# DreamBox Reading (Reading Plus) Accessibility Evaluation

DreamBox Reading's (Reading Plus's) student-facing product components are designed to be used by learners without profound visual impairment. In DreamBox Reading's core literacy programs, the primary instructional objective for many learners is silent reading fluency development which is undergirded by a core scaffold ("Guided Window").

The student user experience in DreamBox Reading's is designed to consider students with some physical and cognitive disabilities. For example, use and navigation of the program requires the limited manual dexterity of a touch-screen (no mouse or keyboard is necessary), and is navigated sequentially. Use of audio and video in the program is limited, includes captioning and may be paused by the user. On-screen flashes are limited to less than 3 seconds. Various input assistance is provided to help users avoid and correct mistakes.

DreamBox Reading is committed to continued support of WCAG and Section 508 as part of its product roadmaps.

**Name of Product/Version: Reading Plus**

**Date: 10/06/2022**

**Person completing form:  Ben Steelman - DreamBox Learning**

**Product Description: Literacy supplemental educational software**

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## 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<br>Level AA<br>Level AAA |

## Conformance Levels:

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.
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- **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.

# Principle 1: Perceivable

| Guideline 1.1 – Text Alternatives<br>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. | Conformance Level | Remarks and Explanations |
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| **1.1.1 Non-text Content**<br>**Level A** 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.<br><br>Techniques and Failures for 1.1.1<br>Understanding Success Criterion for 1.1.1 | Partially Supports | Images in reading selections do not have alternative text so as to not reveal information about comprehension questions. |
| Guideline 1.2 – Time-based Media<br>Provide alternatives for time-based media. | Conformance Level | Remarks and Explanations |
| **1.2.1 Audio-only and Video-only (Prerecorded)**<br>**Level A** - 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:<br>　• Prerecorded Audio-only: An alternative for time based media is provided that presents equivalent information for prerecorded audio-only content.<br><br>　• 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.<br><br>Techniques and Failures for 1.2.1<br>Understanding Success Criterion for 1.2.1 | Supports | |

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| **1.2.2 Captions (Prerecorded)**<br>**Level A** - 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. **Techniques and Failures for 1.2.2 Understanding Success Criterion for 1.2.2** | Partially Supports | Closed-captions are provided on all student-facing videos except for Skills Coach tutorial videos covering skill remediation. |

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| **1.2.3 Audio Description or Media Alternative (Prerecorded)**<br>**Level A** - 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.<br><br>**Techniques and Failures for 1.2.3**<br>**Understanding Success Criterion for 1.2.3** | Partially Support | Orientation videos do not have audio description, but do offer text transcripts. |
| **1.2.4 Captions (Live)**<br>**Level AA** - Captions are provided for all live audio content in synchronized media.<br><br>**Techniques and Failures for 1.2.4**<br>**Understanding Success Criterion for 1.2.4** | Not Applicable | |
| **1.2.5 Audio Description (Prerecorded)**<br>**Level AA** - Audio description is provided for all prerecorded video content in synchronized media.<br><br>**Techniques and Failures for 1.2.5**<br>**Understanding Success Criterion for 1.2.5** | Partially Support | Orientation videos do not have audio description, but do offer text transcripts. |
| **1.2.6 Sign Language (Prerecorded)**<br>**Level AAA** - Sign language interpretation is provided for all prerecorded audio content in synchronized media.<br><br>**Techniques and Failures for 1.2.6**<br>**Understanding Success Criterion for 1.2.6** | Not Evaluated | |

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| **1.2.7 Extended Audio Description (Prerecorded)**<br>**Level AAA -** 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.<br><br>**Techniques and Failures for 1.2.7**<br>**Understanding Success Criterion for 1.2.7** | Not Evaluated | |
| **1.2.8 Media Alternative (Prerecorded)**<br>**Level AAA -** An alternative for time-based media is provided for all prerecorded synchronized media and for  all prerecorded video-only media.<br><br>**Techniques and Failures for 1.2.8**<br>**Understanding Success Criterion for 1.2.8** | Not Evaluated | |

