LEVEL access

Blackboard Learn with the Ultra Experience
WCAG 2.0 Support Statement
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Overview

The following Support Statement provides an evaluation of accessibility support levels for Learn SaaS with the Ultra Experience based the W3C Web Content Accessibility Guidelines (WCAG) 2.0. The information contained within this Support Statement is the result of a third-party performing an independent audit. The report does not assert conformance as per the WCAG, rather an indication of *support levels* per checkpoint (i.e., Supports, Supports with Exceptions, or Does Not Support). The assessed levels are explained in the remarks column which indicates the specific features of the system that impacted the score, where applicable.

Executive Summary

The Learn SaaS with the Ultra Experience has an overall rating of “Supports with Exceptions” for the WCAG 2.0 requirements. It “Supports with Exceptions” the most important technical and functional accessibility needs of most disability and assistive technology types.

The problems of highest severity and frequency are: several ARIA roles, states, and properties that are not used in a valid manner; custom controls that are not identified correctly to users; and functions that are not accessible via the keyboard.

Testing Methodology

A variety of manual testing methods, object inspection, keyboard-only testing, and testing with the leading screen reader were utilized to perform this audit.

Testing Configurations for Blackboard

Platform	Assistive Technology	Browser
Mac OS X	VoiceOver	Safari
Windows 7	JAWS 17.0	Firefox

Support Information for WCAG 2.0 Checkpoints

Principle 1: Perceivable - Information and user interface components must be presentable to users in ways they can perceive

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

Checkpoint	Support Level	Comments
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) • **Controls Input:** 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 components and content that accepts user input.) • **Time-Based Media:** 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.) • **Test:** 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. • **Sensory:** 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. • **CAPTCHA:** If the purpose non-text content is to confirm that content is being accessed by a person rather than a computer,	**Supports with Exceptions**	The Learn Saas with the Ultra Experience web application does use alternative text for most images and non-text elements. However, a rating of Supports with Exceptions has been given for the following reasons: The divider icons in the Classic view and the expand/collapse chevron images associated with folders do not have unique names. On the Assignment page, content that is not visible on the page is rendered to screen reader users throughout the application. The Delete icon, which is part of the Delete button to remove a conversation, is labeled improperly, reading as “divider menu option”. When loading a page, an error message, "alert {{ red info }}", is read to the screen reader and then a repeated "alert" statement. This content is not rendered visually and occurs while a loading animation on screen. On the Convert Course dialog and the New Discussion page, the images used do not contain alternative text.

Checkpoint	Support Level	Comments
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. • **Decoration, Formatting, Invisible:** 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.		On the Discussion and Conversation dialogs, the student image does not contain a valid `role` or text description. On the Classic Course Content page, multiple double arrow image links are not visible, but still rendered by assistive technology. On the Calendar page, although `aria-labels` have been used to describe the date, the labels are pulling in the previous day's date value. Screen reader users navigating the Add content options, Add Item, and Add Calculation, also hear the text "Add Media and File", which is not visible on the page.

Guideline 1.2 Time-based Media: Provide alternatives for time-based media

Checkpoint	Support Level	Comments
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) • **Prerecorded Audio-only:** An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. • **Prerecorded Video-only:** Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.	**Supports**	Learn SaaS with the Ultra Experience does not natively contain any prerecorded audio or video content.

Checkpoint	Support Level	Comments
1.2.2 Captions (Pre-recorded): 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)	**Supports**	Learn SaaS with the Ultra Experience does not natively contain prerecorded audio or video content.
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)	**Supports**	Learn SaaS with the Ultra Experience does not natively contain prerecorded audio or video content.
1.2.4 Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)	**Supports**	Learn SaaS with the Ultra Experience does not natively contain live multimedia content.
1.2.5 Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)	**Supports**	Learn SaaS with the Ultra Experience does not natively contain prerecorded audio or video content.

Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure

Checkpoint	Support Level	Comments
1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)	**Supports with Exceptions**	Learn SaaS with the Ultra Experience provides support of information, structure, and relationships programmatically. A rating of Supports with Exceptions has been given for the following reasons: On the Gradebook Settings page, although placeholder attributes have been used for the “Type a category name”, “Notation”, and

Checkpoint	Support Level	Comments
		“Type a description” form fields, this type of attribute is not always rendered by assistive technologies. Additionally, none of the edit fields in the Grade Value column in the Grading Schema have associated labels. Finally, the icon used to cancel adding a category and adding a notation does not have a text description. There are issues throughout the application where elements, like headings, lists, and layout tables have been used for visual display instead of providing page structure. A list has been used to structure the controls Create, Upload, and Content Market. Navigation links, such as Introduction and Course content have been structured using list elements. On the Calendar, the weekday controls, e.g., S and W, have been structured using list elements. The "Make Course Private" and "Hide Course" buttons have been structured using list elements. The checkboxes, such as “Select All Calendars” and “My Personal Calendar”, are structured using list elements. The controls Schedule, Due Dates, Day, Month, Previous, Next, and the date (e.g., Events for Sunday, November 6, 2016)

Checkpoint	Support Level	Comments
		have been structured using list elements. The navigation links Content, Calendar, Discussions, Gradebook, and Messages have been structured using list elements. When selections have been made for items for an Average calculation, the selected items will not be read to screen-reader users because the button's `aria-label` attribute is still "Average." Non-structural content, such as on the Course Home Page, is rendered to screen reader users as a heading. On the Calendar, each week of events displayed in the Month view has been split into two table elements: one contains a single row with icon links to view each individual day in Day View, while the second contains the two rows: one containing day numbers, and their events in the row below. Additionally, JAWS for Windows classifies the table containing the events as a layout table. When keyboard-only and assistive technology users select the “Show more courses” control, focus shifts back to the top of the peek panel instead of the next element in the course list. On the Grade Group Assignment page, the text "/ 10" which describes the maximum number of points, is not included as part of the `input` field's description.

Checkpoint	Support Level	Comments
		The TinyMCE content editor format tool bar is not well supported by assistive technologies, as the way of navigating to the toolbar and back to text field is not communicated so the keyboard only users are not able to figure out how to use these formatting tool bar. A `title` attribute has been used with the `div` element containing the Average Grade for a course. All of the Delete buttons contain a `title` attribute that is not rendered to screen reader users. The "Preview" images are labeled exclusively using the `title` attribute. The Edit course name button has a `title` attribute that is not rendered to screen readers in Virtual Cursor mode or in Forms Mode, with the exception of JAWS. On a few edit fields, placeholder values are being solely utilized to explain the purpose of an `input` field to sighted users, rather than a visual `label`. Once a value is inputted to the field, this placeholder value disappears. The buttons "Add New Category" and "Add Overall Grade Notation" have `input` fields that use placeholders to `label` and explain `input`. The placeholder is a short hint intended to aid the user with data entry, so it should not be identical to the `label` element.

Checkpoint	Support Level	Comments
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)	**Supports with Exceptions**	Learn SaaS with the Ultra Experience content is presented in a meaningful sequence. A rating of Supports with Exceptions has been given for the following reasons: The Calendar contains inconsistent reading order for some screen-readers. Once a variable, average, or operator has been added to the calculation, a user pressing the Tab on the keyboard is taken to the name of the calculation instead of the Cancel control, which is visually the next item on the page. On the Classic Course Content page, the controls Quick Links, Introduction to Psychology, Enter Student View, and Edit Mode is On are visually displayed in this order. However, when tabbing through them, they receive focus in the wrong order.
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) Note: For requirements related to color, refer to Guideline 1.4.	**Supports with Exceptions**	Learn SaaS with the Ultra Experience does not rely on sensory characteristics alone to provide understanding of content. A rating of Supports with Exceptions has been given for the following reason: The Edit and Delete controls in the table header row of the Rubric are not rendered to screen reader users as editable although visually they are displayed.

Guideline 1.4 Distinguishable: Make it easier for users to see and hear content, including separating foreground from background

Checkpoint	Support Level	Comments
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) 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.	**Supports with Exceptions**	Learn SaaS with the Ultra Experience does not use color to convey information for most controls and content. A rating of Supports with Exceptions has been given for the following reasons: Selected dates on calendars are displayed using color alone. When dates and times for events are entered incorrectly, the error is displayed using color alone.
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) 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.	**Supports**	Learn SaaS with the Ultra Experience does not natively contain audio.
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) • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure	**Supports with Exceptions**	Learn SaaS with the Ultra Experience generally presents content that has a color contrast ratio with a minimum of 4.5:1. A rating of Supports with Exceptions has been given for the following reasons: The blue text “Align with goals” against the light gray background has a color contrast ratio of 4.46:1.

