



Intellect Alternative Text Guide

Alternative Text Guide

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Intellect is committed to ensuring our work is accessible to as many people as possible. Alternative text ensures images are accessible for readers using assistive technology, such as screen readers. Alternative text also increases discoverability online as it can be understood by search engine technology. With this in mind we ask all authors to provide alternative text for the supporting images in their work. It's important to remember that alternative texts are different from captions. Typically captions will include biographical information, whereas the purpose of alternative text is to describe the image to the user.

Ten rules for creating alternative text

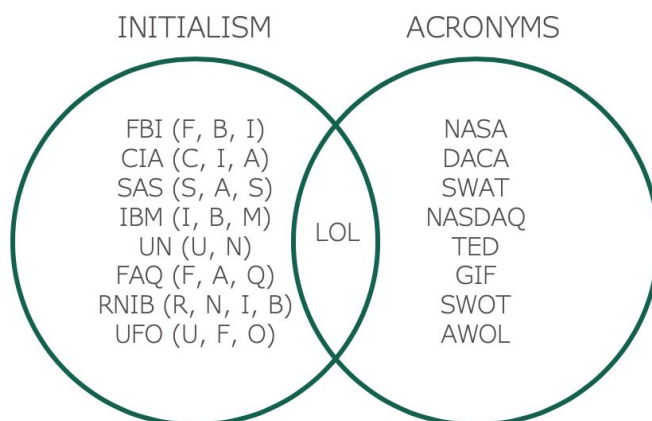
1. **Select your focus point:** select the main subject of the image. The description will be built around this element.
2. **Create structure:** lists create order and organise information in a meaningful way.
3. **Capture the detail:** improve user understanding.
4. **Use descriptive language:** help the reader visualise the scene.
5. **Describe, do not interpret:** convey the same information that is available to a sighted user.
6. **Punctuate:** acronyms and initialism. Make sure it's clear.
7. **Create focal points:** identify focal points to guide the user through the image.
8. **Identify trends:** summarise charts to help consumption.
9. **Put yourself in the users' shoes:** what information does the user need/not need?
10. **Test your accuracy:** the ultimate test of an image description is recreating the image from just the description.

Short and long descriptions

In most cases a short description will provide enough information for alternative text (less than 50 words). Sometimes it might be required to provide a long description for more complex texts, such as detailed graphs and tables. It's important to be as concise as possible when creating alternative text.

Punctuation

One thing to consider is the way screen readers handle punctuation. This can vary depending on the screen reader. Instead of trying to predict content that will work well with all screen readers, it is advised that you write content that works well for everyone. This means ensuring you use correct punctuation, spelling and grammar, and use words that are appropriate for your audience.



Acronyms and initialism

When it comes to acronyms and initials there are more differences. Typically, screen readers will read acronyms as a word, for example the acronym for Value Added Tax will be read as 'vat' (like a container of liquid). If it is important that each initial is read out it is advised that you include a space or comma between the letters to ensure the screen reader inserts a pause.

Bullet points

Similarly, to the above it is important that bullet points are formatted correctly to ensure clarity when read by a screen reader. Various punctuation rules are acceptable with bullet points. Lists that are made up of full sentences usually start each item with a capital letter and end each item in a full point. Lists that are made

up of sentence fragments usually start each item with a lowercase letter and end each item with a comma, semicolon or no punctuation. It is important for the last item in a list to end with a full point; without this, text-to-speech readers or assistive technologies may not mark the end of the list correctly.

Numbers

When writing numbers, it is best to use the numerical values, as opposed to words, as this is supported by most screen reader technology.

Examples

The following examples show both short and long versions of alternative text. We ask all authors to provide a short description as standard. If an author believes a long description is required, they can choose to provide this.

Photographs and art

Short description:

The artwork shows a typewriter with a printed message. The artist's name is spelt, W, R, D, S, M, T, H

Long description:

A piece of graffiti art by the artist, Wordsmith, in Melbourne, Australia.

The artwork shows a typewriter stencilled in red on a dark grey brick wall. A piece of paper is pasted to the wall and appears to be emerging from the typewriter. The artwork is positioned low down on the wall, about a foot above the ground. The paper is weatherworn and some of the words are no longer visible. The original message on the paper read:

You borrowed so much love from me. And it broke my heart when you chose to pay it forward.

The artist's name is spelt, W, R, D, S, M, T, H



Fig. 40 'You borrowed so much love from me. And it broke my heart when you chose to pay it forward'. A dilapidated WRDSMTH piece, Melbourne, 2018. Photo: Lachlan MacDowall.

