Macmillan iClicker Instuctor Web & Desktop

Accessibility Conformance Report

WCAG Edition

(Based on VPAT® Version 2.5Rev)

Name of Product/Version:

Macmillan iClicker Instructor Web & Desktop

Report Date:

May 2, 2025

Product Description:

iClicker is a tool used in classrooms to answer multiple question types live in class

_____

Contact Information:

Rachel Comerford, Senior Director of Content Standards and Accessibility, Rachel.Comerford@Macmillan.com

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:

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 2.0	Level A (Yes)
	Level AA (Yes)
	Level AAA (No)
Web Content Accessibility Guidelines 2.1	Level A (Yes)
	Level AA (Yes)
	Level AAA (No)
Web Content Accessibility Guidelines 2.2	Level A (Yes)
	Level AA (Yes)
	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 only be used in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 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

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Partially Supports	Most non-text content that is presented to the user has a text alternative that serves the equivalent purpose. The exception to this is: ● On Desktop: ○ In the question results section, the results chart does not have descriptive alternative text.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Supports	Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.
1.2.2 Captions (Prerecorded) (Level A)	Supports	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.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Supports	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.
1.3.1 Info and Relationships (Level A)	Partially Supports	Most information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. The exceptions to this are: ● On the website: ○ In the create event page, the inputs have counter components that are visually but not programmatically associated.

Criteria	Conformance Level	Remarks and Explanations
		○ In the people page, the assignment results appear as a table without using table markup or roles
[1.3.2 Meaningful Sequence](#) (Level A)	Supports	When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.
[1.3.3 Sensory Characteristics](#) (Level A)	Supports	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.
[1.4.1 Use of Color](#) (Level A)	Partially Supports	In most cases color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. The exception to this is: ● On the website: 　　○ On the create quiz page, color alone is used to visually indicate links within text blocks.
[1.4.2 Audio Control](#) (Level A)	Supports	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.
[2.1.1 Keyboard](#) (Level A)	Partially Supports	Most 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. The exceptions to this are:

Criteria	Conformance Level	Remarks and Explanations

		● On the website:
		  o On the create assignments page, the file upload input cannot be reached with a keyboard.
		  o On the create assignments page, the delete button cannot be reached with a keyboard.
		  o On the create assignments page, the edit alt text button can be reached but not activated with a keyboard.
		  o On the create assignments page, the question type dropdown can be reached but not activated with a keyboard.
		  o On the create assignments page, the target question type can be operated with a mouse but not a keyboard.
		  o On the assignments page, the assignment table has interactive elements that cannot be reached with a keyboard.
		  o On the assignments page, the assignment menu can be interacted with using a mouse but not a keyboard.
		  o On the assignments page, the question panel has a table with sortable table headers that cannot be interacted with using a keyboard.
		  o On the assignments page, the tooltip element in the table can be interacted with using a mouse but not a keyboard.

Criteria	Conformance Level	Remarks and Explanations
		o On the people page, the assignments result table has interactive elements that cannot be reached with a keyboard.
		o On the attendance page, there is a table with sortable table headers that cannot be operated with a keyboard.
		o On the attendance page, there is a table with interactive elements that cannot be reached with a keyboard.
		o On the settings page, the mobile device settings toggle cannot be interacted with using a keyboard.
		● On the desktop app:
		o On the courses tab, the dropdown account menu cannot be reached with a keyboard.
		o On the courses tab, the join code button cannot be reached with a keyboard.
		o On the toolbar, the element cannot be moved or reached with a keyboard alone.
		o On the poll section, the question type dropdown cannot be reached with a keyboard alone.
		o On the poll section, the more menu can be opened but not accessed with a keyboard alone.
		o On the poll results, the correct answer cannot be selected with a keyboard alone.

Criteria	Conformance Level	Remarks and Explanations
		o On the poll results, a tab element cannot be operated with a keyboard alone. o On the quiz setup screen, the interactive elements cannot be reached with a keyboard.
2.1.2 No Keyboard Trap (Level A)	Partially Supports	In most cases, 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. The exception to this is: ● On the website: o In the top navigation, keyboard focus becomes trapped in the top menu.
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, there is a way to turn off or remap the shortcut.
2.2.1 Timing Adjustable (Level A)	Partially Supports	In most cases, for each time limit that is set by the content, there is a way to turn off, adjust or extend the time limit or the content meets exception criteria as outlined in WCAG. The exceptions to this are: ● On the website: o On the assignments page, the assignment created status message

Criteria	Conformance Level	Remarks and Explanations
		displays then disappears automatically.
2.2.2 Pause, Stop, Hide (Level A)	Supports	For any moving, blinking, scrolling, or auto-updating information, there is a way to pause, stop or hide the content.
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	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.
2.4.1 Bypass Blocks (Level A)	Supports	A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.
2.4.2 Page Titled (Level A)	Supports	Web pages have titles that describe topic or purpose.