| Guideline 1.3 – Adaptable | Conformance Level | Remarks and Explanations |
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| **1.2.9 Audio-only (Live)**<br>**Level AAA -** An alternative for time-based media that  presents equivalent information for live audio-only  content is provided.<br><br>**Techniques and Failures for 1.2.9**<br>**Understanding Success Criterion for 1.2.9** | Not Evaluated | |
| **Guideline 1.3 – Adaptable**<br>**Create content that can be presented in different ways  (for example simpler layout) without losing information  or structure.** | Conformance Level | Remarks and Explanations |
| **1.3.1 Info and Relationships**<br>**Level A -** Information, structure, and relationships conveyed through presentation can be programmatically  determined or are available in text.<br><br>**Techniques and Failures for 1.3.1**<br>**Understanding Success Criterion for 1.3.1** | Partially Supports | Keyboard navigation and screen readers will pick up most components and hence not navigate through/read aloud most content in the sequential order. |

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| **1.3.2 Meaningful Sequence**<br>**Level A -** When the sequence in which content is presented affects its meaning, a correct reading sequence  can be programmatically determined.<br><br>**Techniques and Failures for 1.3.2**<br>**Understanding Success Criterion for 1.3.2** | Partially Supports | Keyboard navigation and screen readers will pick up most components and hence not navigate through/read aloud most content in the sequential order. |
| **1.3.3 Sensory Characteristics**<br>**Level A -** Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size,  visual location, orientation, or sound.<br>*Note 1:* For requirements related to color, refer to  Guideline 1.4.<br><br>**Techniques and Failures for 1.3.3**<br>**Understanding Success Criterion for 1.3.3** | Partially Supports | Some instructions reference only one modality (e.g. text) by instructing students to select the "ReRead button" or "Submit button." |
| **1.3.4 Orientation**<br>**Level AA (Added in 2.1) -** Content does not restrict its view  and operation to a single display orientation, such as  portrait or landscape, unless a specific display orientation  is essential.<br><br>**Techniques and Failures for 1.3.4**<br>**Understanding Success Criterion for 1.3.4** | Supports | |

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| **1.3.5 Identify Input Purpose**<br>**Level AA (Added in 2.1) -** The purpose of each input field  collecting information about the user can be programmatically determined when:<br>The input field serves a purpose identified in the Input Purposes for User Interface Components section; and •  The content is implemented using technologies with support for identifying the expected meaning for form input data.<br><br>**Techniques and Failures for 1.3.5**<br>**Understanding Success Criterion for 1.3.5** | Supports | |

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| **1.3.6 Identify Purpose**<br>**Level AAA (Added in 2.1) -** In content implemented using  markup languages, the purpose of User Interface Components, icons, and regions can be programmatically  determined.<br><br>**Techniques and Failures for 1.3.6**<br>**Understanding Success Criterion for 1.3.6** | Not Applicable | |
| **Guideline 1.4 – Distinguishable**<br>**Make it easier for users to see and hear content including  separating foreground from background.** | **Conformance Level** | **Remarks and Explanations** |
| **1.4.1 Use of Color**<br>**Level A -** Color is not used as the only visual means of conveying information, indicating an action, prompting a  response, or distinguishing a visual element.<br>*Note 1:* 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.<br><br>**Techniques and Failures for 1.4.1**<br>**Understanding Success Criterion for 1.4.1** | Supports | |

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| **1.4.2 Audio Control**<br>**Level A -** 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.<br><br>*Note 1:* 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.<br><br>**Techniques and Failures for 1.4.2**<br>**Understanding Success Criterion for 1.4.2** | Not Applicable | |

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| **1.4.3 Contrast (Minimum)**<br>**Level AA** - The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:<br>    • Large Text: Large-scale text and images of large scale text have a contrast ratio of at least 3:1;<br>    • Incidental: 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.<br>    • Logotypes: Text that is part of a logo or brand name has no contrast requirement.<br><br>**Techniques and Failures for 1.4.3**<br>**Understanding Success Criterion for 1.4.3** | Partially Supports | Not all text/imaging has a 4.5:1 contrast, including the Guided Window. |
| **1.4.4 Resize text**<br>**Level AA** - Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.<br><br>**Techniques and Failures for 1.4.4**<br>**Understanding Success Criterion for 1.4.4** | Supports | |

