------|----------|-----------|
| | Status | Errors | Instances | Status | Warnings | Instances |
| Priority 1 | | 1 | 1 | | 14 | 92 |
| Priority 2 | | 3 | 6 | | 19 | 93 |
| Priority 3 | | 3 | 16 | | 12 | 12 |

Priority 1 Checkpoints

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Errors

1 tests, 1 instances on page

| | Guideline | Instances | Line Numbers |
|-----|--|-----------|--------------|
| 1.1 | Provide alternative content for each OBJECT. | 1 | 227 |

Warnings

14 tests, 92 instances on page

| | Guideline | Instances | Line Numbers |
|-----|--|-----------|--|
| 1.1 | If the submit button is used as an image map, use separate buttons for each active region. | 1 | 203 |
| 1.1 | Alt text > 150 characters, consider providing a separate description. | 1 | 233 |
| 1.1 | If an image conveys important information beyond what is in its alternative text, provide an extended description. | 24 | 51, 52, 55, 56, 57, 58, 59, 62, 161, 163, 207, 233, 250, 264, 277, 291, 307, 316, 340, 341, 342, 343, 344, 345 |
| 1.4 | Synchronize equivalent alternatives with multimedia presentations. | 2 | 219, 224 |
| 2.1 | If you use color to convey information, make sure the information is also represented another way. | 30 | 51, 52, 55, 56, 57, 58, 59, 62, 161, 163, 207, 233, 246, 250, 259, 264, 273, 277, 286, 291, 298, 307, 313, 316, 340, 341, 342, 343, 344, 345 |
| 4.1 | Identify any changes in the document's language. | | |

| | | | |
|------|---|----|---|
| 5.1 | If this is a data table (not used for layout only), identify headers for the table rows and columns. | 3 | 201, 333, 348 |
| 5.2 | If a table has two or more rows or columns that serve as headers, use structural markup to identify their hierarchy and relationship. | 4 | 48, 201, 333, 348 |
| 6.1 | If style sheets are ignored or unsupported, ensure that pages are still readable and usable. | | |
| 6.3 | Provide alternative content for each SCRIPT that conveys information or functionality. | | |
| 6.3 | Make sure pages are still usable if programmatic objects do not function. | 10 | 16, 26, 69, 82, 95, 108, 121, 134, 147, 302 |
| 7.1 | Make sure that the page does not cause the screen to flicker rapidly. | | |
| 8.1 | Provide accessible alternatives to the information in scripts, applets, or objects. | 12 | 16, 26, 69, 82, 95, 108, 121, 134, 147, 219, 224, 302 |
| 14.1 | Use the simplest and most straightforward language that is possible. | | |

Priority 2 Checkpoints

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Errors

3 tests, 6 instances on page

| | Guideline | Instances | Line Numbers |
|------|--|-----------|--------------|
| 3.2 | Use a public text identifier in a DOCTYPE statement. | | |
| 3.4 | Use relative sizing and positioning , rather than absolute. | 3 | 49, 66, 243 |
| 13.1 | Do not use the same link phrase more than once when the links point to different URLs. | 2 | 294, 317 |



Warnings

19 tests, 93 instances on page

| | Guideline | Instances | Line Numbers |
|-----|--|-----------|--|
| 2.2 | Check that the foreground and background colors contrast sufficiently with each other. | 30 | 51, 52, 55, 56, 57, 58, 59, 62, 161, 163, 207, 233, 246, 250, 259, 264, 273, 277, 286, 291, 298, 307, 313, 316, 340, 341, 342, 343, 344, 345 |
| 3.1 | Where it's possible to mark up content instead of using images, use a markup language. | | |
| 3.2 | Make sure your document validates to formal published grammars. | | |
| 3.5 | Make sure header elements are not used | | |

| | | | |
|------|---|----|---|
| | only for bold text. | | |
| 3.7 | Mark up any quotations with the Q and BLOCKQUOTE elements. | | |
| 5.3 | Avoid using tables to format text documents in columns unless the table can be linearized. | | |
| 5.5 | If this is a data table (not used for layout only), provide a caption. | 4 | 48, 201, 333, 348 |
| 6.4 | If objects use event handlers, make sure they do not require use of a mouse. | | |
| 7.2 | If this .gif image is animated, make sure it does not contain fast or distracting motion. | 23 | 51, 52, 55, 56, 57, 58, 59, 62, 161, 163, 203, 207, 246, 259, 273, 286, 298, 313, 340, 341, 342, 343, 345 |
| 9.2 | Make sure that all elements that have their own interface are operable without a mouse. | 12 | 16, 26, 69, 82, 95, 108, 121, 134, 147, 219, 224, 302 |
| 10.1 | If scripts create pop-up windows or change the active window, make sure that the user is aware this is happening. | 10 | 16, 26, 69, 82, 95, 108, 121, 134, 147, 302 |
| 10.2 | Make sure that labels of all form controls are properly placed. | | |
| 11.1 | Use the latest technology specification available whenever possible. | | |
| 12.3 | If there are logical groupings of form controls, use FIELDSET with LEGEND on each group. | 1 | 167 |
| 12.3 | Group related elements when possible. | | |
| 13.1 | Make sure that all link phrases make sense when read out of context. | | |
| 13.1 | Add a descriptive title to links when needed. | | |
| 13.3 | Provide the user with a site map or table of contents , a description of the general layout of the site, the access features used, and instructions on how to use them. | | |
| 13.4 | Provide a clear, consistent navigation structure. | | |

Priority 3 Checkpoints

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 **Errors**

3 tests, 16 instances on page

| | Guideline | Instances | Line Numbers |
|------|---|-----------|--------------|
| 5.5 | Provide a summary for tables. | 2 | 169, 243 |
| 10.4 | Include default, place-holding characters in edit boxes and text areas. | 1 | 171 |


| | | | |
|------|--|----|--|
| 10.5 | Separate adjacent links with more than whitespace. | 13 | 46, 46, 52, 56, 57, 58, 59, 207, 341, 342, 343, 344, 345 |
|------|--|----|--|

 **Warnings**

12 tests, 12 instances on page


| | Guideline | Instances | Line Numbers |
|------|--|-----------|--------------|
| 4.2 | Use the ABBR and ACRONYM elements to denote and expand any abbreviations and acronyms that are present. | | |
| 9.4 | Consider specifying a logical tab order among form controls, links, and objects. | | |
| 9.5 | Consider adding keyboard shortcuts to frequently used links. | | |
| 9.5 | Consider furnishing keyboard shortcuts for form elements . | | |
| 11.3 | Allow users to customize their experience of the web page. | | |
| 13.5 | Provide navigation bars for easy access to the navigation structure. | | |
| 13.6 | If there are logical groups of links, make sure they are clearly identified . | | |
| 13.6 | If you have grouped links, make sure there is a link at the beginning that allows the user to bypass the group. | | |
| 13.7 | If there is a search feature, provide different types of searches for different skill levels and preferences. | | |
| 13.8 | Provide distinguishing information at the beginning of headings, paragraphs, lists, etc. | | |
| 13.9 | If this document is part of a collection, provide metadata that identifies this document's location in the collection. | | |
| 14.3 | Use a consistent style of presentation between pages. | | |

Custom Accessibility Standards

 Watchfire WebXM and WebQA can identify pages that do not meet custom accessibility standards ([learn more](#))


Page Links

Links in:

 To help in site maintenance, Watchfire WebXM and WebQA can identify all of the pages that link to this page ([learn more](#))

Links out: 0


Link path from a starting URL:

 To help in site maintenance, Watchfire WebXM and WebQA can identify the URL path that links to this page ([learn more](#))

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