**Checklist for Assessing the Adaptation of Web-based learning materials to People with Dyslexia**

(Possible answers: Yes; No; N/A)

**Accessibility Indicators**

1. The material enables access via assistive technology (text to speech).
2. The material contains navigation.
3. The navigation is clearly separated from the content.
4. The material contains controllers to regulate font sizes.
5. The material contains controllers to regulate typefaces.
6. The material contains controllers to regulate background and text colours.
7. The material does not consist of text only.
8. The material enables listening to the whole of material.
9. The content is supported with pictures, charts, illustrations.
10. The content is supported with animations.
11. The content is supported with audio recordings.
12. The content is supported with video recordings.
13. Pictures, illustrations, diagrams have their equivalents.
14. Audio recordings have their equivalents.
15. Video recordings have their equivalents.
16. Animations have their equivalents.
17. Audio and video recordings and animations can be started by the user.
18. Audio and video recordings and animations can be paused by the user.
19. Audio and video recordings and animations can be replayed by the user.
20. The material does not contain flashing elements that cannot be stopped.

**Usability Indicators**

1. The material uses a sans serif typeface (Verdana, Arial, Georgia, Tahoma, Trebuchet, Comic Sans).
2. The font size is at least 12 pt.
3. The colour contrasts used in the material are gentle (pastel) and not sharp (white text on black background).
4. The site map is hierarchical and it gives an overview of the complete material by using headings and subheadings.
5. The material contains navigation forward/back buttons.
6. The material contains breadcrumb trails.
7. The material contains a progress indicator, so that it is always clear where in the material’s structure we are (coloured or ticked (sub)heading in the site map).
8. When we want to return to the beginning or to a specific section, we do not have to go through all the sections.
9. The form and navigation of the material remain consistent throughout the material (the navigation is always in the same place and always visible).
10. Textual hyperlinks are coloured when they have been clicked.
11. Textual hyperlinks use a consistent form (e.g. blue underlined).
12. Hyperlinks in any form (buttons, graphics, and text) are descriptive and we know where they will take us (not “click here”).
13. The content is provided on one screen with minimal vertical scrolling.
14. There is no horizontal scrolling.
15. The material is divided into short paragraphs.
16. The text is in the middle or on the right side of the screen and does not take up the whole screen.
17. The material uses left text justification.
18. The text is not crammed; it uses adequate line spacing (at least 1.5).

**Readability Indicators**

1. The average sentence length is between 15 and 20 words.
2. At the beginning, key information is emphasized (learning objectives, expectations, instructions).
3. Instructions are given clearly and without lengthy explanations.
4. The text has clearly visible headings and subheadings.
5. Important information is in bold or highlighted.
6. Sentences are not written in italics.
7. Bullet points are used for better clarity.
8. Graphics are used better to illustrate and explain any complex text.
9. New concepts are explained in glossaries, icons in legends.
10. Boxes and mind maps are used to summarize important points.
11. The material provides suggestions, additional explanations and links at the side or in drop-down menus or when moving the mouse over a text.
12. The material uses the active voice, not the passive.
13. The material does not contain large chunks of underlined text, which is not hyperlinks.