



## California Open Online Library for Education & Accessibility

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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:

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**Textbook:** General Biology (WikiBooks)  
**Format of Textbook:** HTML

<b>Assistive Technology (AT) Evaluation Score: Overall</b>	<b>7.6 (Maximum score = 10)</b>
<p><b>Assistive Technologies (AT) Evaluations</b> 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"> <li>• Accessibility features of desktop operating systems (e.g. high-contrast display themes, settings from the Keyboard and Mouse control panels)</li> <li>• Accessibility-related software included with desktop operating systems (e.g. VoiceOver, Microsoft Narrator)</li> <li>• Third-party accessibility software and hardware:</li> <li>• Screen readers (e.g. JAWS, Window Eyes)</li> <li>• Magnification software (e.g. ZoomText Magnifier/Reader, MAGIC Pro with Speech)</li> <li>• Reading software for users with learning disabilities (e.g. Read and Write Gold, Kurzweil 3000)</li> <li>• Refreshable Braille displays</li> </ul>	
<b>Non- Assistive Technology (NAT) Evaluation Score: Overall</b>	<b>6.8 (Maximum score =10)</b>
<p><b>Non-Assistive Technologies (NAT) Evaluations</b> 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.

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## **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.	<b>Fail</b>
Additional Information:	<b>No URL to Formal Accessibility Policy found. Used Google Chrome.</b>
B. The organization providing the online materials has an accessibility statement.	<b>Fail</b>
Additional Information:	<b>No URL to Accessibility Statement found. Used Google Chrome.</b>
C. An Accessibility Evaluation Report is available from an external organization.	<b>Fail</b>
Additional Information:	<b>No URL to Accessibility Evaluation Report found. Used Google Chrome.</b>

### 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.	<b>Pass</b>
Additional Information:	<b>1/1 Chapters pass: (Ch 1).</b>

### 3. Text Adjustment

A. Text is compatible with assistive technology.	<b>Pass</b>
Additional Information:	<b>1/1 Chapters pass: (Ch 1).</b>
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,	<b>Pass</b>



media player, or reader) that offers this functionality).	
Additional Information:	<b>1/1 Chapters pass: (Ch 1).</b>

#### **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).	<b>Pass</b>
Additional Information:	<b>30/30 web pages pass: (Ch 1.1-1.4, Ch 2.1-2.8, Ch 3.1-3.6, Ch 4.1-4.4, Ch 4.4.1-4.4.4, Ch 4.4.4.1-4.4.4.2, Ch 5.1-5.2).</b>
B. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.	<b>Fail</b>
Additional Information:	<b>0/30 web pages pass: (Ch 1.1-1.4, Ch 2.1-2.8, Ch 3.1-3.6, Ch 4.1-4.4, Ch 4.4.1-4.4.4, Ch 4.4.4.1-4.4.4.2, Ch 5.1-5.2).</b>

#### **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.	<b>Pass</b>
Additional Information:	<b>5/5 web pages pass: (Ch 1.1, Ch 2.1, Ch 3.1, Ch 4.1, Ch 5.1).</b>

#### **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	<b>Pass</b>
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such as a browser, media player, or reader that offers this functionality).	
Additional Information:	<b>1/1 Chapters pass: (Ch 1).</b>
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).	<b>Pass</b>
Additional Information:	<b>23/23 Lists pass: (Ch 1.4).</b>
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.	<b>N/A</b>
Additional Information:	<b>Not using a eReader application.</b>

## 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).	<b>Pass</b>
Additional Information:	<b>0/9 Table Markup pass: (Ch 5.2, Ch 6.2).</b>

## 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.	<b>N/A</b>
Additional Information:	



B. Live hyperlinks take you to any website or webpages external to the book.	<b>Pass</b>
Additional Information:	<b>Average score of hyperlink functionality and description.</b>
C. Live links take you to the correct webpage that is functioning properly.	<b>Pass</b>
Additional Information:	<b>50/50 Links pass: (Table of Contents).</b>
D. Live links are descriptive enough for the users to know where it should take them.	<b>Pass</b>
Additional Information:	<b>50/50 Links pass: (Table of Contents).</b>

