



Brightspace Core Web Content Accessibility Guidelines (WCAG) 2.0 Checklist

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Introduction

At D2L we share your goal of providing equal and inclusive learning opportunities to all individuals. Accessibility is not a checklist at D2L; it is a commitment to empower and engage individuals in their learning goals. We work closely with our clients to develop comprehensive solutions that are flexible to the individual needs of institutions, instructors and students. We offer products that make it easy for users to navigate, understand, and respond to your learning materials using the assistive technologies and devices that support their needs.

Accessibility best practices are built into our design and development processes. As part of quality assurance, our products are checked for compliance with accessibility standards based on the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 (Levels A and AA). Points of non-compliance are transparently reported as exceptions in the product's WCAG checklist. These exceptions are raised as high priority software defects, and scheduled/remediated as such in our backlog. Checklists are revised periodically to reflect the latest position.

Compliance of Brightspace Core 10.7.x with Level A and AA of the WCAG 2.0 as outlined in this checklist is applicable to both Daylight and Non-Daylight views.

Key accessibility features

Keyboard-only navigation

- Logical tab order and visible tab stops.
- Skip to main content links.
- Ability to simplify page layouts and collapse secondary content.
- Full keyboard accessibility.

Screen magnification, zooming, and color contrast technologies

- Standard page designs so it is easy to find similar functionality across tools.
- Support for browser and assistive technology scaling (zooming), magnifying and contrast options.
- Ability to override system styles with custom style sheets.
- Good color contrast on all system styles.
- System information is not communicated by color alone.
- Built-in user account settings to adjust font size and style.

Screen reader technologies

- Focus on standards-compliant designs to improve interoperability with assistive technologies.
- Consistent and unique headings, links, buttons, and image descriptions.
- Table row headings, column headings and summaries.
- Descriptive form field labels, including field sets.
- Good indication of context changes, including new windows, expanded or collapsed content, and dynamic page changes.
- Wide adoption of ARIA landmarks and alerts.

Other features

- Student/course participant pages focus on lower-secondary or earlier reading level.
- Ability to support common accommodations through special access and release conditions.

WCAG 2.0 Checklist

Success Criteria	Comments
<p>Guideline 1.1 – Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.</p>	
<p>1.1.1 – Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)</p> <ul style="list-style-type: none"> • <i>Controls, Input:</i> If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.) • <i>Time-Based Media:</i> If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.) • <i>Test:</i> If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. • <i>Sensory:</i> If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. • <i>CAPTCHA:</i> If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. • <i>Decoration, Formatting, Invisible:</i> If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology. 	<p>Yes. However, users control their own content.</p> <p>Non-text content has a text alternative. Decorative content uses alt="".</p> <p>Controls/inputs have descriptive, contextual labels or title attributes.</p> <p>Alt text for system icons is unique and identifies which object an action applies to.</p> <p>The HTML Editor requests alt text when users insert images.</p> <p>Pages work well with custom style sheets and disabled style sheets (if the account setting to use pop-up windows instead of modal dialogs is selected).</p> <p>Grade scheme color selection offers a selection of low contrast colors; status is also communicated through numbers or text.</p> <p>The Content and Dropbox tools use a PDF based document viewer to display common document and image formats inline. A text-based alternative that retains most markup is available to all users as a toggle view. Users have the option to download files instead.</p> <p>Exceptions:</p> <p>The grab handle for the WYSIWYG editor does not have alt text.</p> <p>The on/off status of classifications in the instructional design wizard is not available non-visually.</p>