2.4.3 Focus Order (Level A)	Partially Supports	In most cases, 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. The exceptions to this are:
		
		● On the website:
		   ○ On the login page, the focus order moves from right to left rather than left to right for the form buttons.
		   ○ On the top navigation, the "new" button is visually near the beginning of the focus order but programmatically is at the end of the focus order.
		   ○ On the assignments page, the edit text modal dialog opens without moving focus to the dialog and the dialog is at the end of the page focus order.
		   ○ On the assignments page, the replace image modal dialog opens without

Criteria	Conformance Level	Remarks and Explanations
		moving focus to the dialog and the dialog is at the end of the page focus order. ○ On the assignments page, the question panel opens without moving focus and is at the end of the page focus order. ○ On the people page, a modal dialog opens without moving focus to the dialog and the dialog is at the end of the page focus order.
[2.4.4 Link Purpose (In Context)](#) (Level A)	Supports	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.
[2.5.1 Pointer Gestures](#) (Level A 2.1 and 2.2)	Supports	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.
[2.5.2 Pointer Cancellation](#) (Level A 2.1 and 2.2)	Supports	Functionality that can be operated using a single pointer does not execute on a down event (such as tap down or click down) or there is a way to abort / undo the functionality.
[2.5.3 Label in Name](#) (Level A 2.1 and 2.2)	Partially Supports	In most cases, for user interface components with labels that include text or images of text, the name contains the text that is presented visually. The exceptions to this are: ● On the website: ○ On the create assignment page, inputs have accessible names that do not

Criteria	Conformance Level	Remarks and Explanations
		contain the visible text in the label for those inputs. o On the create assignment page, the question type dropdown does not have an accessible name and is not programmatically associated with the visible label for the dropdown.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	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.
3.1.1 Language of Page (Level A)	Supports	The default human language of each Web page can be programmatically determined.
3.2.1 On Focus (Level A)	Supports	When any user interface component receives focus, it does not initiate a change of context.
3.2.2 On Input (Level A)	Supports	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.
3.2.6 Consistent Help (Level A 2.2 only)	Supports	If a Web page contains a help mechanism, and those mechanisms are repeated on multiple Web pages within a set of Web pages, they occur in the same order relative to other page content, unless a change is initiated by the user.
3.3.1 Error Identification (Level A)	Supports	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.
3.3.2 Labels or Instructions (Level A)	Supports	Labels or instructions are provided when content requires user input.
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	Information previously entered by or provided to the user that is required to be entered again in the same process is either auto-populated or available for the user to select.

Criteria	Conformance Level	Remarks and Explanations

4.1.1 Parsing (Level A)
    WCAG 2.0 and 2.1 – Always answer 'Supports'
    WCAG 2.2 (obsolete and removed) - Does not apply
	Supports	For WCAG 2.0 and 2.1, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata.

4.1.2 Name, Role, Value (Level A)	Partially Supports	For most 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. The exceptions to this are:
		
		● On the website:
		   o In the top navigation, the expanded state of menu buttons are not communicated to assistive technologies.
		   o In the top navigation, the role and state of the tab menu within the dropdown menu is not communicated to assistive technologies.
		   o In the left navigation, the current state of the links is not communicated to assistive technologies.
		   o On the assignments page, the page has non-semantic elements with aria-label applied.
		   o On the assignments page, the question responses table does not communicate it's sorted state to assistive technologies.
		   o On the create assignment page, the checked state of the correct answer

Criteria	Conformance Level	Remarks and Explanations
		radio button is not communicated to assistive technologies. ○ On the events page, the selected state of the tab navigation is not communicated to assistive technologies. ○ On the settings page, the selected state of the settings tab navigation is not communicated to assistive technologies. ○ On the people page, the selected state of the "student was" button is not communicated to assistive technologies. ● On the MacOS desktop application: ○ On the login screen, the "remember me" toggle button lacks an accessible name. ○ On the toolbar, when focus is manually placed into the component all the controls lack a semantic role and accessible name. ● On both desktop applications: ○ On the courses tab, the tab navigation does not communicate it's role or state to assistive technology. ○ On the courses and events screen, the communicated state of the create dropdown is not communicated to assistive technologies.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Supports	Captions are provided for all live audio content in synchronized media.
1.2.5 Audio Description (Prerecorded) (Level AA)	Supports	Audio description is provided for all prerecorded video content in synchronized media.
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	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.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Supports	The purpose of each input field collecting information about the user can be programmatically determined.

1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	In most cases, the visual presentation of regular-sized text has a contrast ratio of at least 4.5:1 with surrounding colors and large text has a contrast ratio of at least 3:1 with surrounding colors. The exceptions to this are:
		
		● On the website:
		   ○ On the create course page, the blue "learn more" text does not provide sufficient contrast with its background color.
		● On both desktop applications:
		   ○ On the quiz results screen, the green "graded" and "present" elements do not provide sufficient contrast with the background color.

1.4.4 Resize text (Level AA)	Supports	Text can be resized without assistive technology up to 200 percent without loss of content or functionality.