Checkpoint	Support Level	Comments
decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.		The dark gray “Unsatisfactory” and “Poor” numeric values against the red background has a color contrast of 3.56:1. The “error” message with a white foreground color against the red background has a color contrast ratio of 3.55 :1. The light blue color at an opacity of 0.5 used for the “Select a value” text against the white background has a color contrast ratio of 2.08:1 The red text "404 items will not carry forward!" against the light gray background has a color contrast ratio of 3.34:1 The text "Validate" has a color contrast of 2.87:1 and the text "Formula is a required field" has a color contrast of 4.11:1. On the Calendar, for the Add to Calendar, Start, End, Location, and Description controls, the focus indicator has a color contrast of 3.18:1. On the Calendar, the text "What is the first day of this repeating event" has a focus indicator with a color contrast of 3.18:1. On the list of assignments to grade, for those that are missing, have the text "Missing" has a color contrast of 3.38:1. The white “Skip to main content” link text against the pink background has a color contrast ratio of 3.07:1.
1.4.4 Resize Text: Text (but not images of text) can be resized without assistive technology up to	**Supports**	Learn SaaS with the Ultra Experience can be resized without assistive technology up to 200%

Checkpoint	Support Level	Comments
200 percent without loss of content or functionality. (Level AA)		without loss of content or functionality.
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) • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. Note: Logotypes (text that is part of a logo or brand name) are considered essential.	**Supports**	Learn SaaS with the Ultra Experience does not contain images of text.

Principle 2: Operable - User interface components and navigation must be operable

Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard

Checkpoint	Support Level	Comments
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) 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	**Supports with Exceptions**	Learn SaaS with the Ultra Experience provides keyboard access to most functions in the application. A rating of Supports with Exceptions has been given for the following reasons: Although the Hide Details control has been structured using a semantic HTML anchor element and contains an `href` attribute, it also has JavaScript `onMouseover` and `onMouseout` events which causes it to be inaccessible to

Checkpoint	Support Level	Comments
the underlying function (text input) does not. Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.		keyboard-only and assistive technology users. The delete control on “Functions and Variables”, as well as any operators added to the calculation does not receive keyboard focus nor can it be activated from the keyboard. When a keyboard-only user navigates to "Used in this course", the user cannot activate the items listed below. After adding a value to a calculation, it is not possible to focus the value edit field using the keyboard. The courses that are listed underneath "Used in this course" do not received keyboard focus. The following links are not in the correct tab order, and can only be activated via mouse input: "Responses with most replies", "Top Participant", and "Students who haven't participated". The "Send Message" functionality is not working correctly; keyboard functionality has been provided to allow a user to press enter and reveal the "Send Message" icon, however the icon does not visually appear. In its place is a black oval. This behavior occurs whether the keyboard or mouse are used. Keyboard-only and assistive technology users are unable to select the checkboxes in the Categories and Coursework list of Functions like Average and Minimum.

Checkpoint	Support Level	Comments
		Quick Links menu announces a link that is supposed to be hidden. The heading elements "Messages", "Current Courses" & full message text is receiving keyboard focus. The inactive text Introductions is able to receive keyboard focus. The text content "Add links to Chegg's suite of self-directed learning tools into your Blackboard course" receives keyboard focus. Under "Grading" there is an empty link that is part of the tab order. Elements on the page that are not interactive (those that do not trigger an action) such as labels, headings, etc. should not be in the keyboard focus order.
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) 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.	**Supports**	Learn SaaS with the Ultra Experience does not contain any keyboard traps.

Guideline 2.2 Enough Time: Provide users enough time to read and use content

Checkpoint	Support Level	Comments
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) • Turn off: The user is allowed to turn off the time limit before encountering it; or • Adjust: 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 • Extend: 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 • Real-time Exception: 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 • Essential Exception: The time limit is essential and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. Note 1: 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.	**Supports**	Learn SaaS with the Ultra Experience does not natively contain content that must be completed within a set time limit.

