

CERPS

AODA/WCAG 2.0 Support Statement
September 2016

Overview

CERPS online e-Training products are sourced from Stillwater Consulting Limited.

In an ongoing effort to meet AODA Compliance requirements, Stillwater Consulting is continuing to modify its products as it performs maintenance, updates and new features to conform with AODA requirements. Web presentation requirements through AODA use the [W3C Web Content Accessibility Guidelines \(WCAG\) 2.0](#) as of this writing. **Stillwater Consulting continues to use best practice and supports this standard where practical and applicable to meet AODA accessibility requirements. This effort is ongoing.**

The following Support Statement provides an evaluation of accessibility support levels for CERPS web application based on the [W3C Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The information contained within this Support Statement is the result of an internal audit, and template use of a parallel formal audit done on a similar vendor platform utilizing the same base source code.

The report does not assert [conformance as per the WCAG](#), rather an indication of *support levels* per checkpoint (i.e., Supports, Supports with Exceptions, or Does Not Support). The assessed levels are explained in the remarks column which indicates the specific features of the system that impacted the score, where applicable.

Executive Summary

The CERPS web application does not fully support the WCAG 2.0 requirements. However, with exceptions, it does support the most important technical and functional accessibility needs of most disability and assistive technology types.

The problems of greatest severity and frequency are related to insufficient color contrast, a lack of visual indication when controls had keyboard focus, valid labels for content edit fields, and users' inability to select controls with the keyboard in the Rubric dialog window.

The CERPS Course Designer (Editor) platform enables authors to add unique and original content and link or embed third party content. This assessment excludes any analysis of any third party, linked or embedded content. It is the responsibility of the authors posting content in the CERPS web application to ensure that the content is accessible.

Testing Methodology

A variety of manual testing methods, object inspection, keyboard-only testing, and testing with the leading screen reader were utilized to perform this audit. All testing was performed with Chrome Version 53 using standard plug-in accessibility products for screen reading and enhanced accessibility features. Stillwater Consulting has provided a best-effort to effectively test common user-cases for all desktop, mobile and remote presentation devices and software. This testing represents a large common end-user internet experience as is possible given timeframe and budget. Some variations may be present due to the wide range of available methods and technology to access internet based content.

Support Information for WCAG 2.0 Checkpoints

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

Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, Braille, speech, symbols or simpler language

| Checkpoint | Support Level | Comments |
|---|--|--|
| <p>1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)</p> <ul style="list-style-type: none"> • Controls Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for components and content that accepts user input.) • Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.) • Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. • Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. | <p>Supports with Exceptions</p> | <p>CERPS does provide text alternatives to most controls with some exceptions. These include the following:</p> <p>There are no visible text alternatives available for the Previous and Next icons associated with the calendars, the Admin icon, or the dialog window Close icons.</p> <p>The controls for expanding and collapsing sections in the Admin menu do not contain alternative text.</p> <p>The links in the Grades pages are not correctly identified as menus.</p> <p>Content displayed behind the Course Tools, Delete, and Create new section overlays can still be accessed by screen reader users and keyboard-only users.</p> <p>The Events, Conditions, and Actions controls in the Course Designer mode do not have associated states.</p> <p>The images that represent the type of document selected in the Select File dialog, the page loading icon, do not have associated alternative text.</p> |

| Checkpoint | Support Level | Comments |
|---|---------------|---|
| <ul style="list-style-type: none"> • CAPTCHA: If the purpose non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. • Decoration, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology. | | <p>A role of presentation has been included with the images of the students, the message icon, and the quiz type icons negating the alternative text that has been included.</p> <p>Use of third-party perimeter WAFS and Security may impose CAPTCHA from a source external to the CERPS server, and therefore is not under control of the CERPS vendor.</p> |