### 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.	<b>Fail</b>
Additional Information:	<b>0/1 Chapters pass: (Ch 1)</b>
B. Information is conveyed from the sub-categories for contrast.	<b>Pass</b>
Additional Information:	<b>Average score of header and text contrast.</b>
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	<b>Pass</b>
Additional Information:	<b>2/2 Chapters pass: (Ch 1, Ch 2).</b>
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	<b>Pass</b>
Additional Information:	<b>2/2 Chapters pass: (Ch 1, Ch 2).</b>
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	<b>N/A</b>
Additional Information:	<b>No simple images found.</b>



### 10. Language

<p>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.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>Language markup appears. Lang="en" is found.</b></p>
<p>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.</p>	<p><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>No secondary language found.</b></p>

### 11. Images

<p>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).</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>1/3 Non-decorative images pass: (Ch 1).</b></p>
<p>B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.</p>	<p><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>No decorative images found.</b></p>
<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><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>0/2 Complex images pass: (Ch 2).</b></p>



### 12. Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	<b>N/A</b>
Additional Information:	<b>There is no multimedia found.</b>
B. A transcript is provided with all audio content.	<b>N/A</b>
Additional Information:	<b>There is no multimedia found.</b>
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.	<b>N/A</b>
Additional Information:	<b>There is no multimedia found.</b>

### 13. Flickering

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

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

A. STEM figures have appropriate markup that indicates that the image is a figure.	<b>Pass</b>
Additional Information:	<b>1/1 Figure Markup pass: (Ch 2.1).</b>
B. STEM graphs have appropriate markup that indicates that the image is a graph.	<b>N/A</b>
Additional Information:	<b>No Graphs found.</b>
C. STEM equations have appropriate markup that indicates that the image is an equation.	<b>Fail</b>
Additional Information:	<b>5/17 Equations Markup pass: (Ch 5.2).</b>
D. STEM tables have appropriate markup that indicates the image is a table.	<b>Fail</b>
Additional Information:	<b>0/9 Table Markup pass: (Ch 5.2, Ch 6.2).</b>



E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>Pass</b>
Additional Information:	<b>1/1 Figure Notation Markup pass: (2.1).</b>
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>N/A</b>
Additional Information:	<b>No Graphs found.</b>
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>Fail</b>
Additional Information:	<b>0/17 Equation Notation Markup pass: (Ch 5.2).</b>
H. Assistive technology used can access the content from the STEM tables.	<b>Fail</b>
Additional Information:	<b>0/9 Table Notation Markup pass: (Ch 5.2, Ch 6.2).</b>

### ***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.	<b>N/A</b>
Additional Information:	<b>No keyboard interactive elements found.</b>
B. Each interactive element conveys information to assistive technology regarding the element's name, type, and status (e.g. "Play, button, selected").	<b>N/A</b>
Additional Information:	<b>No markup for interactive elements found.</b>
C. All instructions, prompts, and error messages necessary to complete forms are conveyed as text to assistive technology (or are rendered	<b>N/A</b>



by an application such as a browser, media player, or reader that offers this functionality).	
Additional Information:	<b>No text prompts for interactive elements found.</b>

## 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.	<b>Fail</b>
Additional Information:	<b>There was no link provided for the accessibility policy.</b>
B. The organization providing the online materials has an accessibility statement.	<b>Fail</b>
Additional Information:	<b>There was no link provided for the accessibility statement.</b>
C. An Accessibility Evaluation Report is available from an external organization.	<b>Fail</b>
Additional Information:	<b>There was no link provided for accessibility evaluation report.</b>

### *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.	<b>Pass</b>
Additional Information:	<b>Introduction chapter reads content but it skips the major headings and subheadings. For example if the</b>



	<p>subheading is Characteristics of life and the body paragraph starts with not all scientist, the text to speech will only read not all scientist, but it does read the diagram in the chapter. Chapter: When you start the speech thing it skips the CHAPTER 1, it does explain the figure of earth, figure 1. It skips subheading names and the various figures.</p>
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### 3. Text Adjustment

<p>A. Text is compatible with assistive technology.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>Chapter 3, all the content on the webpage had the capability of being minimized and maximized, the text and the figures of each page.</b></p>
<p>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).</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>Chapter 1 and 3; all pass because both chapters convert to nightmode (black background) but images were also switched but they are stil visible.</b></p>

### 4. Reading Layout

<p>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).</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>2/2 chapters passed. When content was zoomed in, the text did wrap and the text was larger (and smaller).</b></p>
<p>B. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.</p>	<p><b>Fail</b></p>



Additional Information:	<b>PDF has 189 pages but the wikibook is not organized by page numbers, it is organized by concept sections so the comparison could not be made.</b>
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### 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.	<b>N/A</b>
Additional Information:	<b>No assistive technology used.</b>