Success Criteria	Comments
Guideline 1.2 – Time-based Media: Provide alternatives for time-based media.	
<p>1.2.1 – Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: (Level A)</p> <ul style="list-style-type: none"> • <i>Prerecorded Audio-only:</i> An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. • <i>Prerecorded Video-only:</i> Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. 	<p>Not applicable. Users control their own content.</p>
<p>1.2.2 – Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p>	<p>Not applicable. Users control their own content.</p> <p>When users upload video files to the Content tool, video topics render using a fully accessible video player. This video player supports the ability to upload SRT files that play as closed captions.</p> <p>Exceptions:</p> <p>The Video Note feature does not support captions, audio descriptions or transcripts.</p> <p>Video upload through “quick reflect” in ePortfolio does not prompt users for captions.</p>
<p>1.2.3 – Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p>	<p>Not applicable.</p> <p>Users control their own content.</p>
<p>1.2.4 – Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)</p>	<p>Not applicable.</p> <p>Users control their own content.</p>

Success Criteria	Comments
<p>1.2.5 – Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)</p>	<p>Not applicable. Users control their own content.</p> <p>Exception:</p> <p>The video player for Content topics and the video note feature do not currently support an audio description track.</p>
<p>1.2.6 – Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA)</p>	<p>Not applicable. Users control their own content.</p>
<p>1.2.7 – Extended Audio Description (Prerecorded): Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media. (Level AAA)</p>	<p>Not applicable. Users control their own content.</p>
<p>1.2.8 – Media Alternative (Prerecorded): An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media. (Level AAA)</p>	<p>Not applicable. Users control their own content.</p>
<p>1.2.9 – Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)</p>	<p>Not applicable. Users control their own content.</p>

Success Criteria	Comments
Guideline 1.3 – Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.	
<p>1.3.1 – Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)</p>	<p>Yes. Headings and ARIA landmarks are used to help convey presentation.</p> <p>Links and images are unique and contextual making it easy for users to navigate options.</p> <p>Tables mostly use row and column headers. Table headers use scope attribute where appropriate.</p> <p>ARIA is used to communicate context menus, dynamic page changes and alerts. When pop-up window option is selected instead of modal dialogs, pages are rendered linear and read clearly without style sheets.</p> <p>ARIA expanded/collapsed markup is not used to indicate menu states. This state is communicated through link names instead.</p> <p>Brightspace does not use image maps.</p> <p>Exceptions:</p> <p>The success notification for the “add” action in blog doesn’t give non-visual feedback.</p>
<p>1.3.2 – Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)</p>	<p>Yes. Headings and ARIA landmarks are used to help convey relationships between content.</p> <p>Pages are linear and read clearly without style sheets.</p>
<p>1.3.3 – Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)</p> <p>Note: For requirements related to color, refer to Guideline 1.4.</p>	<p>Yes. Any concepts suggested through shape, size, visual location, orientation, or sound is also communicated through language. Textual equivalents may be visible or hidden (alt text, titles, ARIA alerts, etc.).</p>

Success Criteria	Comments
<p>Guideline 1.4 – Distinguishable: Make it easier for users to see and hear content including separating foreground from background.</p>	
<p>1.4.1 – Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.</p>	<p>Yes. However, users control their own content.</p> <p>Information conveyed through font styling or color is also communicated through language.</p> <p>Electronic forms use standard HTML mark-up and item labeling. ePortfolio themes provide several color options.</p> <p>Invisible spans are added to provide “selected” text to areas.</p> <p>When color is used for warning and confirmation messages, the associated text communicates meaning clearly on its own.</p> <p>Tool menus and tabs use highlighting to indicate current location. This information is also communicated by headings and selected states</p> <p>The Grades tool allows grade ranges to be associated with colors and symbols. Text is also required.</p> <p>Exceptions:</p> <p>A few tables use shading alone to indicate new sections or categories.</p> <p>The User Progress and Content tools use color alone to indicate the current active sub-area.</p> <p>Disabled states in the menu in “Manage Files” are communicated through color alone.</p>