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

| Checkpoint | Support Level | Comments |
|---|------------------------------|---|
| <p>1.2.1 Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: (Level A)</p> <ul style="list-style-type: none"> • Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio | <p>Not Applicable</p> | <p>CERPS does not contain any prerecorded audio or video only presentations.</p> <p>Note that it is the responsibility of the authors posting audio and video presentations in the CERPS web application to ensure that the presentation content is accessible.</p> |

| Checkpoint | Support Level | Comments |
|---|------------------------------|--|
| <p>track is provided that presents equivalent information for prerecorded video-only content.</p> | | |
| <p>1.2.2 Captions (Pre-recorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p> | <p>Not Applicable</p> | <p>CERPS does not contain any prerecorded audio requiring captions.</p> <p>Note that it is the responsibility of the authors posting audio and video presentations in the CERPS web application to ensure that the presentation content is accessible.</p> |
| <p>1.2.3 Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p> | <p>Not Applicable</p> | <p>CERPS does not contain any prerecorded audio requiring description or media alternative.</p> <p>Note that it is the responsibility of the authors posting audio and video presentations in the CERPS web application to ensure that the presentation content is accessible.</p> |
| <p>1.2.4 Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)</p> | <p>Not Applicable</p> | <p>CERPS does not contain any live audio requiring descriptions or media alternatives.</p> <p>Note that it is the responsibility of the authors posting audio and video presentations in the CERPS web application to ensure that the</p> |
| <p>1.2.5 Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)</p> | <p>Not Applicable</p> | <p>CERPS does not contain prerecorded video that would require audio description.</p> <p>Note that it is the responsibility of the authors posting audio and video presentations in the CERPS web application to ensure that the presentation content is accessible.</p> |

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

| Checkpoint | Support Level | Comments |
|--|--|--|
| <p>1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)</p> | <p>Supports with Exceptions</p> | <p>CERPS does support information, structure and relationships programmatically with the exception of the following:</p> <p>Placeholder text has been used in place of labels in some form fields.</p> <p>Fieldsets have been used without associated labels to group date and time form field elements,</p> <p>The content edit fields that allow users to style messages do not have associated labels.</p> <p>The Add file, Add folder, and Delete controls are missing aria-labels.</p> <p>The checkboxes on the Participants page do not have associated labels.</p> <p>There is no content in the label associated with the word limit edit field.</p> <p>The select field that allows users to move a discussion in a forum to a new section is not labeled.</p> <p>Comment fields throughout the application do not have associated labels.</p> <p>Layout tables do not indicate their use for presentation.</p> <p>The Rubric uses nested tables that do not correctly associate table header cells to data cell content.</p> |

| Checkpoint | Support Level | Comments |
|---|-----------------|---|
| | | The complex table on the Grades view page does not properly associate the table header cells to the data cells. |
| <p>1.3.2 Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)</p> | Supports | CERPS content is presented in a meaningful sequence. |
| <p>1.3.3 Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)</p> <p>Note: For requirements related to color, refer to Guideline 1.4.</p> | Supports | CERPS does not rely on sensory characteristics alone to provide understanding of content. |

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

| Checkpoint | Support Level | Comments |
|---|---------------------------------|---|
| <p>1.4.1 Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.</p> | Supports with Exceptions | <p>CERPS does not use color alone to convey information with the following exceptions:</p> <p>The calendars use color alone to represent today's date.</p> <p>The Compare and Contrast assignment on the Grades view page is represented with a yellow-brown background.</p> <p>The selected file type, such as Recent files, is highlighted with a gray background.</p> <p>Color alone shows which grade is selected in the Rubric grader.</p> |

| Checkpoint | Support Level | Comments |
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| <p>1.4.2 Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> | <p>Not Applicable</p> | <p>CERPS does not contain audio that plays automatically.</p> |
| <p>1.4.3 Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. | <p>Supports with Exceptions</p> | <p>CERPS has instances where color contrast does not meet the minimum of 4.5:1 for text less than 14pt not bolded. They are as follows:</p> <ul style="list-style-type: none"> • There are several controls and links with a white background with the blue-green text, such as Read More. • Several of the controls, such as Select All and Remove, have a blue-green background and white text. • The background and text colors of the success, warning, error, and information alert messages. • Some of the breadcrumbs are in gray and against the page header image have a color contrast ratio less than 4.5:1. • The light gray text “For help with...” against the gray background in the footer has a color contrast ration less than 4.5:1. • |

