

# VPAT Accessibility Conformance Report

(Based on ITI VPAT<sup>®</sup>)

Name of Product	<b>RADPrimer</b>
Date Last Updated	January 30, 2026
Completed by	Amy Li (Elsevier Digital Accessibility Team)
Applicable Standards/Guidelines	This document rates RADPrimer according to the <a href="#">W3C WCAG 2.1 A and AA</a> requirements.
Contact for More Information	Elsevier Digital Accessibility Team <a href="mailto:accessibility@elsevier.com">accessibility@elsevier.com</a>
Testing Tools and Methods	<ul style="list-style-type: none"><li>• Hands-on keyboard operation</li><li>• DevTools/Code inspection</li><li>• Chrome 143.0.7499.193 on Windows 11 23H2</li><li>• NVDA screen reader 2025.3</li><li>• WAVE and aXe Browser Extensions</li><li>• Colour Contrast Analyzer</li><li>• <a href="#">W3C Web Accessibility Initiative (WAI) Pages</a></li><li>• <a href="#">Elsevier Accessibility Checklist</a></li></ul>
Document Sections	This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections: <ul style="list-style-type: none"><li>• Visuals</li><li>• Keyboard</li><li>• Headings and Structure</li><li>• Labeling</li><li>• Multimedia</li><li>• Usability</li><li>• Mobile User Experience</li></ul>
Pages/Areas Covered	<ul style="list-style-type: none"><li>• <b>Educator and Learner:</b> Sign in, Header, Footer, View Lesson Learning Objectives and Topics</li><li>• <b>Educator:</b> View and Add Lesson to Existing Assignments, Review Questions, Reporting Page, Assignments Page (Educator), Create and Manage Assignment, Assign Learners Page</li><li>• <b>Learner:</b> View a Lesson Topic, Tutored Practice Quiz, Testing Practice Quiz, Assessment Page, Performance Page, Bookmarks Panel, Lesson selection, Mark lesson progress, Practice Quiz and Activity Overview Sections (on right side of most curriculum pages), Assignments Page (Learner), Take Pre-test/Post-test</li></ul>
Terms	<ul style="list-style-type: none"><li>• <b>Supports:</b> The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation.</li><li>• <b>Partially supports:</b> Some functionality of the product does not meet the criteria.</li><li>• <b>Does not support:</b> Majority of functionality of the product does not meet the criteria.</li><li>• <b>Supports (N/A):</b> According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."</li></ul>

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Notes/Terminology

- “AT” stands for Assistive Technology such as screen readers, voice input, etc.
  - In addition to the Educator and Learner roles, the product includes a Professional role. The Professional role mirrors the Learner role’s course experience.
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## Conformance Summary