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| **1.4.5 Images of Text**<br>**Level AA** - 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:<br>    • Customizable: The image of text can be visually customized to the user's requirements;<br>    • Essential: A particular presentation of text is essential to the information being conveyed.<br>*Note 1:* Logotypes (text that is part of a logo or brand name) are considered essential.<br><br>**Techniques and Failures for 1.4.5**<br>**Understanding Success Criterion for 1.4.5** | Partially Supports | A few instances of decorative text are images. |

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| **1.4.6 Contrast (Enhanced)**<br>**Level AAA -** The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following:<br>   • Large Text: Large-scale text and images of large scale text have a contrast ratio of at least 4.5:1; • Incidental: 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<br>      requirement.<br>   • Logotypes: Text that is part of a logo or brand name has no contrast requirement.<br><br>**Techniques and Failures for 1.4.6**<br>**Understanding Success Criterion for 1.4.6** | Not Evaluated | |

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| **1.4.7 Low or No Background Audio**<br>**Level AAA -** 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<br>intended to be primarily musical expression such as singing or rapping, at least one of the following is true: • No Background: The audio does not contain background sounds.<br>   • Turn Off: The background sounds can be turned off.<br>   • 20 dB: 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. Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.<br><br>**Techniques and Failures for 1.4.7**<br>**Understanding Success Criterion for 1.4.7** | Not Evaluated | |

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| **1.4.8 Visual Presentation**<br>**Level AAA -** For the visual presentation of blocks of text, a mechanism is available to achieve the following: 1. Foreground and background colors can be selected by the user.<br>    2. Width is no more than 80 characters or glyphs (40 if CJK).<br>    3. Text is not justified (aligned to both the left and the right margins).<br>        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.<br>    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.<br><br>**Techniques and Failures for 1.4.8**<br>**Understanding Success Criterion for 1.4.8** | Not Evaluated | |

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| **1.4.9 Images of Text (No Exception)**<br>**Level AAA** - Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed.<br>*Note 1:* Logotypes (text that is part of a logo or brand name) are considered essential.<br><br>**Techniques and Failures for 1.4.9**<br>**Understanding Success Criterion for 1.4.8** | Supports | |
| **1.4.10 Reflow**<br>**Level AA (Added in 2.1) -** Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:<br>    • Vertical scrolling content at a width equivalent to 320 CSS pixels;<br>    • Horizontal scrolling content at a height equivalent to 256 CSS pixels;<br>Except for parts of the content which require two dimensional layout for usage or meaning.<br><br>**Techniques and Failures for 1.4.10**<br>**Understanding Success Criterion for 1.4.10** | Partially Supports | The Reading component does not reflow when held in a vertical position on touch devices/tablets, as it's intended to be viewed in a horizontal view. |

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| **1.4.11 Non-text Contrast**<br>**Level AA (Added in 2.1) -** The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):<br>    • User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;<br>    • Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.<br><br>**Techniques and Failures for 1.4.11**<br>**Understanding Success Criterion for 1.4.11** | Partially Supports | Images used in the student dashboard (e.g. graphs, award icons, etc.) do not meet color contrast requirements. |

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| **1.4.12 Text Spacing**<br>**Level AA (Added in 2.1) -** In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:<br>    • Line height (line spacing) to at least 1.5 times the font size;<br>    • Spacing following paragraphs to at least 2 times the font size;<br>    • Letter spacing (tracking) to at least 0.12 times the font size;<br>    • Word spacing to at least 0.16 times the font size.<br>  Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.<br><br>**Techniques and Failures for 1.4.12**<br>**Understanding Success Criterion for 1.4.12** | Partially Supports | Some aspects of the Reading component (e.g. line height, spacing, letter spacing) cannot be adjusted. Text spacing is preset to maximize readability. All text presentation within Reading Plus is extensively research-based. |