Success Criteria	Comments
<p>1.4.2 – Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>Yes. However, users control their own content.</p> <p>Brightspace does not use audio.</p>
<p>1.4.3 – Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)</p> <ul style="list-style-type: none"> • <i>Large Text:</i> Large-scale text and images of large-scale text have a contrast ratio of at least 3:1. • <i>Incidental:</i> Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • <i>Logotypes:</i> Text that is part of a logo or brand name has no minimum contrast requirement. 	<p>Yes. However, users control their own content.</p> <p>Exception:</p> <p>In ePortfolio, the settings page help text, the “drop files here” invitation, and the content area names within ePortfolio presentations do not have sufficient contrast.</p>
<p>1.4.4 – Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p>	<p>Yes. However, users control their own content.</p> <p>User account settings are available for adjusting font face and size.</p> <p>Icons and text resize with browser (and other technology) scaling/zooming options.</p>

Success Criteria	Comments
<p>1.4.5 – Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA)</p> <ul style="list-style-type: none"> • <i>Customizable:</i> The image of text can be visually customized to the user's requirements; • <i>Essential:</i> A particular presentation of text is essential to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>Yes. However, users control their own content.</p> <p>Images of text are not used.</p> <p>Equations authored in D2L's Equation Editor are stored as MathML and output as MathML in browsers where supported.</p>
<p>1.4.6 – Contrast (Enhanced): The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: (Level AAA)</p> <ul style="list-style-type: none"> • <i>Large Text:</i> Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1. • <i>Incidental:</i> Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • <i>Logotypes:</i> Text that is part of a logo or brand name has no minimum contrast requirement. 	<p>Not tested. Users control their own content.</p>

Success Criteria	Comments
<p>1.4.7 – Low or No Background Audio: For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA)</p> <ul style="list-style-type: none"> • <i>No Background:</i> The audio does not contain background sounds. • <i>Turn Off:</i> The background sounds can be turned off. • <i>20 dB:</i> The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. <p>Note: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.</p>	<p>Not applicable. Users control their own content.</p>
<p>1.4.8 – Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA)</p> <ol style="list-style-type: none"> 1. Foreground and background colors can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. 	<p>Yes.</p> <p>Icons and text resize with browser (and other technology) scaling/zooming options.</p> <p>Most pages have relative column widths.</p> <p>System text does not use full justification.</p> <p>System font sizes are adjustable.</p> <p>Users control their own content.</p> <p>Exceptions</p> <p>If a syllabus is uploaded, there is not a way to download it. The syllabus viewer strips away semantic markup from the document such as headers and lists.</p>
<p>1.4.9 – Images of Text (No Exception): Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>Yes. Images of text are not used.</p> <p>And users control their own content.</p>

Success Criteria	Comments
<p>Guideline 2.1 – Keyboard Accessible: Make all functionality available from a keyboard.</p>	
<p>2.1.1 – Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)</p> <p>Note 1: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.</p> <p>Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p>	<p>Yes. However, users control their own content.</p> <p>Forms are accessible by keyboard and assistive technologies. Some forms use a combination of fields, buttons, inline help, and links.</p> <p>Some menu lists require navigation using the tab key rather than the arrow keys – the more commonly expected keyboard behavior.</p> <p>The Form Elements administrative tool is challenging to use without a mouse.</p> <p>The HTML Editor is not fully accessible to screen reader users; if you apply a style in the editor view, it lacks a non-visual indication of its presence unless you view the source code. The HTML Editor may be replaced with a simple text field that supports HTML through users' account settings.</p> <p>The Equation Editor is keyboard accessible. It produces standards-compliant equations using MathML. But in editing mode, screen reader users cannot discern the equation structure.</p> <p>Exceptions:</p> <p>Events in the calendar “month” view cannot be opened with a keyboard alone.</p> <p>The overflow menus in the WYSIWYG editor might exhibit non-standard keyboard behaviour.</p> <p>The initial setup dialog of the the WYSIWYG editor’s “video note” feature, and the initial setup dialog of the “record audio” feature in ePortfolio, are not keyboard accessible as they rely on flash.</p>

Success Criteria	Comments
<p>2.1.2 – No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	Yes.
<p>2.1.3 – Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)</p>	Yes.