WCAG 2.1 Success Criterion	Level	Evaluation
1.1.1: Non-text Content	A	Does not support
1.2.1: Audio-only and Video-only (Prerecorded)	A	Supports (N/A)
1.2.2: Captions (Prerecorded)	A	Supports (N/A)
1.2.3: Audio Description or Full Text Alternative	A	Supports (N/A)
1.2.4: Captions (Live)	AA	Supports (N/A)
1.2.5: Audio Description	AA	Supports (N/A)
1.3.1: Info and Relationships	A	Partially supports
1.3.2: Meaningful Sequence	A	Partially supports
1.3.3: Sensory Characteristics	A	Supports
1.3.4: Orientation (2.1)	AA	Supports
1.3.5: Identify Input Purpose (2.1)	AA	Supports
1.4.1: Use of Color	A	Partially supports
1.4.2: Audio Control	A	Supports (N/A)
1.4.3: Contrast (Minimum)	AA	Partially supports
1.4.4: Resize text	AA	Supports
1.4.5: Images of Text	AA	Partially supports
1.4.10: Reflow (2.1)	AA	Does not support
1.4.11: Non-Text Contrast (2.1)	AA	Partially supports
1.4.12: Text Spacing (2.1)	AA	Supports
1.4.13: Content on Hover or Focus (2.1)	AA	Supports
2.1.1: Keyboard	A	Does not support
2.1.2: No Keyboard Trap	A	Supports
2.1.4: Character Key Shortcuts (2.1)	A	Partially supports
2.2.1: Timing Adjustable	A	Does not support
2.2.2: Pause, Stop, Hide	A	Supports (N/A)
2.3.1: Three Flashes or Below Threshold	A	Supports (N/A)
2.4.1: Bypass Blocks	A	Does not support
2.4.2: Page Titled	A	Partially supports
2.4.3: Focus Order	A	Partially supports
2.4.4: Link Purpose (In Context)	A	Supports
2.4.5: Multiple Ways	AA	Supports
2.4.6: Headings and Labels	AA	Supports
2.4.7: Focus Visible	AA	Partially supports
2.5.1: Pointer Gestures (2.1)	A	Supports (N/A)
2.5.2: Pointer Cancellation (2.1)	A	Supports
2.5.3: Label in Name (2.1)	A	Supports
2.5.4: Motion Actuation (2.1)	A	Supports (N/A)
3.1.1: Language of Page	A	Does not support
3.1.2: Language of Parts	AA	Supports (N/A)

WCAG 2.1 Success Criterion	Level	Evaluation
3.2.1: On Focus	A	Supports
3.2.2: On Input	A	Partially supports
3.2.3: Consistent Navigation	AA	Supports
3.2.4: Consistent Identification	AA	Supports
3.3.1: Error Identification	A	Supports
3.3.2: Labels or Instructions	A	Partially supports
3.3.3: Error Suggestion	AA	Supports
3.3.4: Error Prevention (Legal, Financial, Data)	AA	Supports (N/A)
4.1.1: Parsing	A	Supports
4.1.2: Name, Role, Value	A	Does not support
4.1.3: Status Messages (2.1)	AA	Does not support

## WCAG 2.1 A and AA Success Criteria

### Visuals

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">1.1.1: Non-Text Content</a> (A) Provide text alternatives for non-text content (e.g. images)	Does not support	Except for the RADPrimer logo (when logged in), all images lack text equivalent such as the messaging, help and settings image controls in the header, bookmark image buttons, table of content image buttons, open/close table image buttons. Only when viewing the larger view of the images in the “Topics” pages there may be captions visibly next to the image however the image itself is not identified so there is no programmatic way to know that AT users are currently viewing an image programmatically or which image they selected.
<a href="#">1.3.3: Sensory Characteristics</a> (A) Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound	Supports	There are no instructions or areas of content which rely solely on sensory characteristics.
<a href="#">1.4.1: Use of Color</a> (A) Color is not used as the only visual means of conveying info	Partially supports	In most instances, when color is used as a means of conveying information, another visual method is also used to convey the information without color.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li>• <b>View and Add Lessons to Existing Assignment:</b> When selecting lessons to add to an existing assignment the only visual indicate of selection is a color change.</li> <li>• <b>Create and Manage Assignments:</b> Under the Selected Lesson section, the link or button text only uses color to visually indicate that they are actionable.</li> </ul>
<a href="#">1.4.3: Color Contrast (Minimum)</a> (AA) Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text)	Partially supports	Some text within the product meets the required contrast ratio, such as body text on Learning Object and Topic pages where black text appears on a white background and conforms to the 4.5:1 contrast ratio requirement. However, numerous interactive elements including text buttons, links, and some forms do not consistently meet minimum contrast requirements throughout the site. These low-contrast elements may present barriers for users with low vision or color-vision deficiencies.
<a href="#">1.4.4: Resize Text</a> (AA) Text can be enlarged up to 200% without loss of functionality.	Supports	Text may be enlarged to 200% while preserving functionality of content in most instances.
<a href="#">1.4.5: Images of Text</a> (AA) Text is used rather than images of text, except where the presentation of text is essential, such as logos	Partially supports	No images of text are used other than for logos or essential presentation in most areas.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li>• <b>Bookmarks Panel:</b> The “Bookmarks” button text is an image of text.</li> </ul>

