VPAT Accessibility Conformance Report

(Based on ITI VPAT©)

|  |  |
| --- | --- |
| **Name of Product** | **Elsevier Adaptive Quizzing (EAQ) Standalone** |
| **Date Last Updated** | **August 27, 2025** |
| Completed by | **T**iffany Burtin (Elsevier Digital Accessibility Team) |
| **Applicable Standards/Guidelines** | This document rates Elsevier Adaptive Quizzing (EAQ) Standalone according to the [W3C WCAG 2.1 A and AA](https://www.w3.org/TR/WCAG21/) requirements. |
| **Contact for More Information** | Elsevier Digital Accessibility Teamaccessibility@elsevier.com |
| **Testing Tools and Methods** | * **Hands-on keyboard operation**
* **DevTools/Code inspection**
* **Chrome 138.0.7204.183 Official on Windows 11 23H2**
* **NVDA screen reader 2025.1.2**
* **ARC Toolkit Browser Extension**
* **Axe DevTools Browser Extension**
* **IBM Equal Access Accessibility Checker Browser Extension**
* **Web Developer Browser Extension**
* **WAVE Browser Extension**
* **Color Contrast Analyzer**
* **Paul J. Adams Bookmarklets**
* [W3C Web Accessibility Initiative (WAI) Pages](https://www.w3.org/WAI/)
* [Elsevier Accessibility Checklist](http://romeo.elsevier.com/accessibility_checklist/)
 |
| **Document Sections** | This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections: * Visuals
* Keyboard
* Headings and Structure
* Labeling
* Multimedia
* Usability
* Mobile User Experience
 |
| **Pages Covered** | * EAQ Instructor - Home
* EAQ Instructor - Assignments
* EAQ Instructor - Performance
* EAQ Instructor Performance Assignment Report
* EAQ Instructor Export Grades
* EAQ Instructor Create Quiz Assignment
* EAQ Instructor Reset Mastery Levels
* EAQ Instructor Topic Performance
* EAQ Student Home
* EAQ Student Self Study
* EAQ Student Performance (Topic Performance)
* EAQ Student Assignments
* EAQ Student Achievements
* EAQ Student Create a Quiz
 |
| **Terms** | * **Supports: The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation.**
* **Partially supports: Some functionality of the product does not meet the criteria.**
* **Does not support: Majority of functionality of the product does not meet the criteria.**
* **Supports (N/A): According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."**
 |
| **Notes/Terminology** | * **“AT” stands for Assistive Technology such as screen readers, voice input, etc.**
 |

## Conformance Summary

| **WCAG 2.1 Success Criterion**  | **Level** | **Evaluation** |
| --- | --- | --- |
| 1.1.1: Non-text Content | A | Partially supports |
| 1.2.1: Audio-only and Video-only (Prerecorded) | A | Supports (N/A) |
| 1.2.2: Captions (Prerecorded) | A | Supports (N/A) |
| 1.2.3: Audio Description or Full Text Alternative | A | Supports (N/A) |
| 1.2.4: Captions (Live) | AA | Supports (N/A) |
| 1.2.5: Audio Description | AA | Supports (N/A) |
| 1.3.1: Info and Relationships | A | Partially supports |
| 1.3.2: Meaningful Sequence | A | Partially supports |
| 1.3.3: Sensory Characteristics | A | Supports |
| 1.3.4: Orientation (2.1) | AA | Supports |
| 1.3.5: Identify Input Purpose (2.1) | AA | Supports (N/A) |
| 1.4.1: Use of Color | A | Partially supports |
| 1.4.2: Audio Control | A | Supports (N/A) |
| 1.4.3: Contrast (Minimum) | AA | Partially supports |
| 1.4.4: Resize text | AA | Partially supports |
| 1.4.5: Images of Text | AA | Partially supports |
| 1.4.10: Reflow (2.1) | AA | Does not support |
| 1.4.11: Non-Text Contrast (2.1) | AA | Partially supports |
| 1.4.12: Text Spacing (2.1) | AA | Supports |
| 1.4.13: Content on Hover or Focus (2.1) | AA | Supports (N/A) |
| 2.1.1: Keyboard | A | Partially supports |
| 2.1.2: No Keyboard Trap | A | Supports |
| 2.1.4: Character Key Shortcuts (2.1) | A | Supports |
| 2.2.1: Timing Adjustable | A | Supports (N/A) |
| 2.2.2: Pause, Stop, Hide | A | Supports (N/A) |
| 2.3.1: Three Flashes or Below Threshold | A | Supports (N/A) |
| 2.4.1: Bypass Blocks | A | Partially supports |
| 2.4.2: Page Titled | A | Supports |
| 2.4.3: Focus Order | A | Partially supports |
| 2.4.4: Link Purpose (In Context) | A | Partially supports |
| 2.4.5: Multiple Ways | AA | Partially supports |
| 2.4.6: Headings and Labels | AA | Partially supports |
| 2.4.7: Focus Visible | AA | Supports |
| 2.5.1: Pointer Gestures (2.1) | A | Supports (N/A) |
| 2.5.2: Pointer Cancellation (2.1) | A | Supports (N/A) |
| 2.5.3: Label in Name (2.1) | A | Supports |
| 2.5.4: Motion Actuation (2.1) | A | Supports (N/A) |
| 3.1.1: Language of Page | A | Supports |
| 3.1.2: Language of Parts | AA | Supports (N/A) |
| 3.2.1: On Focus | A | Supports |
| 3.2.2: On Input | A | Supports |
| 3.2.3: Consistent Navigation | AA | Partially supports |
| 3.2.4: Consistent Identification | AA | Supports |
| 3.3.1: Error Identification | A | Partially supports |
| 3.3.2: Labels or Instructions | A | Partially supports |
| 3.3.3: Error Suggestion | AA | Partially supports |
| 3.3.4: Error Prevention (Legal, Financial, Data) | AA | Supports (N/A) |
| 4.1.1: Parsing | A | Supports |
| 4.1.2: Name, Role, Value | A | Partially supports |
| 4.1.3: Status Messages (2.1) | AA | Supports (N/A) |

