

# **Macmillan Reef iClicker Student Accessibility Conformance Report**

## **WCAG Edition**

**(Based on VPAT® Version 2.4)**

**Name of Product/Version: iClicker Student**

**Product Description: iClicker Student**

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**Notes:** Macmillan Learning is committed to the goal of providing equal access to all products regardless of an individual's age, ability, or situation and embraces the opportunity to develop services and information technologies that are accessible and usable by all individuals. Based on the feedback that we received in this VPAT, we are actively updating our platform and will make revised VPATs available as work is completed. This VPAT was created based on an audit of the student facing portion of our platform.

### **Evaluation Methods Used:**

The accessibility assessment was conducted according to the following steps:

- I. An accessibility expert conducted an overall technical analysis in order to identify issues of technical compliance that would affect mobility impaired, deaf/hearing impaired and low vision users. The evaluator inspected each screen using Google Chrome browser with the Wave and aXe toolbars. Code analysis was conducted using browser Developer Tools (Chrome).
- II. Keyboard accessibility analysis (for mobility and physically impaired users) was conducted by attempting to thoroughly navigate the web application through the keyboard, without using a mouse, using Google Chrome browser.

- III. For deaf and hard of hearing users, any audio content was assessed for proper captioning.
- IV. The accessibility for low vision users was evaluated three ways: (1) using the screen magnification, palette, and contrast controls provided by the operating systems; (2) using the font resizing capability offered by the browser, and (3) using Color Contrast Analyzer version 2.2.
  - I. An evaluator who is legally blind conducted the screen reader testing. The goal was to identify accessibility barriers that are likely to be experienced by users who are blind. The evaluator worked through the web application using the JAWS for Windows (v. 2020) screen reader with Google Chrome. Any pages found to have screen reader issues were re-examined in interactive sessions with a sighted evaluator.
- V. Any usability issues for users with disabilities encountered during the accessibility assessments in Steps I-V were noted for subsequent mention.

## Applicable Standards/Guidelines

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

Standard/Guideline	Included In Report
<a href="#">Web Content Accessibility Guidelines 2.0</a>	Level A (Yes) Level AA (Yes) Level AAA (No )
<a href="#">Web Content Accessibility Guidelines 2.1</a>	Level A (No) Level AA (No) Level AAA (No)

## 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 2.0 Level AAA.



## WCAG 2.0 Report

Note: When reporting on conformance with the WCAG 2.0 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.0 Conformance Requirements](#).