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| **1.4.13 Content on Hover or Focus**<br>**Level AA (Added in 2.1) -** Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the  following are true:<br>    • Dismissible: A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not  obscure or replace other content;<br>    • Hoverable: If pointer hover can trigger the additional content, then the pointer can be moved  over the additional content without the additional  content disappearing;<br>    • Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.<br>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified  by the author.<br><br>**Techniques and Failures for 1.4.13**<br>**Understanding Success Criterion for 1.4.13** | Partially Supports | High-level tabs can be navigated on the student dashboard via keyboard. |

# Principle 2 – Operable

| **Guideline 2.1 – Keyboard Accessible**<br>**Make all functionality available from a keyboard.** | **Conformance Level** | **Remarks and Explanations** |
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| **2.1.1 Keyboard**<br>**Level A** - 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.<br>*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.<br>*Note 2:* This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.<br><br>**Techniques and Failures for 2.1.1**<br>**Understanding Success Criterion for 2.1.1** | Partially Supports | Some parts of the application can be navigated via keyboard (e.g. comprehension questions in the Reading component), but others cannot be (e.g. parts of the student's dashboard). |
| **2.1.2 No Keyboard Trap**<br>**Level A** - 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.<br>*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.<br>*Note 2:* This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.<br><br>**Techniques and Failures for 2.1.2**<br>**Understanding Success Criterion for 2.12** | Partially Supports | Some parts of the application can be navigated via keyboard (e.g. comprehension questions in the Reading component), but others cannot be (e.g. parts of the student's dashboard). |

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| **2.1.3 Keyboard (No Exception)**<br>**Level AAA** - All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes.<br><br>**Techniques and Failures for 2.1.3**<br>**Understanding Success Criterion for 2.1.3** | Not Evaluated | |

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| **2.1.4 Character Key Shortcuts**<br>**Level A (Added in 2.1) -** If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:<br>　• Turn off: A mechanism is available to turn the shortcut off;<br>　• Remap: A mechanism is available to remap the shortcut to include one or more non-printable keyboard keys (e.g., Ctrl, Alt);<br>　• Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus.<br><br>**Techniques and Failures for 2.1.4**<br>**Understanding Success Criterion for 2.1.4** | Not Applicable | Reading Plus does not utilize keyboard shortcuts using only letter, punctuation, number or symbol characters. |
| **Guideline 2.2 – Enough Time**<br>**Provide users enough time to read and use content.** | **Conformance Level** | **Remarks and Explanations** |

| 2.2.1 Timing Adjustable<br>**Level A** - For each time limit that is set by the content, at least one of the following is true:<br>   • Turn off: The user is allowed to turn off the time limit before encountering it; or<br>   • 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<br>   • 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<br>     required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or<br>   • Essential Exception: The time limit is essential and extending it would invalidate the activity; or<br>   • 20 Hour Exception: The time limit is longer than 20 hours.<br><br>**Techniques and Failures for 2.2.1**<br>**Understanding Success Criterion for 2.2.1** | Not Applicable | |
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| **2.2.2Pause, Stop, Hide**<br>**Level A**<br>For moving, blinking, scrolling, or auto-updating  information, all of the following are true:<br>    • 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<br>    • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content,<br>      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.<br><br>*Note 1:* For requirements related to flickering or  flashing content, refer to Guideline 2.3.<br>*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.<br>*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.<br>*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.<br><br>**Techniques and Failures for 2.2.2**<br>**Understanding Success Criterion for 2.2.2** | Partially Supports | The Guided Window in the Reading component requires moving of the window across text as essential functionality. Minimal blinking  in the Vocabulary and Visual Skills components is required for essential functionality. |

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| **2.2.3 No Timing**<br>**Level AAA -** 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.<br><br>**Techniques and Failures for 2.2.3**<br>**Understanding Success Criterion for 2.2.3** | Not Evaluated | |
| **2.2.4 Interruptions**<br>**Level AAA -** Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency.<br><br>**Techniques and Failures for 2.2.4**<br>**Understanding Success Criterion for 2.2.4** | Not Evaluated | |
| **2.2.5 Re-authenticating**<br>**Level AAA -** When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating.<br><br>**Techniques and Failures for 2.2.5**<br>**Understanding Success Criterion for 2.2.5** | Supports | |
| **2.2.6 Timeouts**<br>**Level AAA (Added in 2.1) -** Users are warned of the duration of any user inactivity that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions.<br><br>**Techniques and Failures for 2.2.6**<br>**Understanding Success Criterion for 2.2.6** | Not Evaluated | |
| **Guideline 2.3 – Seizures and Physical Reactions**<br>**Do not design content in a way that is known to cause seizures or physical reactions.** | **Conformance Level** | **Remarks and Explanations** |

