Discovery Education Accessibility Conformance Report WCAG Edition

(Based on VPAT® Version 2.4Rev)

Name of Product/Version: DreamBox Math for grades K-5 by Discovery Education

Report Date: January 2025

Product Description: DreamBox Math is an adaptive digital math program for grades K-8 that combines a fun and engaging math learning environment with a rigorous, standards-based curriculum. DreamBox lessons are interactive experiences that promote active learning and independent critical thinking and respond to each student's strategies and decisions in the moment. DreamBox individually tailors the instructional experience for each student based on the strategies they use when working through lessons.

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Notes: This report covers lessons for grades K-5 only as defined by DreamBox Learning Units. A separate report is available upon request for grades 6-8. Given the highly graphical and interactive nature of the product, about 5% of lessons in grades K-5 are not currently able to meet WCAG requirements (list of lessons available upon request). We

continue to work with educators and technology experts to explore ways to make all DreamBox lessons accessible. This report covers the 95% of K-5 lessons that can be made accessible.

Evaluation Methods Used:

- All criteria were evaluated using both standard keyboard navigation and assistive technology by a team of internal and external experts with 10+ years of experience building and improving software to meet the Web Content Accessibility Guidelines and using assistive technology to evaluate software against those criteria, including accessibility testing performed by native assistive technology users.
- Testing is performed using automation and manual methods using various browsers (Chrome, Safari and Firefox) and screen reader tools (NVDA, VoiceOver and JAWS) on Windows and Mac OS.
- When issues are raised during accessibility testing, they are prioritized and resolved in a timely manner by our development team or content editorial team and retested by the QA team for conformance.

Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.1	Level A (Yes)
	Level AA (Yes)
	Level AAA (No)

Standard/Guideline	Included In Report
Revised Section 508 standards published January 18, 2017 and corrected January 22, 2018	(Yes)

Terms

The terms used in the Conformance Level information are defined as follows:
- **Supports**: The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports**: Some functionality of the product does not meet the criterion.
- **Does Not Support**: The majority of product functionality does not meet the criterion.
- **Not Applicable**: The criterion is not relevant to the product.
- **Not Evaluated**: The product has not been evaluated against the criterion. This can be used only in WCAG 2.1 Level AAA.

WCAG 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the WCAG 2.1 Conformance Requirements.

Table 1: Success Criteria, Level A

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Supports	Non-text content includes a text alternate when required. Non-content and purely decorative images are intentionally left without text-alternates as the guideline intends so they do not distract from the main content for non-sighted users.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Supports	Text alternates are supplied where applicable.
1.2.2 Captions (Prerecorded) (Level A)	Supports	All prerecorded audio has appropriate captioning.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Does Not Support	While closed captions are provided with our videos, we do not provide synchronized audio / text description. While sighted users will still be able to follow along with our videos, this could be a challenge for visually impaired users to follow along with some of our video content.
1.3.1 Info and Relationships (Level A)	Supports	Semantic markup and ARIA roles are used when appropriate to ensure that information can be clearly understood by users of assistive technology.
1.3.2 Meaningful Sequence (Level A)	Supports	Markup is used to ensure that when the sequence of content is important to understanding it can be determined programmatically.
1.3.3 Sensory Characteristics (Level A)	Partially Supports	There are a few instances where instructions require an understanding of visual location. DreamBox is committed to updating these in the future to provide additional text-based information.
1.4.1 Use of Color (Level A)	Supports	Items are not differentiated solely by color; additional visual indicators are provided, such as a border or pattern.
1.4.2 Audio Control (Level A)	Partially Supports	Users can turn music and sound effects on or off and replay audio hints and instructions. The product does not currently allow users to slow down, speed up, or