Checkpoint	Support Level	Comments
2.2.2 Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A) • Moving, blinking, scrolling: 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 • Auto-updating: 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. Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3. 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. Note 3: Content that is updated periodically by software, or that is streamed to the user agent is not	**Supports**	Learn SaaS with the Ultra Experience does not natively contain moving, blinking, scrolling, or auto-updating information.

Checkpoint	Support Level	Comments
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. 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.		

Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures

Checkpoint	Supports Level	Comments
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) 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.	**Supports**	Learn SaaS with the Ultra Experience does not natively contain content that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds.

Guideline 2.4 Navigable: Provide ways to help users navigate, find content and determine where they are

Checkpoint	Supports Level	Comments
2.4.1 Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)	**Supports**	Learn SaaS with the Ultra Experience contains a skip navigation function.
2.4.2 Page Titled: Web pages have titles that describe topic or purpose. (Level A)	**Supports**	Learn SaaS with the Ultra Experience contains pages with titles that describe the topic or purpose of the page.
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)	**Supports with Exceptions**	Learn SaaS with the Ultra Experience is navigable in a sequential manner. A rating of Supports with Exceptions has been given for the following reasons: When keyboard-only and assistive technology users select the “Show more courses” control, focus shifts back to the top of the peek panel instead of the next element in the course list. When keyboard-only and assistive technology users select the View All Coursework control, focus moves to the first item of the list instead of the first item in the expanded coursework list. On the Classic Course Content page, keyboard-only users are able to navigate out of the Reorder: Content dialog window into the page content.
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)	**Supports with Exceptions**	Learn SaaS with the Ultra Experience contains links whose purposes can be determined from the link text alone. A rating of Supports with Exceptions has been given for the following reasons: On the Classic Course Content page, all of the Divider menu item

Checkpoint	Supports Level	Comments
		option links have the same alternative text. The link “Keyboard Accessible Reordering: Content” does not indicate the fact that it opens a dialog window. On the Submission page, after a student has submitted an assignment on behalf of their group, the group name becomes an active link. Additionally, multiple links have the same link text "Remove", Multiple messages that are from the same person do not have unique names, and there are multiple image links with the name "Preview".
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)	**Supports**	Learn SaaS with the Ultra Experience provides multiple ways to locate a web page within the application.
2.4.6 Headings and Labels: Headings and labels describe topic or purpose. (Level AA)	**Supports with Exceptions**	Learn SaaS with the Ultra Experience provides headings and labels that are unique. A rating of Supports with Exceptions has been given for the following reasons: Although there is placeholder text, the two `input` form fields for time and date entry share the same label "Due date". Multiple "Show more/less" and "Delete" buttons share the same label, and the text “Post grades” has been applied to all of the buttons.
2.4.7 Focus Visible: Any keyboard operable user interface has a mode	**Supports with Exceptions**	Learn SaaS with the Ultra Experience has a visible cue on

Checkpoint	Supports Level	Comments
of operation where the keyboard focus indicator is visible. (Level AA)		elements that receive keyboard focus. A rating of Supports with Exceptions has been given for the following reasons: The student images receive focus, but the images are not formatted correctly, so the focus indicator only partly works. Multiple instances of color contrast issues with the focus indicator.

Principle 3: Understandable - Information and the operation of user interface must be understandable

Guideline 3.1 Readable: Make text content readable and understandable

Checkpoint	Support Level	Comments
3.1.1 Language of Page: The default human language of each Web page can be programmatically determined. (Level A)	**Supports**	Learn SaaS with the Ultra Experience defaults to a human language that can be programmatically determined.
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)	**Supports**	Learn SaaS with the Ultra Experience content is understandable.

Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways

Checkpoint	Support Level	Comments
3.2.1 On Focus: When any component receives focus, it does not initiate a change of context. (Level A)	**Supports**	In Learn SaaS with the Ultra Experience, changes of context do not occur when most elements receive keyboard focus.

Checkpoint	Support Level	Comments
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)	**Supports**	Learn SaaS with the Ultra Experience does not automatically change the setting of user interface components without advising users.
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)	**Supports**	Learn SaaS with the Ultra Experience provides a consistent navigation structure throughout the page.
3.2.4 Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	**Supports**	Learn SaaS with the Ultra Experience components that have the same functionality are identified consistently throughout the application.