## WCAG 2.1 A and AA Success Criteria

### Visuals

|  |  |  |
| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.1.1: Non-Text Content](https://www.w3.org/TR/WCAG21/#non-text-content) (A)Provide text alternatives for non-text content (e.g. images) | Partially supports | Many SVGs globally have an accessible name via the title.**Exceptions:*** The SVGs globally require role=”img” and a descriptive accessible name.
* There are occurrences such as the chevrons on buttons where the SVGs should be hidden to allow the accessible name of the button to be read out only.
* There are global instances where there is an accessible name, but the name is generic and not descriptive.
 |
| [1.3.3: Sensory Characteristics](https://www.w3.org/TR/WCAG21/#sensory-characteristics) (A)Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound | Supports | There are no instructions or areas of content which rely solely on sensory characteristics. |
| [1.4.1: Use of Color](https://www.w3.org/TR/WCAG21/#use-of-color) (A)Color is not used as the only visual means of conveying info | Partially supports | When color is used as a means of conveying information, another visual method is also used to convey the information without color.**Exceptions:*** Student Study - Student Topic Report Mastery level indicator uses color alone in the graphic indicator and the modal legend
 |
| [1.4.3: Color Contrast (Minimum)](https://www.w3.org/TR/WCAG21/#contrast-minimum) (AA)Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text) | Partially supports | Text has sufficient contrast with its corresponding background in most areas.**Exceptions:*** The use of Orange #EB6500 text which is globally used on a white #FFFFFF background resulting in a 3.28:1 color contrast. This includes regular text as well as the hover state and focus state of links and buttons, and buttons with orange background and white text.
* Survey Modal the Yes please button has insufficient contrast #00C853 on #FFFFFF is 2.24:1 and the orange button after you agree to take the survey.
 |
| [1.4.4: Resize Text](https://www.w3.org/TR/WCAG21/#resize-text) (AA)Text can be enlarged up to 200% without loss of functionality. | Partially supports | Text may be enlarged to 200% while preserving functionality of content in most instances.**Exceptions:*** EAQ Instructor Topic Performance has numerous instances of text overlap at 200% where either the text exceeds the container or text directly overlaps other text or graphical elements.
 |
| [1.4.5: Images of Text](https://www.w3.org/TR/WCAG21/#images-of-text) (AA)Text is used rather than images of text, except where the presentation of text is essential, such as logos | Partially supports | No images of text are used other than for logos or essential presentation in most areas.**Exceptions:*** All instances of “Elsevier Adaptive Quizzing” are currently presented in image format. Instead, a H1 and actual text should be used.
 |
| [1.4.10: Reflow](https://www.w3.org/TR/WCAG21/#reflow)(AA)Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:* Vertical scrolling content at a width equivalent to 320 CSS pixels;
* Horizontal scrolling content at a height equivalent to 256 CSS pixels..
 | Does not support | Pages do not have a responsive view where content reflows correctly into a single column. The pages must be able to be 1280 x 1024px zoomed to 400% without necessitating horizontal scrolling, nor loss of functionality/content. Sticky elements also take up most of the viewable space making the content unusable.Recommend considering Relative CSS font sizing in rem, em, or percentages so that all fonts adjust based on the responsive size of the viewport.Though tables are typically an exception to this criterion, please note that though the tables can scroll vertically and horizontally, they are extremely difficult to navigate. |
| [1.4.11: Non-Text Contrast](https://www.w3.org/TR/WCAG21/#non-text-contrast) (AA)User interface components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s). | Partially supports | Almost all non-text UI components and graphical objects have at least a 3:1 contrast ratio against surrounding colors.**Exceptions:*** Student Study - Student Topic Report Mastery Indicator and the Mastery Indicator legend
 |
| [1.4.12: Text Spacing](https://www.w3.org/TR/WCAG21/#text-spacing) (AA)In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property:* Line height (line spacing) to at least 1.5 times the font size;
* Spacing following paragraphs to at least 2 times the font size;
* Letter spacing (tracking) to at least 0.12 times the font size;
* Word spacing to at least 0.16 times the font size.
 | Supports | Users may adjust the text spacing of content on pages to the minimum baseline properties without causing loss of content or functionality. |
| [1.4.13: Content on Hover or Focus](https://www.w3.org/TR/WCAG21/#content-on-hover-or-focus) (AA)Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:* Dismissible
* Hoverable
* Persistent
 | Supports (N/A) | No applicable instances of content that may appear on hover or focus. |
| [2.3.1: Three Flashes or Below Threshold](https://www.w3.org/TR/WCAG21/#three-flashes-or-below-threshold) (A)No more than three flashes in a 1-second period, or the flashes are below the defined thresholds | Supports (N/A) | No flashing content exists. |