Success Criteria	Comments
Guideline 2.2 – Enough Time: Provide users enough time to read and use content.	
<p>2.2.1 – Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none"> • <i>Turn off:</i> The user is allowed to turn off the time limit before encountering it; or • <i>Adjust:</i> The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • <i>Extend:</i> The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • <i>Real-time Exception:</i> The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or • <i>Essential Exception:</i> The time limit is essential and extending it would invalidate the activity; or • <i>20 Hour Exception:</i> The time limit is longer than 20 hours. <p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action.</p>	<p>Yes.</p> <p>Users can refresh data in the Chat, Discussions, and Pager tool at their own pace.</p> <p>Some tools, such as Quizzes, support time limits. Users are warned before their time expires. Alternative time limits (Special Access) can be set for specific users.</p> <p>Institutions set time-out limits for inactive users. The system warns users before their session expires.</p>

Success Criteria	Comments
<p>2.2.2 – Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> • <i>Moving, blinking, scrolling:</i> For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • <i>Auto-updating:</i> For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note 2: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> <p>Note 3: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations, could be misleading to do so.</p> <p>Note 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p>	<p>Yes. However, users control their own content.</p> <p>Progress animations are used to indicate progress/status of content where users might be confused or mislead if the status wasn't indicated.</p> <p>Short animations are used to help users understand transitions in the interface – such as unpinning a course from the “my courses” widget.</p> <p>Auto-updating is used in some tools, such as the Chat tool, where users need to be aware of new information. Settings are available to turn off auto-refreshes.</p> <p>Essential animations are provided to give feedback about loading progress.</p>

Success Criteria	Comments
<p>2.2.3 – No Timing: Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)</p>	<p>Yes. However, users control their own content.</p> <p>Timing is only used in the following circumstances:</p> <ul style="list-style-type: none"> • Time-dependent testing and submission requirements. Options to set alternative timing or no time limit are provided. • System time-outs that are set by the institution. Institutions do not have to set a time-out period. Users are warned before their session times-out.
<p>2.2.4 – Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)</p>	<p>Yes. However, users control their own content.</p> <p>Auto-updating is used in some tools, such as the Chat tool, where users need to be aware of new information. Settings are available to turn off auto-refreshes.</p> <p>The system uses ARIA alerts to indicate dynamic page changes so that users are not interrupted or redirected.</p>
<p>2.2.5 – Re-authenticating: When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. (Level AAA)</p>	<p>Yes.</p>
<p>Guideline 2.3 – Seizures: Do not design content in a way that is known to cause seizures.</p>	
<p>2.3.1 – Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>Yes. However, users control their own content.</p> <p>The user interface does not contain content that flickers.</p>
<p>2.3.2 – Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA)</p>	<p>Yes. However, users control their own content.</p>

Success Criteria	Comments
Guideline 2.4 – Navigable: Provide ways to help users navigate, find content, and determine where they are.	
<p>2.4.1 – Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)</p>	<p>Yes. However, users control their own content.</p> <p>Skip to main content links, headings and ARIA landmarks help users avoid repetitive and non-essential content.</p> <p>The expanded/collapsed state of secondary form content is clearly indicated and the fields are accessible.</p>
<p>2.4.2 – Page Titled: Web pages have titles that describe topic or purpose. (Level A)</p>	<p>Yes. However, users control their own content.</p> <p>.</p> <p>Each page has a title, heading 1 and ARIA main landmark.</p> <p>The iframe for “push: in ePortfolio does not have a title.</p>
<p>2.4.3 – Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)</p>	<p>Yes. However, users control their own content.</p> <p>Each page has a logical tab order and visible tab stops.</p> <p>The focus is lost when you sort a data grid by column.</p>
<p>2.4.4 – Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)</p>	<p>Yes. However, users control their own content.</p> <p>Links are unique and contextual, usually in the format [action] [applicable item].</p>