Guideline 3.3 Input Assistance: Help users avoid and correct mistakes

Checkpoint	Support Level	Comments
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)	**Supports**	Learn SaaS with the Ultra Experience inline errors are identified and described to users in text.
3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)	**Supports with Exceptions**	Learn SaaS with the Ultra Experience provides labels and instructions for most content requiring user input. A rating of Supports with Exceptions has been given because the instructions for using a keyboard with the Rubric are only available to screen reader users when in Forms Mode.
3.3.3 Error Suggestion: If an input error is automatically detected and suggestions for	**Supports**	Learn SaaS with the Ultra Experience does not provide in-line validation of user errors.

Checkpoint	Support Level	Comments
correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)		
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) • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.	**Supports**	Learn SaaS with the Ultra Experience does not contain legal or financial data.

Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies

Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies

Checkpoint	Support Level	Comments
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	**Supports**	Learn SaaS with the Ultra Experience contains properly marked-up languages.

Checkpoint	Support Level	Comments
the specifications allow these features. (Level A) 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.		
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) Note: This success criterion is primarily for Web developers who develop or script their own user interface components. For example, standard HTML components already meet this success criterion when used according to specification.	**Supports with Exceptions**	Learn SaaS with the Ultra Experience provides very limited appropriate information about custom controls. A rating of Supports with Exceptions has been given for the following reasons: Throughout the application, ARIA `roles`, `states`, and `properties` have not been used appropriately, especially the roles of `menu` and `menuitem`. On the Gradebook settings page, although placeholder attributes have been used for the Type a category name, Notation, and Type a description form fields, this type of attribute is not always rendered by assistive technologies. On the Gradebook settings page, none of the edit fields in the Grade Value column in the Grading Schema have associated `labels`. On the Gradebook settings page, the icon used to cancel adding a category and adding a notation does not have a text description. When selections have been made for items for an Average calculation, the selected items will not be read to screen-reader users

Checkpoint	Support Level	Comments
		because the button's `aria-label` attribute is still "Average." On the Classic Course Content page, the controls Build Content, Assessments, Tools, and Partner Content are rendered to screen reader users as links but do not indicate that they have attached menus. On the Calendar, although `aria-labels` have been used to describe the date, they are pulling in the wrong information from the previous day. Roles of `tablist` and tab have been used with the weekday controls, e.g., S and W. However, when navigating between these controls, keyboard-only and other assistive technology users must use the Tab key instead of the Arrow keys. Also on the Calendar, screen reader users navigating the page can hear that there is a submenu associated with the table header cells but do not hear an associated `role`. Screen readers navigating the Grading Schema in Virtual Cursor mode hear that Letter is clickable but no associated `role`. On the Grade Group Assignment page, the # member - Show controls are not rendering with `roles` to screen reader users. The delete control on “Functions and Variables”, along with any operators added to the calculation, do not have a `role`.

Checkpoint	Support Level	Comments
		When a Filter By option is selected, it is rendered to screen reader users as "Messages Filter" instead of the correct menu item, such as Blank Ultra Course. On the Partner Tool - Deploy Partner page, when the Select Items control is activated, its state still renders as "Expanded" to screen reader users. A `role` of `group` has been placed on one of the `div` elements that is part of each conversation. On the Create Rubric page, a `role` of `presentation` has been added to the semantic HTML `button` elements that represent the Add/Edit/Delete functions. Also on the Create Rubric page, an `aria-multiselectable` attribute has been placed on a `ul` element without an associated `role` of `grid`, `listbox`, `tablist`, or `tree`. On the Gradebook List View, the div elements used to contain the grade have an `aria-expanded` state but no associated role of `button`, `document`, `link`, `section`, `sectionhead`, `separator`, or `window`. Screen-reader users are instructed via descriptive text to press enter on a criterion to edit it. Pressing enter on it reveals the Edit/Delete buttons. The "Add new gradebook column above [Item name]" buttons contain an `aria-describedby` attribute which does not match a valid `id` in another element.