Criteria	Conformance Level	Remarks and Explanations
		pause audio, and some scaffolded feedback cannot be replayed.
2.1.1 Keyboard (Level A)	Supports	Core platform functionality required to complete lessons end to end is keyboard accessible. Optional, purely fun elements of DreamBox such as the arcade that do not affect a student's progress or learning are not keyboard navigable at this time. We are exploring ways to make these non-lesson games more accessible for all students.
2.1.2 No Keyboard Trap (Level A)	Supports	No keyboard traps exist within the lessons. A user can always escape a component of the page accessed using a keyboard via standard keyboard navigation methods such as tab or the escape key.
2.1.4 Character Key Shortcuts (Level A 2.1 only)	Supports	A few character key shortcuts are used within the scientific editor to make it easier for students using keyboard to write expressions. The keyboard shortcuts are active only when that component has focus, and there is a convenient help modal where students can easily reference the key commands.
2.2.1 Timing Adjustable (Level A)	Partially Supports	There is one base lesson that has a time limit. The user is not currently able to turn off, adjust, or extend the time limit. DreamBox is exploring a redesign of this lesson to eliminate the timed component.
2.2.2 Pause, Stop, Hide (Level A)	Partially Supports	There is one base lesson with content that appears and disappears. The user is not currently able to pause or stop the movement. DreamBox is exploring a redesign of this lesson to eliminate the timed component.
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	Flashing content is used only when appropriate and adheres to the three flash or below threshold.
2.4.1 Bypass Blocks (Level A)	Supports	Skip links are provided where appropriate to allow users to bypass blocks of repeated content.

Criteria	Conformance Level	Remarks and Explanations
2.4.2 Page Titled (Level A)	Supports	Pages have a title in markup.
2.4.3 Focus Order (Level A)	Supports	Interactive and focusable elements can receive focus. If the order of these elements is important to understanding the content, that order is ensured in the markup.
2.4.4 Link Purpose (In Context) (Level A)	Supports	The purpose of links can be determined from the link text.
2.5.1 Pointer Gestures (Level A 2.1 only)	Supports	Path based gestures are avoided in DreamBox lessons.
2.5.2 Pointer Cancellation (Level A 2.1 only)	Supports	When drag-and-drop actions are used, if the item is released outside of a specified "drop target," the item returns to its original position.
2.5.3 Label in Name (Level A 2.1 only)	Supports	Inputs have an associated label that matches their visible text.
2.5.4 Motion Actuation (Level A 2.1 only)	Not Applicable	Device or user motion is not required for any product functionality.
3.1.1 Language of Page (Level A)	Supports	All pages have the language defined in the markup.
3.2.1 On Focus (Level A)	Supports	Context changes do not occur in the product when an element receives focus.
3.2.2 On Input (Level A)	Supports	Input elements do not trigger context changes without giving the user advanced warning this will occur.
3.3.1 Error Identification (Level A)	Supports	Input types have individual error states and localized messaging to the input.
3.3.2 Labels or Instructions (Level A)	Supports	Labels are provided with input types. Additional labelling or instruction may be provided to complex forms with discrete input groups.
4.1.1 Parsing (Level A)	Supports	This criterion has been removed from the most recent WCAG 2.2 spec and is considered "always satisfied" for any content using HTML or XML markup.

Criteria	Conformance Level	Remarks and Explanations
4.1.2 Name, Role, Value (Level A)	Supports	Names, roles, and values for components can be programmatically determined by software. When additional information is needed to determine this, it is provided through additional ARIA attributes.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	No live video content is available in the product.
1.2.5 Audio Description (Prerecorded) (Level AA)	Partially Supports	While closed captions are provided with our videos, we do not provide synchronized audio / text description.
1.3.4 Orientation (Level AA 2.1 only)	Supports	The presentation is fixed to landscape, which is essential to preserving the pedagogical meaning of lessons. Therefore, it should be considered exempt.
1.3.5 Identify Input Purpose (Level AA 2.1 only)	Supports	Input types are supplied with labels that indicate their purpose.
1.4.3 Contrast (Minimum) (Level AA)	Supports	Content meets or exceeds the standard 4.5:1 contrast ratio requirement.
1.4.4 Resize text (Level AA)	Supports	Content is capable of being resized up to at least 200% without the loss of functionality.
1.4.5 Images of Text (Level AA)	Partially Supports	There are a few instances of images of text used in the product. DreamBox is exploring ways to replace these images with text.
1.4.10 Reflow (Level AA 2.1 only)	Partially Supports	Content reflows without the loss of information or requiring two-dimensional scrolling except in instances where it is necessary to preserve the pedagogical understanding of the content.
1.4.11 Non-text Contrast (Level AA 2.1 only)	Supports	Non-text elements meet or exceed the standard 3:1 contrast ratio requirement.