Success Criteria	Comments
<p>2.4.5 – Multiple Ways: More than one way is available to locate a Web page within a set of Web pages, except where the Web Page is the result of, or a step in, a process. (Level AA)</p>	<p>Yes. However, users control their own content.</p> <p>Headings, ARIA landmarks (such as navigation landmarks) and unique link and button names help users navigate pages quickly.</p> <p>Pages have consistent navigation areas.</p> <p>Many pages contain search fields with ARIA search landmarks.</p> <p>The system works well with search and find features built into assistive technologies.</p>
<p>2.4.6 – Headings and Labels: Headings and labels describe topic or purpose. (Level AA)</p>	<p>Yes. However, users control their own content.</p> <p>Pages have descriptive headings and labels. Labels are unique and contextual.</p>
<p>2.4.7 – Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)</p>	<p>Yes.</p> <p>Each page has a logical tab order and visible tab stops.</p> <p>Links and fields have extra highlighting, beyond browser defaults.</p> <p>Exceptions:</p> <p>The Room Layout tool does not show keyboard focus.</p>
<p>2.4.8 – Location: Information about the user's location within a set of Web pages is available. (Level AAA)</p>	<p>Yes.</p> <p>Page titles, headings, and navigation areas indicate location.</p> <p>Breadcrumbs are used to indicate subpages in workflows.</p> <p>A consistent navigation area at the top of pages provides quick access to main tools and homepages.</p>
<p>2.4.9 – Link Purpose (Link Only): A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA)</p>	<p>Yes.</p> <p>All links have associated text that is unique and contextual, usually in the format [action] [applicable item].</p>

Success Criteria	Comments
<p>2.4.10 – Section Headings: Section headings are used to organize the content. (Level AAA)</p> <p>Note 1: "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content.</p> <p>Note 2: This success criterion covers sections within writing, not user interface components. User Interface components are covered under Success Criterion 4.1.2.</p>	<p>Yes. However, users control their own content.</p> <p>Titles, headings, ARIA landmarks and labels are used to organize system content.</p>
<p>Guideline 3.1 – Readable: Make text content readable and understandable.</p>	
<p>3.1.1 – Language of Page: The default human language of each Web page can be programmatically determined. (Level A)</p>	<p>Yes.</p>
<p>3.1.2 – Language of Parts: The human language of each passage or phrase in the content can be programmatically determined, except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)</p>	<p>Yes. However, users control their own content.</p> <p>While the WSYIWYG editor does not include a button or prompt users to indicate a “lang” attribute for language changes, users can insert a “lang” attribute using the HTML source editor.</p>
<p>3.1.3 – Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)</p>	<p>Yes.</p> <p>Inline help is provided as needed.</p> <p>Our system allows institutions to build their own Glossary.</p>
<p>3.1.4 – Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)</p>	<p>Abbreviations are avoided where possible and explained through inline help.</p> <p>Our system allows institutions to build their own Glossary.</p>

Success Criteria	Comments
<p>3.1.5 – Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)</p>	<p>Yes.</p> <p>Language in the system is aimed at lower secondary education level, especially for participant focused tools.</p> <p>Inline help is provided as necessary.</p> <p>Institutions may build their own language pack.</p> <p>We do not currently test this criterion.</p>
<p>3.1.6 – Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)</p>	<p>No. Such a mechanism is not implemented.</p>
<p>Guideline 3.2 – Predictable: Make Web pages appear and operate in predictable ways.</p>	
<p>3.2.1 – On Focus: When any component receives focus, it does not initiate a change of context. (Level A)</p>	<p>Yes.</p>
<p>3.2.2 - On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)</p>	<p>Yes.</p> <p>Drop-down lists do not initiate change when manipulated with the following three exceptions: Results per page drop-down lists, the “Category” drop-down list in the FAQ tool (for those with view-only permission), and the “Move To” drop-down list in the Email tool.</p>
<p>3.2.3 – Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)</p>	<p>Yes.</p> <p>Navigation models are consistent across tools and use headings and ARIA navigation landmarks to help orient users.</p>
<p>3.2.4 – Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)</p>	<p>Yes.</p> <p>Icons use an icon grammar to facilitate learning. The same icon is used for the same action across all tools. Users may combine concepts they already understand to interpret new icons.</p>