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| **2.3.1 Three Flashes or Below Threshold Level A -** 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. *Note 1:* 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. <br><br> **Techniques and Failures for 2.3.1** <br> **Understanding Success Criterion for 2.3.1** | Supports | |
| **2.3.2 Three Flashes Level AAA -** Web pages do not contain anything that flashes more than three times in any one second period. <br><br> **Techniques and Failures for 2.3.2** <br> **Understanding Success Criterion for 2.3.2** | Supports | |
| **2.3.3 Animation from Interactions Level AAA(Added in 2.1) -** Motion animation triggered by interaction can be disabled, unless the animation is essential to the functionality or the information being conveyed. <br><br> **Techniques and Failures for 2.3.3** <br> **Understanding Success Criterion for 2.3.3** | Not Applicable | |
| **Guideline 2.4 – Navigable** <br> **Provide ways to help users navigate, find content, and determine where they are.** | **Conformance Level** | **Remarks and Explanations** |
| **2.4.1 Bypass Blocks Level A -** A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. <br><br> **Techniques and Failures for 2.4.1** <br> **Understanding Success Criterion for 2.4.1** | Not Applicable | |

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| **2.4.2 Page Titled**<br>**Level A -** Web pages have titles that describe topic or  purpose.<br><br>**Techniques and Failures for 2.4.2**<br>**Understanding Success Criterion for 2.4.2** | Supports | |
| **2.4.3 Focus Order**<br>**Level A -** 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.<br><br>**Techniques and Failures for 2.4.3**<br>**Understanding Success Criterion for 2.4.3** | Partially Supports | Only some aspects of the program can be navigated in sequential order. For example, the student's dashboard cannot currently be navigated via focus order, but questions in the Reading component can be. |
| **2.4.4 Purpose (In Context)**<br>**Level A -** 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.<br><br>**Techniques and Failures for 2.4.4**<br>**Understanding Success Criterion for 2.4.4** | Supports | |
| **2.4.5 Multiple Ways**<br>**Level AA -** 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.<br><br>**Techniques and Failures for 2.4.5**<br>**Understanding Success Criterion for 2.4.5** | Not Applicable | |
| **2.4.6 Headings and Labels**<br>**Level AA -** Headings and labels describe topic or  purpose.<br><br>**Techniques and Failures for 2.4.6**<br>**Understanding Success Criterion for 2.4.6** | Supports | |

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| **2.4.7 Focus Visible**<br>**Level AA -** Any keyboard operable user interface has a  mode of operation where the keyboard focus indicator  is visible.<br><br>**Techniques and Failures for 2.4.7**<br>**Understanding Success Criterion for 2.4.7** | Not Applicable | |
| **2.4.8 Location**<br>**Level AAA -** Information about the user's location  within a set of Web pages is available.<br><br>**Techniques and Failures for 2.4.8**<br>**Understanding Success Criterion for 2.4.8** | Not Evaluated | |
| **2.4.9 Link Purpose (Link Only)**<br>**Level AAA -**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.<br><br>**Techniques and Failures for 2.4.9**<br>**Understanding Success Criterion for 2.4.9** | Supports | |
| **2.4.10 Section Headings**<br>**Level AAA -** Section headings are used to organize the  content.<br>*Note 1:* "Heading" is used in its general sense and   includes titles and other ways to add a heading to  different types of content.<br>*Note 2:* This success criterion covers sections within writing, not user interface components. User Interface  components are covered under Success Criterion 4.1.2.<br><br>**Techniques and Failures for 2.4.10**<br>**Understanding Success Criterion for 2.4.10** | Not Evaluated | |
| **Guideline 2.5 – Input Modalities**<br>**Make it easier for users to operate functionality  through various inputs beyond keyboard.** | **Conformance Level** | **Remarks and Explanations** |