<p><a href="#">1.4.10: Reflow</a> (AA) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> <li>• Vertical scrolling content at a width equivalent to 320 CSS pixels;</li> <li>• Horizontal scrolling content at a height equivalent to 256 CSS pixels..</li> </ul>	Does not support	At 1280px display at 150% zoom or higher the application requires 2-dimensional scrolling.
<p><a href="#">1.4.11: Non-Text Contrast</a> (AA) User interface components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s).</p>	Partially supports	Some non-text elements within the product provide sufficient contrast with adjacent colors, such the image buttons in the header and the checkboxes in the Assignments (Educator). However, many interactive components including icons, some form borders, progress bar indicators, accordion icons and other graphical user interface elements do not consistently meet the required 3:1 contrast ratio against adjacent colors. Insufficient contrast of these non-text elements may hinder users with low vision or color-vision deficiencies in identifying controls, states, and interactive regions.
<p><a href="#">1.4.12: Text Spacing</a> (AA) In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property:</p> <ul style="list-style-type: none"> <li>• Line height (line spacing) to at least 1.5 times the font size;</li> <li>• Spacing following paragraphs to at least 2 times the font size;</li> <li>• Letter spacing (tracking) to at least 0.12 times the font size;</li> </ul>	Supports	Users may adjust the text spacing of content on pages to the minimum baseline properties without causing loss of content or functionality.

<ul style="list-style-type: none"> <li>Word spacing to at least 0.16 times the font size.</li> </ul>		
<p><a href="#">1.4.13: Content on Hover or Focus</a> (AA)</p> <p>Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> <li>Dismissible</li> <li>Hoverable</li> <li>Persistent</li> </ul>	Supports	No applicable instances of content that may appear on hover or focus.
<p><a href="#">2.3.1: Three Flashes or Below Threshold</a> (A)</p> <p>No more than three flashes in a 1-second period, or the flashes are below the defined thresholds</p>	Supports (N/A)	No flashing content exists.

## Keyboard

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.3.2: Meaningful Sequence</a> (A)</p> <p>The correct reading sequence can be programmatically determined</p>	Partially supports	<p>The correct reading sequence is typically logical and programmatically determinable, with the DOM order according with the visual order in most areas.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li><b>Header:</b> The messages, help and setting icons are visually last in the header but in the code order it is first in the header.</li> <li><b>Bookmarks Panel:</b> The bookmarks panel is visually in the main content however in the code order it is before the header.</li> <li><b>Practice Quiz and Activity Overview, Activity Page:</b> The input field under the Number of Questions section visually appears after the list of number options but in the code order comes before the list of number options.</li> <li><b>View a Lesson Topic:</b> When a user opens an image caption panel via the caption image button the image caption opens someone above the page in the HTML code order instead of after as expected.</li> <li><b>View and Add Lessons to Existing Assignments:</b> The "Add this Lesson to Existing Assignments" dialog is somewhere towards the bottom of the HTML DOM order and not immediately after it's "Add" button.</li> <li><b>Review Questions:</b> The "x" button is visually on the top of the page but in the code order is last in the page. When a user opens an image caption panel via the caption image button the</li> </ul>