### Keyboard

|  |  |  |
| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.2: Meaningful Sequence](https://www.w3.org/TR/WCAG21/#meaningfuusequence) (A)The correct reading sequence can be programmatically determined | Partially supports | The correct reading sequence is typically logical and programmatically determinable, with the DOM order according with the visual order in most areas.**Exceptions**:* EAQ Instructor - Performance tabs implementation
* EAQ Student Performance (Topic Performance) tabs implementation
* EAQ Instructor Performance Assignment Report tabs implementation
* EAQ Student Quiz tabs implementation
 |
| [2.1.1: Keyboard](https://www.w3.org/TR/WCAG21/#keyboard) (A)All functionality is available from a keyboard, except for tasks such as drawing | Partially supports | Most standard web page content and functionality is keyboard operable across pages.**Exceptions**:* Instructor - Performance and Instructor - Student Engagement reports both have an alert message with a visible x implying the ability to close the message, but it is not keyboard accessible.
* Student Quiz radio buttons are not selectable via keyboard
 |
| [2.1.2: No Keyboard Trap](https://www.w3.org/TR/WCAG21/#no-keyboard-trap) (A)The user can use the keyboard to move through page elements and is not trapped on a particular element | Supports | No pages have a keyboard trap. |
| [2.1.4: Character Key Shortcuts](https://www.w3.org/TR/WCAG21/#character-key-shortcuts) (A)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:* Turn off
* Remap
* Active only on focus
 | Supports | The site does not use any character key shortcuts. |
| [2.4.3: Focus Order](https://www.w3.org/TR/WCAG21/#focus-order) (A)Users can tab through the elements of a page in a logical order | Partially supports | Tab order is largely logical across the site and preserves the meaning and operability of content in most instances.**Exceptions:*** EAQ Instructor - Performance tabs implementation
* EAQ Student Performance (Topic Performance) tabs implementation
* EAQ Instructor Performance Assignment Report tabs implementation
* EAQ Student Quiz tabs implementation
* EAQ Student Quiz Focus is inconsistent to the flow of the page
* EAQ Student Quiz Focus management for errors does not convey the information in a logical order.
 |
| [2.4.7: Focus Visible](https://www.w3.org/TR/WCAG21/#focus-visible) (AA)The page element with the current keyboard focus has a visible focus indicator | Supports | All elements across the site have a decent visible indication of focus – the focus indicator is typically a prominent outline. |
| [3.2.1: On Focus](https://www.w3.org/TR/WCAG21/#on-focus) (A)When a UI component receives focus, this does not trigger unexpected actions. | Supports | Focusable elements do not cause unexpected actions/changes of context when receiving focus. |