| Checkpoint | Support Level | Comments |
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| | | <ul style="list-style-type: none"> • The white text on the background colors used to represent different types of content, such as Wikis or Assignments. • The blue-green link text against light gray backgrounds. • Red text representing overdue assignments against light gray and white backgrounds. • Placeholder text, such as Title against the white form field backgrounds. • The blue text History against the white background on the Personalized Learning Designer. <p>There are several instances where text is a lighter shade of the same color as the background, such as for the graded assignments, the Rubric grader “hover”, an added comment, the number of days on the Teacher Profile, and the Progress status.</p> <p>There are several instances where the white text, such as for today’s date and New, do not have enough contrast against their respective background colors.</p> |

| Checkpoint | Support Level | Comments |
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| <p>1.4.4 Resize Text: Text (but not images of text) can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p> | <p>Supports</p> | <p>CERPS can be resized 200 percent without loss of content or functionality.</p> |
| <p>1.4.5 Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA)</p> <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> | <p>Not Applicable</p> | <p>CERPS does not use images of text.</p> |

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

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

| Checkpoint | Support Level | Comments |
|---|---------------------------------------|---|
| <p>2.1.1 Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)</p> | <p>Supports with Exception</p> | <p>CERPS functionality is mostly accessible with the keyboard with the following exceptions:</p> <p>The Official Tags select field on the Edit page of a Wiki does not receive keyboard focus because it is disabled.</p> |

| Checkpoint | Support Level | Comments |
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| <p>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.</p> <p>Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p> | | <p>Users are unable to select grade options in the Rubric grader with the keyboard.</p> <p>The Move control (e.g., on the Course Overview page) does neither receive keyboard focus nor can it be activated with the keyboard.</p> |
| <p>2.1.2 No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> | <p>Supports with Exceptions</p> | <p>CERPS does not cause focus to become trapped in components with the exception that, once a user selects a radio button in the Add an activity or resources dialog, focus shifts between the selected radio button, its description, and the Add/Cancel buttons. This causes users to be unable to continue navigating through other options.</p> |

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

| Checkpoint | Support Level | Comments |
|--|--|---|
| <p>2.2.1 Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none">• Turn off: The user is allowed to turn off the time limit before encountering it; or• Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or• Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or• Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or• Essential Exception: The time limit is essential and extending it would invalidate the activity; or• 20 Hour Exception: The time limit is longer than 20 hours. <p>Note 1: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in</p> | <p>Supports with Exceptions</p> | <p>CERPS allows users to adjust time limits for quizzes.</p> <p>Note that it is the responsibility of the instructors to ensure that quizzes provide enough time.</p> |

| Checkpoint | Support Level | Comments |
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| <p>conjunction with Success Criterion 3.2.1 which puts limits on changes of content or context as a result of user action.</p> | | |
| <p>2.2.2 Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>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</p> | <p>Not Applicable</p> | <p>CERPS does not contain content that moves, blinks, scrolls, or auto-updates.</p> |

| Checkpoint | Support Level | Comments |
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| <p>meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> <p>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.</p> <p>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.</p> | | |

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

| Checkpoint | Supports Level | Comments |
|--|------------------------------|---|
| <p>2.3.1 Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5:</p> | <p>Not Applicable</p> | <p>CERPS does not contain content that flashes.</p> |