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| **2.5.1 Pointer Gestures**<br>**Level A (Added in 2.1) -** All functionality that uses multipoint or path-based gestures for operation can be  operated with a single pointer without a path-based  gesture, unless a multipoint or path-based gesture is  essential.<br><br>**Techniques and Failures for 2.5.1**<br>**Understanding Success Criterion for 2.5.1** | Not Applicable | |
| **2.5.2 Pointer Cancellation**<br>**Level A (Added in 2.1) -** For functionality that can be  operated using a single pointer, at least one of the  following is true:<br> • No Down-Event: The down-event of the pointer is not used to execute any part of the function; • Abort or Undo: Completion of the function is  on the up-event, and a mechanism is available  to abort the function before completion or to  undo the function after completion;<br> • Up Reversal: The up-event reverses any outcome of the preceding down-event;<br> • Essential: Completing the function on the down-event is essential.<br> •<br>**Techniques and Failures for 2.5.2**<br>**Understanding Success Criterion for 2.5.2** | Conforms | |
| **2.5.3 Label in Name**<br>**Level A (Added in 2.1) -** For user interface components  with labels that include text or images of text, the  name contains the text that is presented visually.<br><br>**Techniques and Failures for 2.5.3**<br>**Understanding Success Criterion for 2.5.3** | Partially Conforms | |

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| **2.5.4 Motion Actuation**<br>**Level A (Added in 2.1) -** Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:<br>    • Supported Interface: The motion is used to operate functionality through an accessibility supported interface;<br>    • Essential: The motion is essential for the function and doing so would invalidate the activity.<br><br>**Techniques and Failures for 2.5.4**<br>**Understanding Success Criterion for 2.5.4** | Not Applicable | |
| **2.5.5 Target Size**<br>**Level AAA (Added in 2.1) -** The size of the target for pointer inputs is at least 44 by 44 CSS pixels except when:<br>    • Equivalent: The target is available through an equivalent link or control on the same page that is at least 44 by 44 CSS pixels;<br>    • Inline: The target is in a sentence or block of text;<br>    • User Agent Control: The size of the target is determined by the user agent and is not modified by the author;<br>    • Essential: A particular presentation of the target is essential to the information being conveyed.<br><br>**Techniques and Failures for 2.5.5**<br>**Understanding Success Criterion for 2.5.5** | Not Evaluated | |
| **2.5.6 Concurrent Input Mechanisms**<br>**Level AAA (Added in 2.1) -** Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.<br><br>**Techniques and Failures for 2.5.6**<br>**Understanding Success Criterion for 2.5.6** | Not Evaluated | |

# Principle 3 –Understandable

| Guideline 3.1 – Readable<br>Make text content readable and understandable. | Conformance Level | Remarks and Explanations |
|---|---|---|
| **3.1.1 Language of Page**<br>**Level A—**The default human language of each Web page can be programmatically determined.<br><br>**Techniques and Failures for 3.1.1**<br>**Understanding Success Criterion for 3.1.1** | Conforms | |
| **3.1.2 Language of Parts**<br>**Level AA—**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.<br><br>**Techniques and Failures for 3.1.2**<br>**Understanding Success Criterion for 3.1.2** | Not Applicable | Because Reading Plus is an English-language Reading program, the human language used in the program is inherently known to be English by the end user. As a program addressing silent reading fluency, Reading Plus is not designed to be used with a screen reader or similar software used to read text aloud that would need to programmatically determine the human language used. |
| **3.1.3 Unusual Words**<br>**Level AAA—**A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon.<br><br>**Techniques and Failures for 3.1.3**<br>**Understanding Success Criterion for 3.1.3** | Not Evaluated | |

| 3.1.4 Abbreviations<br>**Level AAA**—A mechanism for identifying the expanded form or meaning of abbreviations is available.<br><br>**Techniques and Failures for 3.1.4**<br>**Understanding Success Criterion for 3.1.4** | Not Evaluated | |
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| 3.1.5 Reading Level<br>**Level AAA**—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.<br><br>**Techniques and Failures for 3.1.5**<br>**Understanding Success Criterion for 3.1.5** | Not Evaluated | |