### Headings and Structure

|  |  |  |
| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.1: Information and Relationships](https://www.w3.org/TR/WCAG21/#info-and-relationships) (A)Info, structure, and relationships can be programmatically determined | Partially supports | Most content is distinguishable via semantic structure and relationships. A logical heading order reflecting page organization and content is programmatically determinable on most pages. List markup is used appropriately in many instances. Most input elements have programmatically determinable labels. HTML sectioning elements/landmark roles demarcate content regions.**Exceptions:*** Instructor Home, Assignments, and Performance all have landmark, tabpanel, and list issues
* Create a Quiz Global has multiple issues with the form not following proper semantic structure and lacking grouping.
* EAQ Student Performance (Topic Performance) Data tables are set to presentation and Student name checkboxes are not grouped
* Global issue of parent images with ‘aria-hidden=”true”’ with a focusable child element
* EAQ Student Quiz has multiple issues with tab structure, forms, headings and items in the tab order
* Global issues of skipped headings
 |
| [2.4.1: Bypass Blocks](https://www.w3.org/TR/WCAG21/#bypass-blocks) (A)Users can bypass repeated blocks of content. | Partially supports | Each page features a “Skip to Main Content” skip navigation link. On most pages, a logical heading order and landmarks demarcating various content regions allow AT users to conveniently jump to different areas of content.**Exceptions:*** There are multiple main landmarks. The <main> element should encompass just the "main" part of the page, not everything on the page (i.e. don't include the banner, navigation, or footer in the main).
* The skip to main exists but is not functional.
* Navigation: The links in the navigation should be grouped into an unordered list.
* Student Homepage: There should be some text on the page designating this as the "Student Homepage" or similar, and be made into an h1.
 |
| [2.4.6: Headings and Labels](https://www.w3.org/TR/WCAG21/#headings-and-labels) (AA) Headings and labels are clear and consistent. | Partially supports | Some Headings and labels are clear and descriptive. **Exception:*** Globally there is an issue of skipped heading levels and lack of an H1 or multiple H1s. A clear hierarchy to the headings is vital for screen reader users to understand the structure of the pages.
 |
| [3.1.1: Language of Page](https://www.w3.org/TR/WCAG21/#language-of-page) (A)The language of the page is specified | Supports | The default page language is typically and appropriately defined as lang="en".  |
| [3.1.2: Language of Parts](https://www.w3.org/TR/WCAG21/#language-of-parts) (AA)Specify the language of text passages that are in a different language than the default language of the page. | Supports (N/A) | There are no sections of text that do not match the default language of the page. |
| [4.1.1: Parsing](https://www.w3.org/TR/WCAG21/#parsing) (A)Use valid, error-free HTML | Supports | There are multiple parsing issues globally through both Instructor and Student pages with missing IDs however, AT is currently reading it correctly.Note: There may be other general HTML validation errors outside the scope of this criterion. WCAG 2.1 Errata notes: “This Success Criterion should be considered as always satisfied for any content using HTML or XML.” |

### Labeling

|  |  |  |
| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.5: Identify Input Purpose](https://www.w3.org/TR/WCAG21/#identify-input-purpose) (AA)The purpose of each input field collecting information about the user can be programmatically determined when:* 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.
 | Supports (N/A) | There are no fields that currently need autocomplete attributes to facilitate auto-fill. |
| [2.4.2: Page Titled](https://www.w3.org/TR/WCAG21/#page-titled) (A)The page has a title describing its topic or purpose | Supports | A descriptive page title that identifies content/purpose is present for the pages |
| [2.4.4: Link Purpose (In Context)](https://www.w3.org/TR/WCAG21/#link-purpose-in-context) (A)The purpose of each link can be determined from the link text or surrounding context. | Partially supports | An identifiable purpose may be deduced for almost all links from the link text or surrounding context.**Exceptions:*** Instructor and Student Home Page, the number links do not have proper context. Recommend extending the link text to include the adjacent text. Example “3 Students”
 |
| [2.5.3: Label in Name](https://www.w3.org/TR/WCAG21/#label-in-name) (A)For user interface components with labels that include text or images of text, the name contains the text that is presented visually. | Supports | User interface components that have visible text contain that text consistently within the accessible name. |
| [3.2.4: Consistent Identification](https://www.w3.org/TR/WCAG21/#consistent-identification) (AA)UI components used across the web site are identified consistently on every page. | Supports | Components are typically consistent across the site, and identified consistently where they perform the same function across pages.  |
| [3.3.1: Error Identification](https://www.w3.org/TR/WCAG21/#error-identification) (A)Input errors are clearly marked and described to the user. | Partially supports | In most instances, errors are identified and presented well visually. **Exception:*** Student Quiz: Error messages exist, however, not announcing to AT as an error message. Instead, icons are used to convey meaning and a paragraph provides context. Focus is not being handled in a way to progress the user logically through the errors.
 |
| [3.3.2: Labels or Instructions](https://www.w3.org/TR/WCAG21/#labels-or-instructions) (A)Items requiring user input are clearly labeled or have clear instructions. | Partially supports | Labels or instructions are provided for most form elements, but are not properly programmatically associated with their inputs. **Exception:*** Some labels are provided visually but not all are clear. The forms in the Instructor Quiz creator need to be reassessed and updated to have semantic form structure and proper labeling.
* Student Quiz has visible labels, but the semantic form structure and associations need reassessed and updated.