		<p>image caption opens somewhere above the page in the HTML code order instead of after as expected.</p> <ul style="list-style-type: none"> <li>• <b>Reporting Page:</b> The accordion panel content is not immediately after the accordion button in the HTML DOM order.</li> </ul>
<p><a href="#">2.1.1: Keyboard</a> (A) All functionality is available from a keyboard, except for tasks such as drawing</p>	Does not support	Although there is keyboard focus for some parts of the product the vast majority of the product's main functionality such as creating bookmarks, answering quiz questions, marking progress on lessons, assigning lessons cannot be completed by keyboard-only operation.
<p><a href="#">2.1.2: No Keyboard Trap</a> (A) The user can use the keyboard to move through page elements and is not trapped on a particular element</p>	Supports	No pages have a keyboard trap.
<p><a href="#">2.1.4: Character Key Shortcuts</a> (A) If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• Turn off</li> <li>• Remap</li> <li>• Active only on focus</li> </ul>	Partially supports	<p>The site does not use any character key shortcuts.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Tutored Practice Quiz, Testing Practice Quiz, Review Questions, Take Pre-test/Post-test:</b> when viewing quiz/test questions, shortcut keys are provided, the C, M, S, F and Left Arrow and Right Arrow keys overlap common keys used for various screen reader applications.</li> </ul>
<p><a href="#">2.4.3: Focus Order</a> (A) Users can tab through the elements of a page in a logical order</p>	Partially supports	<p>Tab order is largely logical across the site and preserves the meaning and operability of content in most instances.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Header:</b> The help and settings icon button appear visually as the last items in the header but in the focus order they are first.</li> <li>• <b>Practice Quiz and Activity Overview, Activity Page:</b> The input field under Number of questions form visually is after the list of number options but in the focus order it is before the list of number options.</li> <li>• <b>View a Lesson Topic:</b> When the image dialog view is opened, focus does not move to the dialog and when the dialog is closed focus doesn't move back to image button that opened it.</li> <li>• <b>Tutored Practice Quiz, Testing Practice Quiz, Review Questions, Take Pre-test/Post-test:</b> When the Feedback or Author details dialog is opened or closed focused is not managed to move to the dialog when opened and move back to the button when it is closed. When the "Jump to" button (coded as an accordion disclosure) is activated, focus</li> </ul>

		<p>unexpectedly moves to the form when the Jump to button is expanded. The “x” button visually is on the top of the page, but the focus order of the button is towards the bottom of the focus order. When the magnification glass image button activated it opens a zoomed in view, but focus does not go to the zoom-in view of the image, similarly the magnification glass button in the zoomed-in view to return to the zoomed-out view does not move focus back when going back to the zoomed-out view.</p> <ul style="list-style-type: none"> <li>• <b>View and Add Lessons to Existing Assignments:</b> The "Add this Lesson to Existing Assignments" dialog is somewhere towards the bottom of the HTML DOM order and not immediately after it's "Add" button and focus order managed when this dialog is opened or closed.</li> <li>• <b>Assignments (Educator):</b> When activating the new assignment button a pop-up opens, and focus moves to the popup unexpectedly.</li> <li>• <b>Create and Manage Assignments:</b> The Archive and Clone buttons are in the reverse HTML code order than the visual order they are visually presented.</li> <li>• <b>Assign Learners Page:</b> When an error dialog is triggered, focus does not move to the dialog.</li> </ul>
<p><a href="#">2.4.7: Focus Visible</a> (AA) The page element with the current keyboard focus has a visible focus indicator</p>	Partially supports	<p>Almost all elements across the site have a decent visible indication of focus – the focus indicator is typically the default browser outline style.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity Page:</b> The checkboxes lack visible focus indicators.</li> </ul>
<p><a href="#">3.2.1: On Focus</a> (A) When a UI component receives focus, this does not trigger unexpected actions.</p>	Supports	<p>Focusable elements do not cause unexpected actions/changes of context when receiving focus.</p>

## Headings and Structure

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.3.1: Information and Relationships</a> (A) Info, structure, and relationships can be programmatically determined</p>	Partially supports	<p>Some content is distinguishable via semantic structure and relationships. A logical heading order reflecting page organization and content is programmatically determinable on some pages. Tables are marked appropriately with table markup.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Form labels:</b> The forms in the product either lack a label altogether or there is no programmatic association between the visual label and its form element.</li> <li>• <b>List and groups of related items:</b> Where there is a list or group of related items such as the nav menu, the radio button groups, breadcrumbs, there is no clear programmatic structures to indicate that these are related items. The programmatic structures may not reflect the visual structure such as the list hierarchy in the Bookmarks Panel. Sometimes</li> </ul>