Table

| | Number of channels where song was taught | | | | | | |
|------------|--|----|----|----|-----|-----|-------|
| Channels | 6 | 5 | 4 | 3 | 2 | 1 | Total |
| Songs | 9 | 7 | 16 | 41 | 134 | 781 | 988 |
| Percentage | <1 | <1 | 2 | 4 | 14 | 79 | |

Table 3: Frequency analysis of songs appearing on multiple channels.

Short description: A table depicting the frequency of songs appearing on multiple channels.

Long description: A table depicting the number of channels where songs were taught. The table is categorised into 3 rows, channels, song, and percentage. From left to right the 3 rows read as follows:

Channels, 6, 5, 4, 3, 2, 1.

Songs, 9, 7, 16, 41, 134, 781.

Percentage, less than 1, less than 1, 2, 4, 14, 79.

The total of these 3 rows adds up to 988.

Chart



Fig. 77 Content categorization of posts by Revok (December 2016–January 2017).

Short description: A timeline chart recording social media posts over a 12-month period by the artist, Revok.

Long description: A timeline chart records 46 posts over a 46-day period in December 2016 and January 2017 by the artist, Revok. The posts are categorized into 6 areas. The number of posts per category are as follows, from highest to lowest:

1. Everyday life. 17 posts. 37 per cent.
2. Revok's Studio painting. 11 posts. 24 per cent.
3. Other Artists. 7 posts. 15 per cent.
4. Family. 5 posts. 11 per cent.
5. Revok and crewmate's graffiti. 4 posts. 9 per cent.
6. Politics. 2 posts. 4 per cent.

Graph

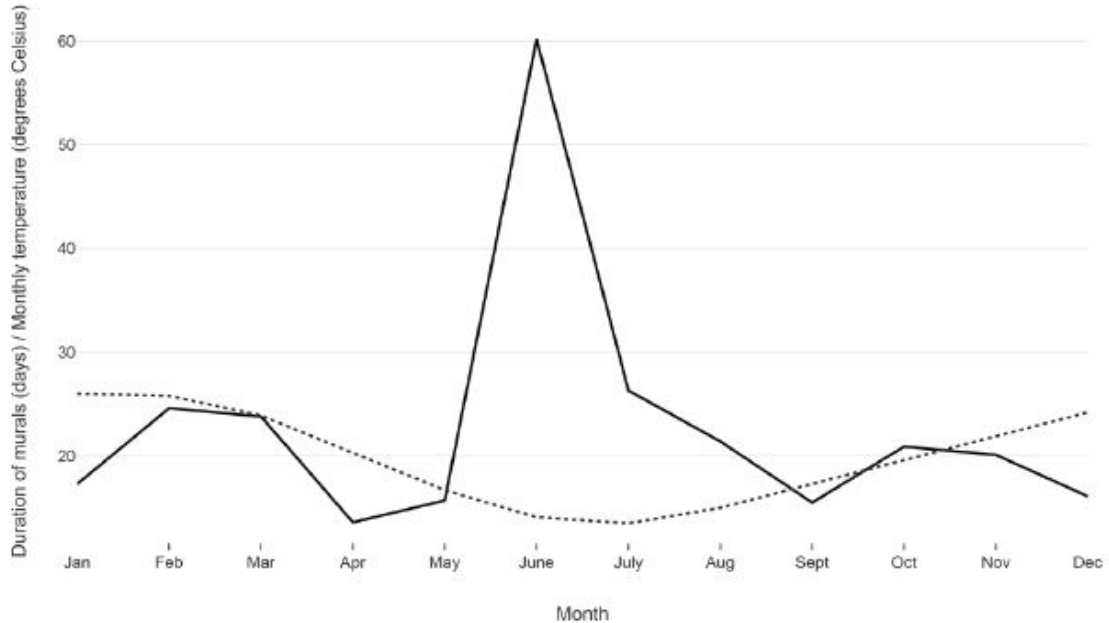


Fig. 54 Average duration of pieces each month (black line) vs. average monthly temperature (dotted line).

Short description: The line graph compares the duration of murals against monthly temperature in Melbourne, Australia.

Long description: The line graph compares the duration of murals against monthly temperature in Melbourne, Australia. The months are plotted on the X-axis and the duration of the murals in days and the monthly temperature in degrees Celsius are plotted on the Y-axis with a range from 0 to 60 at intervals of 10.