### 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 such as a browser, media player, or reader that offers this functionality).	<b>N/A</b>
Additional Information:	<b>No assistive technology used.</b>
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).	<b>N/A</b>
Additional Information:	<b>No assistive technology used.</b>
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.	<b>N/A</b>
Additional Information:	<b>No assistive technology used.</b>



## 7. Tables

<p>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).</p>	<p><b>N/A</b></p>
<p>Additional Information:</p>	<p><b>No assistive technology used.</b></p>

## 8. Hyperlinks

<p>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.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>20/20 Hyperlinks within book passed. Chapter 1 section intro has 7 (characteristics of life, nature of science, scientific method, Charles Darwin, after Darwin, challenges to Darwin, references), chapter 2, has 24, but only checked 13).</b></p>
<p>B. Live hyperlinks take you to any website or webpages external to the book.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>10/20 Hyperlinks passed. Chapter 1 has 7 don't pass, (anatomy, botany, molecular biology, microbiology, cell biology, ecology, and paleontology). Chapter 2 in subsection cell size there are 2 and they pass because they take you to a new page about the topic they are labeled as, so if it's DNA it will take you to a new webpage on DNA. In chapter 2, subsection structure of eukaryotic cells there are 7 and they pass because they take you to a new page about the topic they are labeled as, so if it's RER it will take you to a new webpage on RER. In subsection structure of nucleus there are 3 that do not pass because you are directed to another non working page, and it redirects the same page. In subsection Chromatin the link works.</b></p>



<p>C. Live links take you to the correct webpage that is functioning properly.</p>	<p>Pass</p>
<p>Additional Information:</p>	<p><b>18/20 Hyperlinks passed. Chapter 2, section 2.1 pass because atom and isotope site works. Section 2.2 fails because it looks like an active link that will take you the the 3d animation of the strucure of ice lattice but instead it opens a blank page and downloads a movie file to your laptop wihtout permission. In section 2.2 the second hyperlink passes, there is hyperlink that takes you the the US geological survey that talks about water and the link "website" does take you to a live website. Section 2.3 has another hyperlink that provides an additional perspective on lipids, the link "animation" takes you to a live page that provides an animation on lipids. Chapter 4, section 4.1 provides a hyperlink that takes you the a site that explains kinetic and potential energy, and the webpage works. There is another hyperlink in the same section 4.1, and it takes you to a webpage that shows an animation of the transition of energy and another fit. Section 4.4 has a "site" hyperlink that takes you to a site where you can see anaerobic cellular respiration but you need a specific plug in (having a small warning would be helpful because then the reader won't waste time if they don't have that plug in or they can download it before clicking on the link. Chapter 6, section 6.2 has a hyperlink in the body paragraph that directs the reader to a video about cell cycle, it's a URL but it does take you to a live webpage that works. In section 6.2 there is another hyperlink that provides more on mitosis, the page is of movies that illustrate different aspects of mitosis and it's active and works. Later in section 6.2 there is another link "this animation" of the animation of cell cycle, it takes you to an active and working webpage. Section 6.3 has a hyperlink that redirects the user into a website where they can watch how cancer is a result of cell cycle errors, the webpage is working as well. Chapter 14, section 14.2 has a hyperlink "website" that redirects the user to a</b></p>



	<p>website that shows an animation of the life cycle of the fern but the webpage is not active or working. In section 14.3 there is a hyperlink that redirects the user to a video on the proces of seed production, the webpage is live and working. Chapter 15, section 15.1 there's a hyperlink to a video by EO Wilson on animal diversity, the link is active and working. There is another video hyperlink in section 15.1 that talks about symmetry, the webpage is live and active. In 15.2 there is a video hyperlink that directs the reader to a webpage about feeding sponges and the link is active and working. In section 15.2 there is another video link that directs the user to an active and working webpage about jellies. In section 15.2 there is another video hyperlink that redirects the user to an active webpage but the video is not working.</p>
<p>D. Live links are descriptive enough for the users to know where it should take them.</p>	<p><b>Fail</b></p>
<p>Additional Information:</p>	<p><b>0/20 Hyperlinks passed. Chapter 2,4,6,14,15 all failed because none of the hyperlinks were descriptive enough, in all the chapters the hyperlinks were labeled as link, website, or animation, it needs to be a descriptive name, not a general name that can be used for all hyperlinks.</b></p>