Checkpoint	Support Level	Comments
		The Add Event, Edit Course Schedule, and Add Office Hours controls have `roles` of `button`. However, they have been structured in an unordered list element with a `role` of `menu`. The button used to display the list of group members contains an `aria-controls` attribute that is not associated with an `id` attribute. The `div` elements containing the grade information contain `aria-describedby` attributes that do not have associated `id` attributes in other elements. The `div` elements used to contain the grade have an `aria-expanded` state but no associated `role` of `button, document, link, section, sectionhead, separator,` or `window`. The parent `div` that wraps a group of radio buttons is provided a `role` of `listbox` which is inappropriate. The `role` of `option` has been used in the anchor elements of the secondary “Select audience” menu function. The Roster control is rendered to screen reader users as a "menu button". However, when activated it opens a new page. The View, Comment and Post controls that are structured as `menuitems` do not have an associated element with a `role` of `menu`.

Checkpoint	Support Level	Comments
		There is an `aria-labelledby` attribute on the parent `div` element of the Settings peek panel that does not have an associated `id` attribute. There is no `aria-controls` property on the Join Session button that associates the button to the session menu. There is no `role` associated with the `aria-expanded` attribute that has been placed on the `ul` element containing the Create, Upload, and Content Market controls. Throughout the page, an `aria-expanded` attribute has been used on the `ul` elements that contain the Create, Upload, and Content Market controls. A `role` of `menuitemradio` has been used in the Course Filter by control, which makes the control behave like a `combobox`. A `title` attribute has been used with the `div` element containing the Average Grade for a course. All of the Delete buttons contain a `title` attribute that is not rendered to screen reader users. The "Preview" images are labeled exclusively using the `title` attribute. On a few edit fields, placeholder values are being solely utilized to explain the purpose of an `input` field to sighted users, rather than a visual `label`. Once a value is inputted to the field, this placeholder value disappears.

Checkpoint	Support Level	Comments
		The buttons "Add New Category" and "Add Overall Grade Notation" have `input` fields that use placeholders to `label` and explain input.

Appendix A - Conformance Requirements

In order for a Web page to conform to WCAG 2.0, all of the following conformance requirements must be satisfied:

1. **Conformance Level:** One of the following levels of conformance is met in full.
   - **Level A:** For Level A conformance (the minimum level of conformance), the Web page satisfies all the Level A Success Criteria, or a conforming alternate version is provided.
   - **Level AA:** For Level AA conformance, the Web page satisfies all the Level A and Level AA Success Criteria, or a Level AA conforming alternate version is provided.
   - **Level AAA:** For Level AAA conformance, the Web page satisfies all the Level A, Level AA and Level AAA Success Criteria, or a Level AAA conforming alternate version is provided.

Note 1: Although conformance can only be achieved at the stated levels, authors are encouraged to report (in their claim) any progress toward meeting success criteria from all levels beyond the achieved level of conformance.

Note 2: It is not recommended that Level AAA conformance be required as a general policy for entire sites because it is not possible to satisfy all Level AAA Success Criteria for some content.

2. Full pages: Conformance (and conformance level) is for full Web page(s) only, and cannot be achieved if part of a Web page is excluded.

Note 1: For the purpose of determining conformance, alternatives to part of a page's content are considered part of the page when the alternatives can be obtained directly from the page, e.g., a long description or an alternative presentation of a video.

Note 2: Authors of Web pages that cannot conform due to content outside of the author's control may consider a Statement of Partial Conformance.

3. Complete processes: When a Web page is one of a series of Web pages presenting a process (i.e., a sequence of steps that need to be completed in order to accomplish an activity), all Web pages in the process conform at the specified level or better. (Conformance is not possible at a particular level if any page in the process does not conform at that level or better.)

Example: An online store has a series of pages that are used to select and purchase products. All pages in the series from start to finish (checkout) conform in order for any page that is part of the process to conform.

4. Only Accessibility-Supported Ways of Using Technologies: Only accessibility-supported ways of using technologies are relied upon to satisfy the success criteria. Any information or

functionality that is provided in a way that is not accessibility supported is also available in a way that is accessibility supported. (See Understanding accessibility support.)