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| 3.1.6 Pronunciation<br>**Level AAA**—A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation.<br><br>**Techniques and Failures for 3.1.6**<br>**Understanding Success Criterion for 3.1.6** | Not Evaluated | |
| ## Guideline 3.2 – Predictable<br><br>**Make Web pages appear and operate in predictable ways.** | **Conformance Level** | **Remarks and Explanations** |
| 3.2.1 On Focus<br>**Level A—**When any user interface component receives focus, it does not initiate a change of context.<br><br>**Techniques and Failures for 3.2.1**<br>**Understanding Success Criterion for 3.2.1** | Supports | |

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| **3.2.2 On Input**<br>**Level A**—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.<br><br>**Techniques and Failures for 3.2.2**<br>**Understanding Success Criterion for 3.2.2** | Supports | |
| **3.2.3 Consistent Navigation**<br>**Level AA**—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.<br><br>**Techniques and Failures for 3.2.3**<br>**Understanding Success Criterion for 3.2.3** | Supports | |
| **3.2.4 Consistent Identification**<br>**Level AA**—Components that have the same functionality within a set of Web pages are identified consistently.<br><br>**Techniques and Failures for 3.2.4**<br>**Understanding Success Criterion for 3.2.4** | Supports | |
| **3.2.5 Change on Request** | | |

| | Conformance Level | Remarks and Explanations |
|---|---|---|
| **Level AAA**—Changes of context are initiated only by user request or a mechanism is available to turn off such changes.<br><br>**Techniques and Failures for 3.2.5**<br>**Understanding Success Criterion for 3.2.5** | Supports | |
| **Guideline 3.3 – Input Assistance**<br>**Help users avoid and correct mistakes.** | **Conformance Level** | **Remarks and Explanations** |
| **3.3.1 Error Identification**<br>**Level A**—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.<br><br>**Techniques and Failures for 3.3.1**<br>**Understanding Success Criterion for 3.3.1** | Supports | |

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| **3.3.2 Labels or Instructions**<br>**Level A—**Labels or instructions are provided when content requires user input.<br><br>**Techniques and Failures for 3.3.2**<br>**Understanding Success Criterion for 3.3.2** | Supports | |
| **3.3.3 Error Suggestion**<br>**Level AA—**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.<br><br>**Techniques and Failures for 3.3.3**<br>**Understanding Success Criterion for 3.3.3** | Supports | |
| **3.3.4 Error Prevention (Legal, Financial, Data)**<br>**Level AA—**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:<br>  • **Reversible:** Submissions are reversible.<br>  • **Checked:** Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.<br>  • **Confirmed:** A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. | Supports | |

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| **Techniques and Failures for 3.3.4**<br>**Understanding Success Criterion for 3.3.4** | | |
| **3.3.5 Help**<br>**Level AAA**—Context-sensitive help is available.<br><br>**Techniques and Failures for 3.3.5**<br>**Understanding Success Criterion for 3.3.5** | Not Evaluated | |

| 3.3.6 Error Prevention (All)<br>**Level AAA**—For Web pages that require the user to submit information, at least one of the following is true: • **Reversible:** Submissions are reversible.<br><br>• **Checked:** Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.<br><br>• **Confirmed:** A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.<br><br>**Techniques and Failures for 3.3.6**<br>**Understanding Success Criterion for 3.3.6** | Not Evaluated | |

# Principle 4 – Robust

| **Guideline 4.1 – Compatible**<br>**Maximize compatibility with current and future user agents, including assistive technologies.** | **Conformance Level** | **Remarks and Explanations** |
|---|---|---|
| **4.1.1 Parsing**<br>**Level A**—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.<br><br>**Techniques and Failures for 4.1.1**<br>**Understanding Success Criterion for 4.1.1** | Supports | |
| **4.1.2 Name, Role, Value**<br>**Level A**—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.<br><br>**Techniques and Failures for 4.1.2**<br>**Understanding Success Criterion for 4.1.2** | Supports | |

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| **4.1.3 Status Messages**<br>**Level AA(Added in 2.1)**—In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.<br><br>**Techniques and Failures for 4.1.3**<br>**Understanding Success Criterion for 4.1.3** | Not Applicable | |