**Table 1: Success Criteria, Level A**

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.1.1 Non-text Content</a> (Level A)	Partially Supports	Most images with the exception for flashcard images have alt attributes. It should be noted that currently, no mechanism is provided to label screen shots taken by the instructor with descriptive text. This renders self-study tools completely inaccessible to screen reader users and requires a live facilitated session for accessibility of polling activities.
<a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a> (Level A)	Supports	No audio-only and video-only content
<a href="#">1.2.2 Captions (Prerecorded)</a> (Level A)	Supports	No audio or video content
<a href="#">1.2.3 Audio Description or Media Alternative (Prerecorded)</a> (Level A)	Supports	No audio or video content
<a href="#">1.3.1 Info and Relationships</a> (Level A)	Supports	Page heading structure is hierarchical. All elements are correctly coded for their relationships.
<a href="#">1.3.2 Meaningful Sequence</a> (Level A)	Partially Supports	Content is provided in a meaningful sequence with few instances of text running together for screen reader users.
<a href="#">1.3.3 Sensory Characteristics</a> (Level A)	Supports	Sensory characteristics are not used as the sole means of conveying information.
<a href="#">1.4.1 Use of Color</a> (Level A)	Supports	Color is not used as the only means of conveying information.
<a href="#">1.4.2 Audio Control</a> (Level A)	Supports	No audio content.
<a href="#">2.1.1 Keyboard</a> (Level A)	Partially Supports	All user interface elements can be operated using keyboard with the following exception: Target activity is not keyboard accessible.
<a href="#">2.1.2 No Keyboard Trap</a> (Level A)	Supports	Keyboard focus is not trapped in the user interface.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.2.1 Timing Adjustable</a> (Level A)	Supports	No timed response is required. Timing of activities is adjusted manually by instructor.
<a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)	Supports	No automatically updated information is present. Timing of activities is adjusted manually by instructor.
<a href="#">2.3.1 Three Flashes or Below Threshold</a> (Level A)	Supports	No flashing content is present.
<a href="#">2.4.1 Bypass Blocks</a> (Level A)	Supports	Heading structure can be used to skip blocks of content.
<a href="#">2.4.2 Page Titled</a> (Level A)	Partially Supports	With several exceptions, page titles are descriptive.
<a href="#">2.4.3 Focus Order</a> (Level A)	Partially Supports	With the exception of form fields with errors not consistently receiving focus, focus moves in a predictable way.
<a href="#">2.4.4 Link Purpose (In Context)</a> (Level A)	Supports	Links are labeled with sufficiently descriptive text.
<a href="#">3.1.1 Language of Page</a> (Level A)	Supports	All pages have their language defined.
<a href="#">3.2.1 On Focus</a> (Level A)	Supports	Elements do not initiate a change of context when focused.
<a href="#">3.2.2 On Input</a> (Level A)	Supports	Controls do not initiate unexpected changes of context when interacted with.
<a href="#">3.3.1 Error Identification</a> (Level A)	Partially Supports	With a few minor exceptions, errors are correctly identified in text and are associated with the fields.
<a href="#">3.3.2 Labels or Instructions</a> (Level A)	Partially Supports	Most elements are correctly labeled, with the exception of Question Detail buttons on the Session History and Current Session Details pages.
<a href="#">4.1.1 Parsing</a> (Level A)	Supports	Elements have complete start and end tags, elements are nested according to

Criteria	Conformance Level	Remarks and Explanations
		their specifications, elements do not contain duplicate attributes, and any IDs are unique.
<a href="#">4.1.2 Name, Role, Value</a> (Level A)	Partially Supports	Most elements correctly expose their name, role and value. Main Menu modal overlay does not correctly implement its modality.

**Table 2: Success Criteria, Level AA**

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.2.4 Captions (Live)</a> (Level AA)	Supports	No live audio/video content.
<a href="#">1.2.5 Audio Description (Prerecorded)</a> (Level AA)	Supports	No audio/video content.
<a href="#">1.4.3 Contrast (Minimum)</a> (Level AA)	Supports	All text elements have sufficient contrast (at least 4.5:1).
<a href="#">1.4.4 Resize text</a> (Level AA)	Supports	Pages scale correctly at 200% zoom.
<a href="#">1.4.5 Images of Text</a> (Level AA)	Supports	Images of text are not used.
<a href="#">2.4.5 Multiple Ways</a> (Level AA)	Supports	Many pages are steps in the process, and need to be accessed sequentially.
<a href="#">2.4.6 Headings and Labels</a> (Level AA)	Supports	Headings are descriptive and are in a hierarchical order.
<a href="#">2.4.7 Focus Visible</a> (Level AA)	Partially Supports	All interactive elements receive visible focus. Some non-interactive elements also receive visible focus.
<a href="#">3.1.2 Language of Parts</a> (Level AA)	Supports	Single language is used on pages.
<a href="#">3.2.3 Consistent Navigation</a> (Level AA)	Supports	Pages have consistent navigation mechanisms.
<a href="#">3.2.4 Consistent Identification</a> (Level AA)	Supports	Elements are consistently identified.
<a href="#">3.3.3 Error Suggestion</a> (Level AA)	Partially Supports	With very minor exceptions, errors are associated with form fields, and provide suggestions for correction.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">3.3.4 Error Prevention (Legal, Financial, Data)</a> (Level AA)	Supports	Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.

## Legal Disclaimer (Macmillan Learning)

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