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

| Checkpoint | Supports Level | Comments |
|---|--|---|
| <p>2.4.1 Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)</p> | <p>Supports with Exceptions</p> | <p>CERPS contains a bypass mechanism for the blocks of content that are repeated on multiple web pages, with the exception of the Log In and Teacher Profile pages where the skip navigation goes to a new page rather than to the main content on those pages.</p> |
| <p>2.4.2 Page Titled: Web pages have titles that describe topic or purpose. (Level A)</p> | <p>Supports</p> | <p>CERPS contains page titles with the name of the section that user is working in.</p> |
| <p>2.4.3 Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)</p> | <p>Supports with Exceptions</p> | <p>CERPS does provide focus to controls in a sequential manner with the following exceptions:</p> <p>Focus is not placed on the first item in the Admin menu when it is opened.</p> <p>Users are able to navigate from the Rubric grader into the content on the Grader page.</p> <p>Once selected, focus is not placed in the dialog for the Move control on the Editing quiz page.</p> <p>The focus for the dialog windows associated with the Course Designer for Conditions and Actions is placed in the first form field rather than the dialog title.</p> |
| <p>2.4.4 Link Purpose (In Context): The purpose of each link can be determined from the link text alone, or from the link text together with its programmatically determined link</p> | <p>Supports with Exceptions</p> | <p>CERPS link purpose can be determined by the text alone with the following exceptions:</p> |

| Checkpoint | Supports Level | Comments |
|--|----------------|--|
| <p>context, except where the purpose of the link would be ambiguous to users in general. (Level A)</p> | | <p>The title attribute associated with the Admin menu does not contain a text description.</p> <p>There is no differentiation between the letters used to filter student first and last names.</p> <p>The link that allows users to mark a quiz as complete contains the description both “Mark as complete” and “Not completed.”</p> <p>There is an Edit link on the Participant page that does not define what content is edited when users select the link.</p> <p>The link text “Move here” and “More” is repeated several times on the Course Overview page.</p> <p>The text links for the Blogs, Notes, Activity, and Full Profile links repeat throughout the Participants page.</p> <p>There are several show/hide links on the Assignment page that displays all of the student information.</p> <p>The text for the links Reply, Edit, Delete, and Split is repeated on the advanced forum topic page.</p> <p>There is a link that appears to be associated with File submission that does not contain a text description.</p> <p>Grade analysis and Change to aggregates link text on the Grades view page are repeated multiple times.</p> |

| Checkpoint | Supports Level | Comments |
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| | | The Comments link for the Assignment submission status is repeated multiple times. |
| <p>2.4.5 Multiple Ways: More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)</p> | <p>Supports</p> | <p>CERPS does provide more than one way to locate a web page.</p> |
| <p>2.4.6 Headings and Labels: Headings and labels describe topic or purpose. (Level AA)</p> | <p>Supports</p> | <p>CERPS headings and labels are unique.</p> |
| <p>2.4.7 Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)</p> | <p>Supports with Exceptions</p> | <p>CERPS does have a visible keyboard focus with the following exceptions:</p> <p>Several icons (i.e., Subscribe, Refresh, Take Action, show/hide, Preview, Next, Grade Analysis, Mark As Completed, and Deadlines) do not have any visual indication of keyboard focus.</p> <p>The Home control does not have a visual indication of keyboard focus.</p> <p>Controls in the advanced editing toolbar do display a visual cue when they receive visual focus.</p> <p>The blue-green controls, such as Select All and Remove, do not provide enough of a color contrast to determine when they receive keyboard focus.</p> <p>The select fields and checkboxes provide a thin dotted rectangle when they receive keyboard focus,</p> |

| Checkpoint | Supports Level | Comments |
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| | | which may not be visible to some users. |

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

Guideline 3.1 Readable: Make text content readable and understandable

| Checkpoint | Support Level | Comments |
|--|-----------------|---|
| 3.1.1 Language of Page: The default human language of each Web page can be programmatically determined. (Level A) | Supports | CERPS does have a set default language. |
| 3.1.2 Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA) | Supports | CERPS content is understandable. |

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

| Checkpoint | Support Level | Comments |
|---|---------------------------------|---|
| 3.2.1 On Focus: When any component receives focus, it does not initiate a change of context. (Level A) | Supports with Exceptions | CERPS does not initiate a change of context when a component, with the exception of the “With selected users...” control on the Participants page. |
| 3.2.2 On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A) | Supports with Exceptions | CERPS does not automatically cause a change of context without notifying the user of the behavior, with the exception of the “With selected users...” control on the Participants page. |

| Checkpoint | Support Level | Comments |
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| <p>3.2.3 Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)</p> | <p>Supports</p> | <p>CERPS provides a consistent navigation.</p> |
| <p>3.2.4 Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)</p> | <p>Supports with Exceptions</p> | <p>CERPS does identify most components consistently across the application with the exceptions of the show/hide and pencil icons that have slightly different meanings on different pages.</p> |