Note: see SC 1.3.1 for exceptions where visible labels may not be programmatically associated with inputs. |
| [3.3.3: Error Suggestion](https://www.w3.org/TR/WCAG21/#error-suggestion) (AA)When the user makes an input error, give suggestions for valid input. | Partially supports | The quiz does give feedback on the errors in the form of relevant helpful suggestions provided in text. However, these are not easily apparent to AT. Other indications of format for inputs are not defined. |
| [4.1.2: Name, Role, Value](https://www.w3.org/TR/WCAG21/#name-role-value) (A)For all UI components, the name, value, and role can be programmatically determined. | Partially supports | Some UI components communicate their state programmatically, and many have accessible names that are appropriately defined. However, several do not communicate state, have incorrect or extra ARIA attributes and roles or incorrect children.**Exceptions:** * Skip Link is not functional and is impacted by multiple Main landmarks and target issues. Both will need to be addressed.
* Tabs are used throughout either without proper a proper child of tab panel or in situations where a expand/collapse accordions would be better suited for the intended task.
* The ARIA role banner is not valid in the header element.
* Instructor Home has a link “Student” acting as a button which does not convey the expand/collapse state.
* Instructor and Student Quiz: Radio buttons do not consistently convey their state.
 |
| [4.1.3: Status Messages](https://www.w3.org/TR/WCAG21/#status-messages) (AA)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. | Supports (N/A) | Status messages were not encountered  |

### Multimedia

|  |  |  |
| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.2.1: Audio-only or Video-only (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-only-and-video-only-prerecorded) (A)Provide alternatives for pre-recorded audio-only or video-only content. | Supports (N/A) | There is no pre-recorded audio-only or video-only content. |
| [1.2.2: Captions (Prerecorded)](https://www.w3.org/TR/WCAG21/#captions-prerecorded) (A)Provide captions for pre-recorded audio | Supports (N/A) | No captions are provided for audiovisual content. |
| [1.2.3: Audio Description or Media Alternative (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-description-or-media-alternative-prerecorded) (A)Provide alternatives for pre-recorded synchronized audio/video | Supports (N/A) | Neither audio descriptions nor suitable textual alternative are provided as alternatives for video in audiovisual content. |
| [1.2.4: Captions (Live)](https://www.w3.org/TR/WCAG21/#captions-live) (AA)Provide captions for live audio in synchronized audio/video. | Supports (N/A) | There is no synchronized audio/video content nor live audio. |
| [1.2.5: Audio Description (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-description-prerecorded) (AA)Provide an audio description of pre-recorded video. | Supports (N/A) | No audio descriptions are provided for video in audiovisual content. |
| [1.4.2: Audio Control](https://www.w3.org/TR/WCAG21/#audio-control) (A)Audio can be paused and stopped, or the audio volume can be changed. | Supports (N/A) | No pages feature audio that plays automatically.  |
| [2.2.2: Pause, Stop, Hide](https://www.w3.org/TR/WCAG21/#pause-stop-hide) (A)Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information. | Supports (N/A) | There is no moving, scrolling, or auto-updating information for which the criterion is applicable.  |

### Usability

|  |  |  |
| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [2.2.1: Timing Adjustable](https://www.w3.org/TR/WCAG21/#pause-stop-hide) (A)Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended | Supports (N/A) | Session time out is over 20 hours. |
| [2.4.5: Multiple Ways](https://www.w3.org/TR/WCAG21/#multiple-ways) (AA)More than one way is available to navigate to other web pages. | Partially supports | All pages (except steps/results of a process) may typically be located and accessed in multiple ways. For example, main navigation is consistently available across pages, and secondary navigation is often present in the form of breadcrumb trails representing page hierarchy. