Text of the checklist to be translated

Information for all
Next

Are you checking
- a printed publication
- or an electronic document

Do you want to
- make a new checking
- continue a checking already started

The username I want to use is
The name of the publication I want to check is
Remember these 2 names.
You will have to enter them again if you stop the checking at some point and if
you want to come back to it later on.

Welcome !
You are about to start the easy-to-read check-list.
Before that, we would like to explain you a few things.
If you have already read this introduction before,
click on "Skip the introduction".
If this is your first trial with the check-list,
click on "next" and the introduction will start.

The aim of this check-list is to allow people
to check how easy to read a text is.
You can run this check-list on your own
or with some colleagues sitting next to you.
However, this check-list will never replace
the proof-reading of your text
by people with intellectual disabilities themselves.
They are the experts for checking how easy to read a text is.
So you should always make sure
that some people with intellectual disabilities
can have a look on your text before you publish it.

The questions you will be asked in this check-list
refer to the European Standards
for making information easy to read and understand.
You can download this brochure with the European Standards
at www.life-long-learning.eu

There are more than 50 questions.
This is because writing easy-to-read texts is not simple.
You have to check a lot of things
to make sure that people with intellectual disabilities
will be able to read it.
Your answers are saved as soon as you go onto the next question.
So you can stop at any time and start again the next day
when you think that this is too long and too tiring.

You can come back at any time to the previous question
by clicking on the "Previous" button.
Be careful however that
the programme will not keep the answers
you have already given
if you click several times on "Previous".

You can also see all the answers you have given so far
by clicking on the « overview » button.
There, you will also have the possibility
to change one of your answers if you want.
In this case, the programme will keep all the answers
you have already given.
At the end of the questions, your text will get a score.
We will also give you some advices
on how to make it even more easy to read and understand.

This check-list was created in the framework of the project
« Pathways to adult education for people with intellectual disabilities ».
This project was financed by the European Commission.
10 partners worked together in this project.
If you need help to use this check-list,
you can contact one of the partners.
You will find their contact details [here](#).

Check List - Question T1
Save and Close
You will now start the 11 questions concerning the priority criteria.
Overview – Previous - Next

Were people with intellectual disabilities involved
in the writing of this document?
Yes - No
Example:
This can be seen
if associations of
people with intellectual disabilities are referred to.

Your answer means that the text is good for this criteria.
Your answer means that the text is bad regarding this criteria.

Please give an answer

Are the sentences short?
Example:
It is ok to have
1 or 2 long sentences overall.
But if many sentences
are too long,
you should answer "No"
to this question.

Is the information put in an order
which is easy to understand and follow?

Is the writing clear and easy-to-read?
Example:
A writing clear and easy-to-read means
- not too close,
- not too light,
- no sherif fonts,
- no italic,
- and no special design.
If there is italic, close writing
or sherif fonts,
you should answer "No"
to this question.

Is the writing large enough?
Example:
Large enough means
at least the size of Arial 14.
If the writing is smaller,
you should answer "No"
to this question.

Are the words easy to understand?
And when difficult words are used, are they clearly explained?
Example:
If you find difficult words
which are not explained,
you should answer "No"
to this question.

Does a new sentence always start on a new line?

Are there words split over 2 lines (with hypen)?

Is there too much text on the pages?
Example:
To see an example of page
with too much text,
click [here](#).

Are there images next to the text
to help people understand what the text is about?

Is the language used a good language
for the people who will use this information?
Example
This means for example
to use language for adults
when the information is for adults, not language for children.

You have now completed all questions for the priority criteria.
You score so far is
Very bad
Good
Perfect
Priority Criteria

You will now start the 8 questions
concerning the very important criteria.

Are there examples to explain things
and are these examples relating to things
people will know from their everyday life?
Example:
If there are no examples,
or if most of the examples
do not relate to things
people will know
from their everyday life,
you should answer "No"
to this question.

Is the same word used to describe the same thing
throughout the document?

Does the writer address directly the people the information is for
(is the "you" form used in the document)?

Are positive sentences used instead of negative ones,
whenever it is possible?
Example:
If you see more than 3 times
negative sentences
which could have been turned
as positive ones,
you should answer "No"
to this question.

Is active language used instead of passive language
whenever it is possible?
Example:
If you see
more than 3 passive sentences
which could have been turned
as active ones,
you should answer "No"
to this question.

Is the punctuation simple?
Example:
Simple punctuation means
you do not use (xxx) nor "xxx"
for example.

Does the writer give people all the information they need
(who the document is for, what it is about and so on)?

Is the text aligned left?
Example:
This is an example
of a text aligned left
--> answer YES
This   is   an example
of   a   text   justified
--> answer NO

You have now completed all questions for the priority and the very important criteria.
Very important criteria

You will now start the questions
concerning the important criteria.

Is the subject explained clearly?

Are there difficult ideas such as metaphors?
Example:
A metaphor is a sentence
that does not actually mean what it says.
An example of a metaphor is
'it is raining cats and dogs'.

Is the information about the same topic grouped together?

Is important information repeated?

Are difficult words explained more than once?

Is the format easy to read and follow and to photocopy?

Is there only 1 type of writing in the text?

Is it clear to whom or to what the pronouns are referring?
Example:
If it is always clear
who or what the pronoun is talking about,
you should answer "YES" to this question.'

Are the titles clear and easy to understand?

Is the writer giving too much information, making it confusing?

Is the main information easy to find?

Are there too many layers of subtitles or bullet points?

Are bullet points used instead of list of words separated by commas?

Are the first line of paragraphs aligned with
the rest of the text (not indented)?

Are the margins too narrow?

Are the pages of the document numbered?

Are you checking:
an already published brochure
a text which is not yet published

Is there an easy-to-read symbol on the cover page?

Do you plan to put an easy-to-read symbol on your text?

Have numbers been written as digits (1, 2, 3) and not as words?

Has the writer used the present tense
rather than the past tense where possible?

Are there initials used in the text?
Are they explained?

Are there graphics or tables used in the document?
Are they simple and easy to understand?

Are there any dates in the document?
Are they written out in full (Tuesday 13 October 2008)?

Keep going!
You are more than halfway through!
Just a few more questions and you will get the final score.

Are there images next to the text
to help people understand what the text is about?

Are the images good and right for the people the information is for?

Are the images clear, easy to understand
and going well with the piece of text they are helping to explain?

Is the same style of images used throughout the whole document?

Is the same image used to explain the same thing
throughout the whole text?

Are there words from a foreign language
which are not very well known?

Are there percentages or big numbers?

Is there some background making it difficult to read the text?

Are there whole words written in capitals?

Is there some writing in colour?

Are there foot-notes in this document?

Are there some special characters?
Example:
like &, <, ?, #

Are there any abbreviations?
Example:
like e.g. or etc.

Are there writing in columns?

Are there any Roman numerals?
Example:
like VI, IX or XVI

Are there any words like doesn't, wasn't or couldn't?

Results for (username)
for the brochure named (title)
The longer the blue rectangle is, the better!
Examples:
This is a nearly perfect easy-to-read text
This is a very bad easy-to-read text
Your total score for the text you checked is:

Details of your score
Priority criteria:
Very Important criteria:
Important criteria:
[Print](#)
[End](#)
[Overview](#)
[Click here to see how to make your text better](#)

Thank you very much
for testing your text with this easy-to-read check-list.
Remember that this does not replace a real proof-reading
by people with intellectual disabilities!
Click on the "Close" button to end the checking
or on the "Back" button to come back were you were.

Overview
Question – Criteria – Yes – No - Change
Good language
People with intellectual disabilities involved
Short sentences
Information put in an easy to understand order
Clear and easy-to-read writing
Large writing
Easy to understand words or explanations
New sentence always start on a new line
Words split over 2 lines (with hypen)
Too much text on the pages
Images are supporting the text
Examples to explain things
Same word to describe the same thing
Address the reader directly
Positive sentences
Active language
Simple punctuation
All needed information is given
Text aligned left
Subject is explained clearly
Difficult ideas such as metaphors
Information about the same topic grouped together
Important information repeated
Difficult words explained more than once
Format easy to read follow and photocopy
1 type of writing
Pronouns are being used carefuly
Clear and easy to understand titles
Too much information, making it confusing
Main information is easy to find
Too many layers of subtitles or bullet points
Bullet points
First line of paragraphs aligned
Too narrow margins
Numbered pages
easy-to-read symbol on the cover page
Numbers written as digits
Present tense
Initials are used
Initials are explained
Graphics or tables are used
Graphics or tables are simple
Dates are written out in full
Images are good and right

Images are clear and easy to understand
Same style of images
Same image to explain the same thing
Words from a foreign language
Percentages or big numbers
Background making it difficult to read the text
Whole words written in capitals
Writing in colour
Foot-notes
Special characters
Abbreviations
Writing in columns
Roman numerals
Words like doesn't, wasn't or couldn't

Save as an excel table
Back to results

Advice on how to make your text (title)
easier to read and to understand.

- You should make sure that the language used is good for the people who will use this information.
- Make sure that people with intellectual disabilities are involved in the writing of your document, for example by proof-reading it.
  Make also sure that you acknowledge their participation somewhere in the document.
- Make your sentences shorter.
  You could do this by
  o writing only 1 idea per sentence
  o using a full stop to start a new idea, instead of using a comma or an "and".
- Try to re-order your information so it is easier to understand and follow
- Use a clear writing in all your text.
  This means do not use
  ° italic
  ° special design
  ° too close or too light writing
  ° sherif fonts
- Use a larger writing, at least the size of Arial 14
- There are still some difficult words in your document.
  Try to use words which are easier to understand.
  If you cannot use another word, make sure you give clear explanations.
- All your sentences should always start on a new line.
- Check that you never split a word over 2 lines.
  This is really not easy to read for people with intellectual disabilities

- There are too much texts on some of your pages.
  Make sure you leave enough spaces between the paragraphs.
  Make sure you do not write too much text.
- You should use images next to your text.
  This will help people who have some difficulties reading.
- You should use more examples in your text.
  Examples help people with intellectual disabilities to understand difficult things.
- Make sure you use the same word to speak about the same thing throughout your document.
  In normal texts, it is usual to try to find other words to say the same thing.
  In text that you want easy to read, it is better to always use the same word.
  Even if it does not "look nice".
  The important point is that it is easy to read for people with intellectual disabilities.
- You should talk directly to the readers at some points.
  This help people feel concerned and help them understand the text.
- Check your text and try to replace all negative sentences by positive ones
- Check your text and try to replace all passive language by active language
- The punctuation is too difficult in your text.
  Try to make it as simple as possible.
  Avoid all brakets, hypens, exclamation or question marks within a sentence.
- More information is needed in your text about "who the document is for" or "what it is about".
  You should be clearer in the presentation of the aims of your document.
- All your text should be aligned left.
  Make sure there is no centered or right-aligned paragraphs in your document.
- You should explain your subject more clearly.
- There are still some difficult ideas in your text.
  Make sure you do not use complex ideas or metaphors.
- You should group all the information about the same topic together.
- The important information of your document should be repeated more than once.
- If you have to use difficult words, explain them.
  And if you have to use them more than once, explain them more than once as well.
- The format you use is not so easy to read, follow and photocopy.
  You should consider using another format.
- There are several types of writing your text.
  This can be difficult for people with intellectual disabilities.
  Make sure you use only one type of writing.
- You should use pronouns more carefuly.
  At some point in your text, the reader does not understand anymore to what or whom you are refering to with your pronouns.

Try to use more often the real name of the thing or the person you are talking about.
- Your headings are not clear enough.
  Headings should tell you what the text underneath is about.
- You are sometimes giving too much information.
  This can be confusing for people.
  Make sure you give people only the information they need.
- Make sure the important information is easy to find.
  To do this, you could:
  – put this information at the beginning of the document
  – highlight the important information in bold
  – or put the important information in a box.
- You have too many layers of subtitles at some points in your text.
  This can be confusing for the readers.
  Make sure you keep a simple structure with your headings.
- You should use bullet points more often.
  A list of words separated by commas is not easy to read.
- Make sure to align the first line of your paragraphs with the text.
  It will make the reading easier.
- Make sure your margins are big enough.
  They are a bit too narrow for the moment.
- Remember to number the pages of your document.
  This will help people find their way within your document.
- Make sure to put an easy-to-read symbol
  on the cover page of your easy-to-read document.
  This will help people see that it is an easy-to-read document.
  There is a European Easy-to-read logo that you can use.
  It looks like this :
  You can download this logo for free at www.inclusion-europe.org/etr

- You are sometimes using words instead of digits when you write numbers.
  This is not easy to read.
  Make sure you always use digits.
- Check all your sentences with past tense and try to change them into present tense to make it easier to read.
- You are using initials in your text without explaining them.
  Many people might not know what you mean.
  Make sure to explain initials if you have to use some.
- The graphic or table you are using is not simple and easy to understand.
  Try to avoid it or make it more simple so it is easier to understand.
- When you use a date in a document, you should always write it in full, like Tuesday 13 October 2008 for example.
  Check your documents for dates which are not written in full.