### 9. Color and Contrast

<p>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.</p>	<p><b>Pass</b></p>
<p>Additional Information:</p>	<p><b>Chapter 1, l the headings of section are in a different blue tone but they can be distinguished not just by color but by size as well, all headings are larger than body text. All hyperlinks are also a blue tone but they can be distinguished by other characteristics like being underlined, so the user can almost be sure it's a hyperlink.</b></p>



B. Information is conveyed from the sub-categories for contrast.	<b>Pass</b>
Additional Information:	<b>Chapter 2, 6, 11 the section heading passed (both AA and AAA), sub heading and text passed.</b>
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	<b>Pass</b>
Additional Information:	<b>Chapter 2, 6, 11 the section heading passed (both AA and AAA).</b>
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	<b>Pass</b>
Additional Information:	<b>Chapter 2, 6, 11 the Text passed (both AA and AAA).</b>
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	<b>N/A</b>
Additional Information:	<b>N/A, All images were complex.</b>

### 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.	<b>Pass</b>
Additional Information:	<b>The code says "lang="en."</b>
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.	<b>N/A</b>
Additional Information:	<b>No additional Language.</b>

### 11. Images

A. Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a	<b>Fail</b>
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browser, media player, or reader that offers this functionality).	
Additional Information:	<b>0/1 chapters passed. Chapter 1, when you search for image alt in the code, there aren't any alternative names given, or any description. It appears as if all images are within a div.</b>
B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.	<b>Fail</b>
Additional Information:	<b>1/1 chapters passed. Chapter 1 section on Charles Darwin there are two images of him that are not labeled or explained which could be ignored by assistive technology.</b>
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).	<b>Fail</b>
Additional Information:	<b>0/1 chapters passed. chapter 1, has one complex image in scientific method section on the steps involved in scientific methods, the image is not labeled or explained.</b>

## 12. Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	<b>N/A</b>
Additional Information:	<b>There were not any multimedia in wikibook.</b>
B. A transcript is provided with all audio content.	<b>N/A</b>
Additional Information:	<b>There were not any multimedia in wikibook.</b>
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.	<b>N/A</b>
Additional Information:	<b>N/A there were not any multimedia in wikibook.</b>



### 13. Flickering

A. The digital resource content does not contain anything that flashes more than three times in any one-second period.	<b>Pass</b>
Additional Information:	<b>No Flickering data provided in wikibook.</b>

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

A. STEM figures have appropriate markup that indicates that the image is a figure.	<b>N/A</b>
Additional Information:	<b>N/A, no STEM Content found.</b>
B. STEM graphs have appropriate markup that indicates that the image is a graph.	<b>N/A</b>
Additional Information:	<b>N/A, no STEM Content found.</b>
C. STEM equations have appropriate markup that indicates that the image is an equation.	<b>N/A</b>
Additional Information:	<b>N/A, no STEM Content found.</b>
D. STEM tables have appropriate markup that indicates the image is a table.	<b>N/A</b>
Additional Information:	<b>N/A, no assistive technology provided.</b>
E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	<b>Pass</b>
Additional Information:	<b>7/10 figures passed. Chapter 1, fails, under subsection scientific methods has an image with the steps one could take when executing the scientific methods but it's not labeled nor explained. Chapter 2 passes, subsection sarcoplasmic reticulum has figure 1 - It's an image of a nucleus, endoplasmic, reticulim and golgi apparatus, the image is labeled with numbers and the explanation has the corresponding name to each number. In chapter 2, subsection biological membranes there is a figure of plasma</b>



	<p>membrane bilayer and it is not labeled or explained. Chapter 6 subsection neuron structure , chapter 5, there is a figure of part of the DNA but it is not explained or labeled. On the main page of the wikibook, there is an image of the DNA helix and Ocellatas diatom but it is not labeled nor explained.</p>
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 detected in book.
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	Fail
Additional Information:	Chapter 2 section energy and metabolism has free energy equation and enzymes and ATP not explained well, section 4 has glucose equation/respiration glucose, section 5, photosynthesis.
H. Assistive technology used can access the content from the STEM tables.	Fail
Additional Information:	Chapter 6 subsection connective tissue there is a cartilage vs. bone table that is not labeled or explained.

### 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:	N/A, 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:	<b>N/A, no interactive elements found.</b>
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).	<b>N/A</b>
Additional Information:	<b>N/A, no interactive elements found.</b>

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