		<p>list mark up is provided for non-list items. Form groups are not coded as such to be programmatically determinable.</p> <ul style="list-style-type: none"> <li>• <b>Headings:</b> Heading are either not marked as headings or the heading level hierarchy structure does not match the visual hierarchy on many pages.</li> <li>• <b>Dialogs:</b> The modal dialogs have no programmatic grouping structure to indicate it's a modal type of dialog area; these are currently presented as normal next inline within the page; they are only visually styled to look like modal dialogs.</li> </ul>
<p><a href="#">2.4.1: Bypass Blocks</a> (A) Users can bypass repeated blocks of content.</p>	Does not support	No "Skip to Main Content" skip navigation link is provided. Although some pages may have some headings, for most pages there is no other method to skip the repetitive items in the header.
<p><a href="#">2.4.6: Headings and Labels</a> (AA) Headings and labels are clear and consistent.</p>	Supports	Headings and labels used are typically clear and descriptive. For example, most pages feature visually distinct and programmatically determinable main and secondary headings to help distinguish content.
<p><a href="#">3.1.1: Language of Page</a> (A) The language of the page is specified</p>	Does not support	Except for the sign in screens, the default page language is not defined appropriately as lang="en".
<p><a href="#">3.1.2: Language of Parts</a> (AA) Specify the language of text passages that are in a different language than the default language of the page.</p>	Supports (N/A)	There are no sections of text that do not match the default language of the page.
<p><a href="#">4.1.1: Parsing</a> (A) Use valid, error-free HTML</p>	Supports	<p>HTML and CSS typically pass concerning these 4 specific criteria:</p> <ul style="list-style-type: none"> <li>(i) elements have complete start and end tags,</li> <li>(ii) elements are nested according to their specifications</li> <li>(iii) elements do not contain duplicate attributes</li> <li>(iv) any IDs are unique, except where the specifications allow these features.</li> </ul> <p>Note: There may be other general HTML validation errors outside the scope of this criterion. WCAG 2.1 Errata notes: "This Success Criterion should be considered as always satisfied for any content using HTML or XML."</p>

## Labeling

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.3.5: Identify Input Purpose</a> (AA) The purpose of each input field collecting information about the user can be programmatically determined when:</p>	Supports	The only pages featuring applicable form elements that collect such information about the user are the Sign in and Registration pages. The appropriate autocomplete attributes are implemented in several fields to facilitate auto-fill.

<ul style="list-style-type: none"> <li>• The input field serves a purpose identified in the Input Purposes for User Interface Components section; and</li> <li>• The content is implemented using technologies with support for identifying the expected meaning for form input data.</li> </ul>		
<p><a href="#">2.4.2: Page Titled</a> (A) The page has a title describing its topic or purpose</p>	Partially supports	<p>A descriptive title is present for most pages however it makes lack consistency in naming schemes.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Sign In:</b> When going through the sign in, forgot password or redeem a registration ID, the page title does not update to reflect the specific purpose of each page it remains "RADPrimer - Login".</li> <li>• <b>Lesson Selection:</b> When selecting a lesson the page titles does consistently update to reflect the current page's purpose.</li> <li>• <b>Tutored Practice Quiz, Testing Practice Quiz:</b> The title is "Assessment" instead of the name of the quiz.</li> <li>• <b>View and Add Lessons to Existing Assignments:</b> The title refers to "Topics" on the Lesson pages.</li> <li>• <b>Create and Manage Assignments:</b> When adding lessons to the assignment, users are directed to an "Add Lessons" page, the page &lt;title&gt; for this page is "Add Assignees".</li> <li>• <b>Assign Learners:</b> There is no &lt;title&gt; element.</li> <li>• <b>Reporting:</b> When viewing any learner's progress, the page document &lt;title&gt; is always "Performance" and doesn't indicate the Learner's name and in the page itself there is no mention of the word "Performance".</li> </ul>
<p><a href="#">2.4.4: Link Purpose (In Context)</a> (A) The purpose of each link can be determined from the link text or surrounding context.</p>	Supports	An identifiable purpose may be deduced for links from the link text or surrounding context.
<p><a href="#">2.5.3: Label in Name</a> (A) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p>	Supports	User interface components that have visible text contain that text consistently within the accessible name.