Guideline 3.3 Input Assistance: Help users avoid and correct mistakes

| Checkpoint | Support Level | Comments |
|--|------------------------|---|
| <p>3.3.1 Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)</p> | <p>Supports</p> | <p>CERPS does not provide in-line validation of user errors.</p> |
| <p>3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)</p> | <p>Supports</p> | <p>CERPS provides labels and instructions when content requires user input.</p> |
| <p>3.3.3 Error Suggestion: 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. (Level AA)</p> | <p>Supports</p> | <p>CERPS does not provide in-line validation of user errors.</p> |
| <p>3.3.4 Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user</p> | <p>Supports</p> | <p>CERPS does not contain legal or financial data.</p> |

| Checkpoint | Support Level | Comments |
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| <p>to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA)</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. | | |

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

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

| Checkpoint | Support Level | Comments |
|--|--|---|
| <p>4.1.1 Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)</p> <p>Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p> | <p>Supports with Exceptions</p> | <p>CERPS has 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.</p> <p>An exception occurs on the Move control on the Editing quiz page because it does not contain a proper href attribute.</p> |

| Checkpoint | Support Level | Comments |
|---|--|--|
| <p>4.1.2 Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)</p> <p>Note: This success criterion is primarily for Web developers who develop or script their own user interface components. For example, standard HTML components already meet this success criterion when used according to specification.</p> | <p>Supports with Exceptions</p> | <p>CERPS controls do provide the correct name, role and value with the following exceptions:</p> <p>The expand/collapse functions in the Admin menu do not have state or role information.</p> <p>An invalid role has been used in the footer.</p> <p>There are links that visually appear as tabs but that behave as menus on the Grades pages.</p> <p>A role of aria-pressed has been used incorrectly for the Use Advanced Editor control.</p> <p>The Events, Conditions, and Actions tabs for the Personalized Learning Designer do not contain state information.</p> <p>The controls in the Edit submenu on the Assignments page displaying all of the students do not have roles.</p> <p>When a quiz is saved on the Editing Quiz page, there is no success or error message provided.</p> <p>An invalid role has been used for the controls in the Add Restriction dialog.</p> <p>On pages such as the Course Overview, the Move control does not have a role.</p> <p>The controls in the Advanced forum, such as Substantive, have invalid ARIA attributes.</p> |

Appendix A - Conformance Requirements

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

1. Conformance Level: One of the following levels of conformance is met in full.

- **Level A:** For Level A conformance (the minimum level of conformance), the [Web page satisfies](#) all the Level A Success Criteria, or a [conforming alternate version](#) is provided.
- **Level AA:** For Level AA conformance, the Web page satisfies all the Level A and Level AA Success Criteria, or a Level AA conforming alternate version is provided.
- **Level AAA:** For Level AAA conformance, the Web page satisfies all the Level A, Level AA and Level AAA Success Criteria, or a Level AAA conforming alternate version is provided.

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

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

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

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

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

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

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

4. Only Accessibility-Supported Ways of Using Technologies: Only [accessibility-supported](#) ways of using [technologies](#) are [relied upon](#) to satisfy the success criteria. Any information or functionality that is provided in a way that is not accessibility supported is also available in a way that is accessibility supported. (See [Understanding accessibility support](#).)

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

1. when any technology that is not [relied upon](#) is turned on in a user agent,

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

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

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

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

For more information including examples, see [Understanding Conformance Requirements](#).

Conformance Claims (Optional)

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

Required Components of a Conformance Claim

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

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

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

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

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

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

Optional Components of a Conformance Claim

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

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

Note 1: Refer to [Understanding Conformance Claims](#) for more information and example conformance claims.

Note 2: Refer to [Understanding Metadata](#) for more information about the use of metadata in conformance claims.

Statement of Partial Conformance - Third Party Content

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

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

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

OR

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

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

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

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