5. Non-Interference: If technologies are used in a way that is not accessibility supported, or if they are used in a non-conforming way, then they do not block the ability of users to access the rest of the page. In addition, the Web page as a whole continues to meet the conformance requirements under each of the following conditions:

1. when any technology that is not relied upon is turned on in a user agent,
2. when any technology that is not relied upon is turned off in a user agent, and
3. when any technology that is not relied upon is not supported by a user agent

In addition, the following success criteria apply to all content on the page, including content that is not otherwise relied upon to meet conformance, because failure to meet them could interfere with any use of the page:

- **1.4.2 - Audio Control**,
- **2.1.2 - No Keyboard Trap**,
- **2.3.1 - Three Flashes or Below Threshold**, and
- **2.2.2 - Pause, Stop, Hide**.

Note: If a page cannot conform (for example, a conformance test page or an example page), it cannot be included in the scope of conformance or in a conformance claim.

For more information including examples, see Understanding Conformance Requirements.

Conformance Claims (Optional)

Conformance is defined only for Web pages. However, a conformance claim may be made to cover one page, a series of pages, or multiple related Web pages.

Required Components of a Conformance Claim

Conformance claims are **not required**. Authors can conform to WCAG 2.0 without making a claim. However, if a conformance claim is made, then the conformance claim **must** include the following information:

1. **Date** of the claim
2. **Guidelines title, version and URI** "Web Content Accessibility Guidelines 2.0 at http://www.w3.org/TR/2008/REC-WCAG20-20081211/"
3. **Conformance level** satisfied: (Level A, AA or AAA)
4. **A concise description of the Web pages**, such as a list of URIs for which the claim is made, includes whether subdomains are included in the claim.

   Note 1: The Web pages may be described by list or by an expression that describes all of the URIs included in the claim.

   Note 2: Web-based products that do not have a URI prior to installation on the customer's Web site may have a statement that the product would conform when installed.

5. A list of the **Web content technologies relied upon**.

Note: If a conformance logo is used, it would constitute a claim and must be accompanied by the required components of a conformance claim listed above.

Optional Components of a Conformance Claim

In addition to the required components of a conformance claim above, consider providing additional information to assist users. Recommended additional information includes:

- A list of success criteria beyond the level of conformance claimed that have been met. This information should be provided in a form that users can use preferably machine-readable metadata.
- A list of the specific technologies that are "*used but not relied upon*."
- A list of user agents, including assistive technologies that were used to test the content.
- Information about any additional steps taken that go beyond the success criteria to enhance accessibility.
- A machine-readable metadata version of the list of specific technologies that are relied upon.
- A machine-readable metadata version of the conformance claim.

Note 1: Refer to Understanding Conformance Claims for more information and example conformance claims.

Note 2: Refer to Understanding Metadata for more information about the use of metadata in conformance claims.

Statement of Partial Conformance - Third Party Content

Sometimes, Web pages are created that will later have additional content added to them. For example, an email programs, a blog, an article that allows users to add comments, or applications supporting user-contributed content. Another example would be a page, such as a portal or news site, composed of content aggregated from multiple contributors, or sites that automatically insert content from other sources over time, such as when advertisements are inserted dynamically.

In these cases, it is not possible to know at the time of original posting what the uncontrolled content of the pages will be. It is important to note that the uncontrolled content can affect the accessibility of the controlled content as well. Two options are available:

1. A determination of conformance can be made based on best knowledge. If a page of this type is monitored and repaired (non-conforming content is removed or brought into conformance) within two business days, then a determination or claim of conformance can be made since, except for errors in externally contributed content which are corrected or removed when encountered, the page conforms. No conformance claim can be made if it is not possible to monitor or correct non-conforming content;

   OR

2. A "statement of partial conformance" may be made that the page does not conform, but could conform if certain parts were removed. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at level X if the following parts from uncontrolled sources were removed." In addition, the following would also be true of uncontrolled content that is described in the statement of partial conformance:

   a. It is not content that is under the author's control.

   b. It is described in a way that users can identify (e.g., they cannot be described as "all parts that we do not control" unless they are clearly marked as such.)

A "statement of partial conformance due to language" may be made when the page does not conform, but would conform if accessibility support existed for (all of) the language(s) used on the page. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at level X if accessibility support existed for the following language(s):"

Web Content Accessibility Guidelines 2.0,
W3C World Wide Web Consortium Recommendation
*(*http://www.w3.org/TR/200X/REC-WCAG20-20081211/*,*
Latest version at http://www.w3.org/TR/WCAG20/*)*