<p><a href="#">3.2.4: Consistent Identification</a> (AA) UI components used across the web site are identified consistently on every page.</p>	Supports	Components are typically consistent across the site and identified consistently where they perform the same function across pages.
<p><a href="#">3.3.1: Error Identification</a> (A) Input errors are clearly marked and described to the user.</p>	Supports	Errors are identified and presented well visually. For many inputs, errors are typically validated before form submission. Error messages are announced to AT.
<p><a href="#">3.3.2: Labels or Instructions</a> (A) Items requiring user input are clearly labeled or have clear instructions.</p>	Partially supports	<p>Labels or instructions are provided for most form elements, most of which are programmatically associated with their inputs.</p> <p>Note: see SC 1.3.1 for exceptions where visible labels may not be programmatically associated with inputs.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Mark Progress:</b> There are no instructions or labels to indicate that clicking on the checkboxes marks the progress. And no explanation what each visual state represents.</li> <li>• <b>Practice Quiz and Activity Overview:</b> There is no form label visual or programmatic for the input field option that allows users to input the custom number of questions used in the quiz.</li> <li>• <b>Activity Page:</b> The selected all checkboxes lack visible instruction and labels to indicate that these are select all type of checkboxes, the text next to these checkboxes only indicate the currently selected amount of checkboxes which may or not be all of them. There is no form label visual or programmatic for the input field option that allow users to input the custom number of questions used in the quiz.</li> <li>• <b>View and Add Lessons to Existing Assignments:</b> The search form inside the "Add this Lesson to Existing Assignments" dialog is not labeled and doesn't have a programmatic label.</li> <li>• <b>Assignments (Educator):</b> The filter select and search input fields lack labels. The page updates as a user type into the search form, no instructions on how the search form works and there is no feedback that the page updates. The checkboxes to archive the assignments have no labels and instructions on how they are meant to be used.</li> <li>• <b>Create and Management:</b> All the forms (select, input, checkboxes) do not have labels.</li> <li>• <b>Assign Learners:</b> There are no instructions on the expected date format for the date forms. None of the forms to assign learners have a label.</li> </ul>
<p><a href="#">3.3.3: Error Suggestion</a> (AA) When the user makes an input error, give suggestions for valid input.</p>	Supports	The nature of content would largely not give rise to opportunities for error suggestions, but relevant helpful suggestions are occasionally provided in text.

<p><a href="#">4.1.2: Name, Role, Value</a> (A) For all UI components, the name, value, and role can be programmatically determined.</p>	Does not support	Although there are some UI components that contain adequate name and role such as buttons for some parts of the product, the vast majority of the product’s main functionality such as creating bookmarks, answering quiz/testing questions, marking progress, assigning lessons cannot be programmatically determinable by ATs such as screen readers.
<p><a href="#">4.1.3: Status Messages</a> (AA) In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.</p>	Does not support	<p>Status messages, while uncommonly encountered, are typically not announced by assistive technology.</p> <p><b>Such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Tutored Practice Quiz:</b> When a user completed their answers, there is a “% Peer Average” note on the page, this is not notified to the AT. When a user activates an answer, there is immediate inline feedback to indicate if the select answer was correct or incorrect accompanied by an explanation, this feedback is not notified to the AT user.</li> <li>• <b>Activity Page:</b> When a user marks an item as complete, the item disappears from the page and gets moved to the “Complete” tab, this is not notified to the AT user.</li> </ul>