Criteria	Conformance Level	Remarks and Explanations
1.4.5 Images of Text (Level AA)	Supports	If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text.
1.4.10 Reflow (Level AA 2.1 and 2.2)	Partially Supports	Most content is presented without loss of information or functionality, and without requiring scrolling in two dimensions at a minimum width equivalent to 320 CSS pixels and at a minimum height equivalent to 256 CSS pixels. The exception to this is: ● On the website: o Throughout the site, the left and top sticky navigations take up much of the screen and require horizontal scrolling.

1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)	Partially Supports	The visual presentation of most user interface components and graphical objects have a contrast ratio of at least 3:1 with surrounding colors.The exceptions to this are:
		● On the website:
		    o In the left navigation, the expand/collapse icon button lacks sufficient contrast.
		    o On the create course page, the color of the unselected radio input borders lacks sufficient contrast with the background.
		    o On the create course page, the color of the input borders lacks sufficient contrast with the background.
		    o On the assignments page, the question panel has several icon buttons which lack sufficient contrast with the background.
		● On both desktop applications:
		    o On the poll results screen, the sort order icon lacks sufficient contrast.

Criteria	Conformance Level	Remarks and Explanations
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Supports	No loss of content or functionality occurs by setting line spacing to at least 1.5 times the font size, spacing following paragraphs to at least 2 times the font size, letter spacing to at least 0.12 times the font size and word spacing to at least 0.16 times the font size.

1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Partially Supports	Where the pointer hover or keyboard focus triggers additional content to become visible, in most cases the new content is dismissible, hoverable and persistent. The exceptions to this are:
		● On the website:
		    ○ On the assignments page, tooltips that appear cannot be dismissed without moving a mouse pointer and are not persistent when attempting to hover over the tooltip content.
		● On both desktop applications:
		    ○ On the courses tab, the start class button appears on hover and cannot be dismissed without moving a mouse.

2.4.5 Multiple Ways (Level AA)	Supports	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.
2.4.6 Headings and Labels (Level AA)	Supports	Headings and labels describe topic or purpose.

2.4.7 Focus Visible (Level AA)	Partially Supports	Most keyboard operable user interfaces have a mode of operation where the keyboard focus indicator is visible. The exceptions to this are:
		
		● On the website:
		    ○ In the top navigation, the menu button does not show a focus indicator.
		    ○ On the create course page, there are visually hidden elements that gain keyboard focus without displaying a

Criteria	Conformance Level	Remarks and Explanations
		focus indicator and visible elements that gain focus without displaying a focus indicator. o On the create course page, the interactive elements within the calendar widget that do not show a visible focus indicator. o On the create quiz page, the replace file element does not show a visible focus indicator. o On the create quiz page, the heading level 1 is focusable but does not show a visible focus indicator. o On the quizzes page, the delete button does not show a visible focus indicator. o On the create event page, there are visually hidden elements that gain keyboard focus without showing a focus indicator. o On the settings page, the tab navigation and course type radio buttons do not show a visible focus indicator.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Partially Supports	In most cases when a user interface component receives keyboard focus, the component is not entirely hidden due to author-created content. The exceptions to this are: ● On the website:

Criteria	Conformance Level	Remarks and Explanations
		o On the create course page, the institution dropdown completely covers interactive elements below it and does not close when focus is outside of the dropdown. o On the create quiz page, the sticky footer can completely cover interactive elements.
2.5.7 Dragging Movements (Level AA 2.2 only)	Partially Supports	Most functionality that uses a dragging movement for operation can be achieved by a single pointer without dragging, unless dragging is essential or the functionality is determined by the user agent and not modified by the author. The exceptions to this are: ● On the website: o The drag and drop target question type requires a dragging movement to interact with it without a single pointer alternative. ● On both desktop applications: o The toolbar requires a dragging motion to be moved without a single pointer alternative.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	The size of the target for pointer inputs is at least 24 by 24 CSS pixels or the target meets exception criteria as outlined in WCAG.
3.1.2 Language of Parts (Level AA)	Supports	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.

Criteria	Conformance Level	Remarks and Explanations
3.2.3 Consistent Navigation (Level AA)	Supports	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.
3.2.4 Consistent Identification (Level AA)	Supports	Components that have the same functionality within a set of Web pages are identified consistently.
3.3.3 Error Suggestion (Level AA)	Supports	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.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	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, there is a way to reverse, check or confirm the submission.
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Supports	A cognitive function test is not required for any step in an authentication process, unless that step provides one of the accepted exceptions.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Partially Supports	Most 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. The exception to this is: ● On both desktop applications: ○ On the login screen, the incorrect email/password status message is not announced to assistive technologies.

Legal Disclaimer (Macmillan Learning)

See information in WCAG 2.2 section This Accessibility Conformance Report represents the specific release of the product described, as of the date of this document. Notwithstanding the information contained in the Accessibility Conformance Report, if use of the product is subject to another agreement and/or terms of use, the terms and conditions of that agreement and the terms of use remain in full force and effect, including any limitation of liability and disclaimer of warranties provisions.