The estimated data points for each variable are as follows:

- January. Duration, 18 days. Monthly temperature, 26 degrees Celsius.
- February. Duration, 25 days. Monthly temperature, 26 degrees Celsius.
- March. Duration, 24 days. Monthly temperature, 24 degrees Celsius.
- April. Duration, 9 days. Monthly temperature, 20 degrees Celsius.
- May. Duration, 13 days. Monthly temperature, 17 degrees Celsius.
- June. Duration, 60 days. Monthly temperature, 9 degrees Celsius.
- July. Duration, 26 days. Monthly temperature, 8 degrees Celsius.
- August. Duration, 22 days. Monthly temperature, 12 degrees Celsius.
- September. Duration, 12 days. Monthly temperature, 17 degrees Celsius.
- October. Duration, 21 days. Monthly temperature, 20 degrees Celsius.
- November. Duration, 20 days. Monthly temperature, 22 degrees Celsius.
- December. Duration, 16 days. Monthly temperature, 25 degrees Celsius.

Map

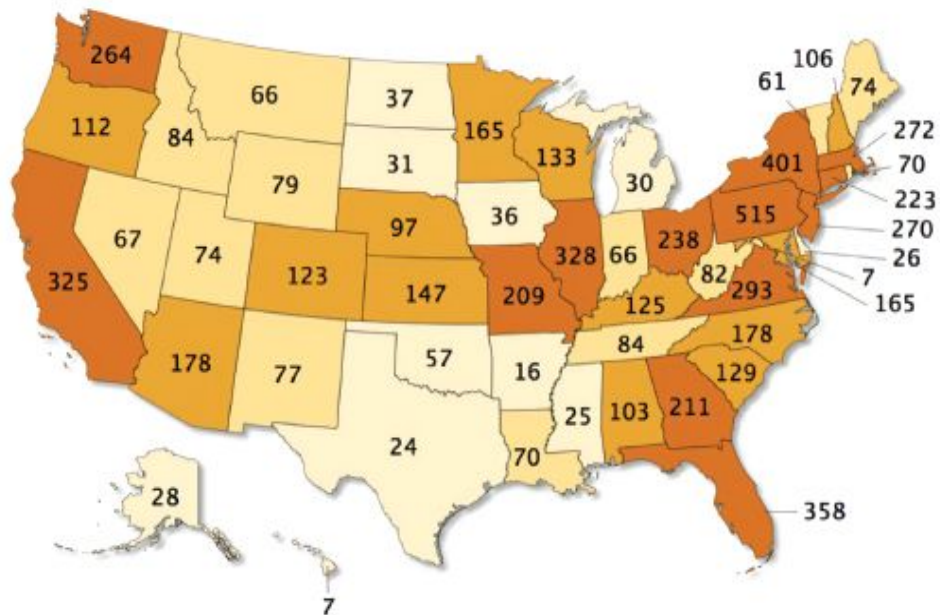


Figure 1: NAFME members with guitar as teaching interest.

Short description:

A thematic map of the U, S, A records the number of N, A, F, M, E members with guitar as a teaching interest.

Long description:

A thematic map of the U, S, A records the number of N, A, F, M, E members with guitar as a teaching interest. The map is colour-coded to highlight the following 4 ranges:

1. 0 to 60. Pink. 11 states plus District of Columbia.
2. 61 to 90. Cream. 13 states.
3. 91 to 200. Orange. 13 states.
4. 200 plus. Brown. 13 states.

The 50 states, with their member numbers, are listed as follows, in alphabetical order

- Alabama, 103.
- Alaska, 28.
- Arizona, 178.
- Arkansas, 16.
- California, 325.
- Colorado, 123.
- Connecticut, 223.
- Delaware, 26.
- Florida, 358.
- Georgia, 211.
- Hawaii, 7.
- Idaho, 84.
- Illinois, 328.
- Indiana, 66.
- Iowa, 36.
- Kansas, 147.
- Kentucky, 125.
- Louisiana, 70.
- Maine, 74.
- Maryland, 165.
- Massachusetts, 272.
- Michigan, 30.
- Minnesota, 165.
- Mississippi, 25.
- Missouri, 209.
- Montana, 66.
- Nebraska, 97.
- Nevada, 67.
- New Hampshire, 106.
- New Jersey, 270.
- New Mexico, 77.
- New York, 401.
- North Carolina, 178.
- North Dakota, 37.
- Ohio, 238.
- Oklahoma, 57.
- Oregon, 112.
- Pennsylvania, 515.
- Rhode Island, 70.
- South Carolina, 129.
- South Dakota, 31.
- Tennessee, 84.
- Texas, 24.
- Utah, 74.
- Vermont, 61.
- Virginia, 293.
- Washington, 264.
- West Virginia, 82.
- Wisconsin, 133.
- Wyoming, 79.