## Multimedia

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.2.1: Audio-only or Video-only (Prerecorded)</a> (A) Provide alternatives for pre-recorded audio-only or video-only content.</p>	Supports (N/A)	There is no prerecorded audio-only or video-only content.
<p><a href="#">1.2.2: Captions (Prerecorded)</a> (A) Provide captions for prerecorded audio</p>	Supports (N/A)	There is no prerecorded audio content
<p><a href="#">1.2.3: Audio Description or Media Alternative (Prerecorded)</a> (A) Provide alternatives for prerecorded synchronized audio/video</p>	Supports (N/A)	There is no prerecorded synchronized audio/video content
<p><a href="#">1.2.4: Captions (Live)</a> (AA) Provide captions for live audio in synchronized audio/video.</p>	Supports (N/A)	There is no synchronized audio/video content nor live audio.

<a href="#">1.2.5: Audio Description (Prerecorded)</a> (AA) Provide an audio description of pre-recorded video.	Supports (N/A)	No audio descriptions are provided for video in audiovisual content.
<a href="#">1.4.2: Audio Control</a> (A) Audio can be paused and stopped, or the audio volume can be changed.	Supports (N/A)	No pages feature audio that plays automatically.
<a href="#">2.2.2: Pause, Stop, Hide</a> (A) Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information.	Supports (N/A)	There is no moving, scrolling, or auto-updating information for which the criterion is applicable.

## Usability

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">2.2.1: Timing Adjustable</a> (A) Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended	Does not support	The session time is less than 20 hours without warning or options turn off or extend the session time.
<a href="#">2.4.5: Multiple Ways</a> (AA) More than one way is available to navigate to other web pages.	Supports	All pages (except steps/results of a process) may typically be located and accessed in multiple ways. For example, main navigation is consistently available across pages, and secondary navigation is often present in the form of breadcrumb trails representing page hierarchy.
<a href="#">3.2.2: On Input</a> (A) Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context.	Partially supports	User input, such as changing the values of form elements, does not initiate unexpected actions or changes in context.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li><b>Tutored Practice Quiz, Testing Practice Quiz, Review Questions, Take Pre-text/Post-test:</b> When activating the “Jump to” disclosure button focus is unexpectedly moved to form inside a popup dialog. When interacting with the next and previous image buttons are activated there is no indication that the image has updated.</li> </ul>
<a href="#">3.2.3: Consistent Navigation</a> (AA) Navigation menus are in the same location	Supports	Navigation menus are consistent across pages. For example, global navigation links in the header are consistent across pages, occurring in the same order.

and order on every web page.		
<a href="#">3.3.4: Error Prevention (Legal, Financial, Data)</a> (AA) For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted.	Supports (N/A)	There are no submissions which require legal or financial commitments.

## Mobile User Experience

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">1.3.4: Orientation</a> (AA) Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.	Supports	Pages do not restrict view and operation of content to a single orientation.
<a href="#">2.5.1: Pointer Gestures</a> (A) All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.	Supports (N/A)	Pages do not utilize or require multipoint or path-based gestures for any functionality.
<a href="#">2.5.2: Pointer Cancellation</a> (A) For functionality that can be operated using a single pointer, at least one of the following is true: <ul style="list-style-type: none"> <li>• No Down-Event</li> <li>• Abort or Undo</li> <li>• Up Reversal</li> <li>• Essential</li> </ul>	Supports	All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel.
<a href="#">2.5.4: Motion Actuation</a> (A)	Supports (N/A)	There is no content that utilizes device or user motion.

<p>Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <ul style="list-style-type: none"><li>• Supported Interface</li><li>• Essential</li></ul>		
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