Success Criteria	Comments
3.2.5 – Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)	Yes. Auto-updating is used in some tools, such as the Chat tool, where users need to be aware of new information. Settings are available to turn off auto-refreshes.
Guideline 3.3 – Input Assistance: Help users avoid and correct mistakes.	
3.3.1 – Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)	Yes. Error messages are communicated using a combination of ARIA alerts, ARIA landmarks, headings and links. Where possible, error messages describe each error and link to the appropriate field for resolving the error.

Success Criteria	Comments
<p>3.3.2 – Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)</p>	<p>Yes.</p> <p>Forms have clear headings, labels, field sets, and buttons. Inline help is provided as needed.</p> <p>The expanded/collapsed state of secondary form content is clearly indicated and the fields are accessible.</p> <p>Exceptions:</p> <p>The contents of the “edit in place” field in discussions “edit description” are not available to screen reader users.</p> <p>The following fields and tabs do not have labels:</p> <ul style="list-style-type: none"> • “add custom field” within self-registration configuration. • “read status” and “flag status” dropdowns on the files tab in assignments. • “add grade range” form element in grades. • “type” and “tool” fields in the instructional design wizard. • form controls embedded in sentences in Intelligent Agents tool. • form elements for metadata. • “required” checkboxes for self-registration. • “is required” checkbox in the “add system field” page within self-registration configuration.
<p>3.3.3 – Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)</p>	<p>Yes.</p> <p>Error messages are communicated using a combination of ARIA alerts, ARIA landmarks, headings and links. Where possible, error messages describe each error and link to the appropriate field for resolving the error.</p>

Success Criteria	Comments
<p>3.3.4 – Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA)</p> <p>Reversible: Submissions are reversible.</p> <p>Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</p> <p>Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p>	<p>Not applicable</p>
<p>3.3.5 – Help: Context-sensitive help is available. (Level AAA)</p>	<p>Yes.</p> <p>Inline help is provided as needed.</p>
<p>3.3.6 – Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA)</p> <p>Reversible: Submissions are reversible.</p> <p>Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</p> <p>Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p>	<p>Yes.</p> <p>Not all actions are reversible.</p> <p>Submissions are checked for input error, and errors and opportunities for correction are clearly communicated to the user.</p> <p>Most, but not all, forms have either a preview option or wizard format where changes can be reviewed, confirmed and corrected before submitting. Many submissions are final.</p>
<p>Guideline 4.1 – Compatible: Maximize compatibility with current and future user agents, including assistive technologies.</p>	
<p>4.1.1 – Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)</p> <p>Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p>	<p>Yes.</p> <p>Web pages are written to HTML5 specifications.</p> <p>Users control their own content.</p>

Success Criteria	Comments
<p>4.1.2 – Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)</p> <p>Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.</p>	<p>Yes.</p> <p>Controls are developed and validated against HTML specifications and standards, including ARIA.</p> <p>Exceptions:</p> <p>In multiple locations, button roles are assigned to links. These links don't support all button actions (e.g. space bar).</p> <p>Layout tables do not use "role=presentation."</p> <p>The layout relationships for metadata are not communicated non-visually.</p> <p>Some tools use blank cells for layout.</p> <p>Some tables have <th> elements that do not have a scope.</p> <p>Some tables use a "grid" role, but do not use "rowgroup" or "rows"</p> <p>FAQ uses a table marked up as a presentation table, but it has many features of a data table.</p> <p>A number of tables are used both for presentation purposes and tabular data.</p> <p>Special access and release conditions have data cells that don't have assigned headers.</p> <p>The categories in the FAQ table need to be marked up as headers.</p> <p>The edit grades table does not use colgroup attributes with multi-level headers.</p> <p>The iframe for facebook share, book management, books, and the document viewer in assignments don't have titles.</p>