Criteria	Conformance Level	Remarks and Explanations
1.4.12 Text Spacing (Level AA 2.1 only)	Partially Supports	For the majority of lessons, loss of content does not occur when additional spacing styles are added. There are a few instances where text cannot expand due to design constraints. We are exploring ways to satisfy this criterion in the future.
1.4.13 Content on Hover or Focus (Level AA 2.1 only)	Partially Supports	A few instances exist where content does not meet the requirements for hovering or focus.
2.4.5 Multiple Ways (Level AA)	Supports	Most pages in the site are part of a process such as answering a series of questions and are therefore exempt. However, there are multiple ways to navigate back to the main menu from a lesson.
2.4.6 Headings and Labels (Level AA)	Supports	Descriptive labels are used to inform the user of the content that follows them. Semantic markup is used to ensure the overall structure of the page is understandable to all users.
2.4.7 Focus Visible (Level AA)	Supports	A consistent focus indicator is used for all interactive elements on the page.
3.1.2 Language of Parts (Level AA)	Not Applicable	The product does not use different languages for specific parts of a page.
3.2.3 Consistent Navigation (Level AA)	Supports	The location of navigation elements is consistent across pages in which they appear and do not change position across pages except where changes are necessary to the pedagogical understanding of the content presented.
3.2.4 Consistent Identification (Level AA)	Supports	Components that have the same functionality are identified consistently and can be programmatically determined.
3.3.3 Error Suggestion (Level AA)	Supports	Error suggestions are clearly indicated to the user and placed in proximity to the input where the error occurred, except in cases where such suggestions would give away an answer. As an educational product, it is important we do not unintentionally give away answers to students.

Criteria	Conformance Level	Remarks and Explanations
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Not Applicable	This is an educational product that does not involve any legal commitments or financial transactions.
4.1.3 Status Messages (Level AA 2.1 only)	Supports	Proper ARIA roles are assigned to messages so that assistive technology can determine the properties and present the content to the user without the need to receive focus.

Revised Section 508 Report

Chapter 3: Functional Performance Criteria (FPC)

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Supports	Application components essential to completing lessons are accessible to those without vision who use assistive technology such as screen readers.
302.2 With Limited Vision	Supports	Application components essential to completing lessons are accessible to those with low vision who use assistive technology such as screen readers or Zoom text or who rely on native browser zoom.
302.3 Without Perception of Color	Supports	Color is never used as the sole method of conveying information.
302.4 Without Hearing	Supports	Captions and textual information are provided for video content. However, this is an early education product. Some users may not be able to read captions and textual information yet.
302.5 With Limited Hearing	Supports	Captions and textual information are provided for video content. However, this is an early education product. Some users may not be able to read captions and textual information yet.
302.6 Without Speech	Supports	Speech is not required to use or access any content of the product.

Criteria	Conformance Level	Remarks and Explanations
302.7 With Limited Manipulation	Supports	Application components essential to completing lessons are keyboard navigable.
302.8 With Limited Reach and Strength	Supports	Most of the components of the product are designed in such a way that related buttons are placed near each other to minimize mouse movements.
302.9 With Limited Language, Cognitive, and Learning Abilities	Supports	The product is designed to help students of all abilities learn. The utmost care was taken to provide clear language for content, summary information, and instructions throughout the product.

Chapter 4: Hardware

Notes: This section has been removed as not applicable to this product because the product has no hardware components.

Chapter 5: Software

Notes: This section has been removed as not applicable to this product because the product has no software components in scope.

Chapter 6: Support Documentation and Services

Notes:

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope	Heading cell – no response required	Heading cell – no response required
602 Support Documentation	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Not applicable	The product is not a software product
602.3 Electronic Support Documentation	See WCAG 2.1 section	See information in WCAG 2.1 section
602.4 Alternate Formats for Non-Electronic Support Documentation	Not Applicable	No non-electronic documentation is applicable in the product
603 Support Services	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Not Applicable	No Accessibility statements or support document available in the product
603.3 Accommodation of Communication Needs	Not Applicable	No Communication information provided

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