- Make sure to use images that are good and right for the people the information is for.
  For example do not use children pictures when your text is for adults.
- The images you use should be clearer.
  You should also make sure that they go well with the text next to it.
- Try to use the same style of images throughout the whole document.
  Do not use pictures here, symbols there and drawings at a third place.
- Each time you talk about the same idea in your document,
  you should use the same image to explain it!
- There are words from a foreign language in your text, which people do not know very well and will have difficulties to understand.
  Try to use some other words.
- There are percentages or big numbers in your text.
  This is not easy to read.
  Instead, use words like "few" and "many" to explain what you mean.
- Avoid using background which make it difficult to read your text.
  Keep your design as simple as possible.
- Do not write whole words in capitals.
  This is not easy to read.
- Do not write whole words in colour.
  • some people cannot tell the difference between colours.
  • people might need to photocopy your document in black and white.
  Then the colours would not come out clearly.
  • Some colours do not stand out well against certain backgrounds.
  For example yellow writing on white paper is not easy to see.
- You are using some foot-notes in your document.
  This is not easy to read.
  Try to explain what you want to say within your text directly.
- Avoid all kind of special characters like \, &, <, § or #.
- Do not use any abbreviations.
  Always use the full words instead.
- Columns are not easy to read for many peolpe.
  Change your layout in your document so that you do not use column writing.
- Do not use any Roman numberals.
  Many people do not know them and will not understand them.
  Use usual numbers instead.
- Check all your document after words like doesn't, wasn't or couldn't.
  These are not easy to read forms.
  Replace them by the full words, like does not, was not or could not.
- Always ask people with intellectual disabilities to test your website.
- Add the words "easy-to-read"
  in the "meta-tag" of your homepage
  to make sure people can easily find your website.
  The meta-tag is a title which nobody can see.
  Only the search engines will find it

when looking for easy-to-read information.
The person creating your website should be able
to help you with this.

- Add some things to your website
that will make the information easier for people to understand.
For example, you could use a screen-reader.
A screen-reader reads out the words on the screen.
Or you could use short films
where people read and explain your texts.

- Avoid "pop up" pages.
These are new pages which appear by themselves,
if you have not clicked on anything.
"Pop ups" can be hard for some people to follow
and can be confusing.

- Ve careful with special programmes
like programmes to have very nice drawings.
They can be heavy.
They can make your website harder to access and less easy to run.

- Do not use any programme or pictures
which will make your website very slow to use.
Remember that sometimes, people have to use
old computers.
Or they have a very slow internet connection.

- Try to have a way for people
to find things easily on your website.
This is usually called a "search tool".

- Make sure that your homepage clearly shows
what the website is about.

- Put on your homepage
  - a telephone number
  - a postal address
  - an e-mail address of someone to contact.

  This way, people can contact you easily.

- Have big, clear buttons to change the size of the writing
for people who prefer bigger writing.

- Use big, clear buttons on every page so people can move easily from one
page to another.

- Make sure it is always easy for people
to see which part of the website they are in.
The navigation bar should clearly show this.

- Make sure people do not have to click more than once
to get back to the home page.

- Always put the same navigation bar in the same place throughout the website.
  This way people can get used
  to the different parts they can find on your website.

- Your main navigation bar
  should not have more than 7 or 8 main headings.

- Make sure the headings of the navigation bar
  are clear and easy to understand.
  If you feel they are too difficult,
  you can explain with more details on your homepage
  what people will find under the different headings.

- If you choose to have a second navigation bar,
  make sure it does not stand out as the main one.

- Do not put too much information on the screen.
  Where possible, try to fit all the information on the screen
  so that people do not have to scroll down to see all the information.
  If people will need to scroll down, put a text menu at the top.
  A text menu is a list of the main sections of your text.
  You should also give the possibility at the end of each section
  to easily go back to the top of the page.

- Make sure people will not have to move the page
  from left to right to read the text.

- Leave spaces between each paragraph of text on the screen,
  as you would do between paragraphs on a printed document.

- Do not have animations on the screen.

- Use underlining only for links.
  Do not underline headings or words which are not links
  because people will try to click on it to find more information.

- When you create links to other pages,
  make sure it is clear what information people will find
  on these new pages.

- Avoid links which are difficult to read.
  If the link is too long, you should hide it behind an easy word.

- Use the same colour-coding as usual for the links on your website.

- It is better if only words link with new information.
  It is not easy if people have to click on pictures or photographs
  to find new information.
  So avoid putting a link to a new page behind an illustration.
  When you create an accessible CD-rom,
  make sure the case is also in easy-to-read format.

- Try creating a CD-rom which works with all programmes.
  If your CD-rom needs special programmes,
  write it on the case.

- Your CD-rom should start automatically when put in the CD-rom drive. Easy-to-read information should come first explaining "how to use this CD-rom".

Print
Back to main results

The webpage you are viewing is trying to close the window.
Do you want to close this window?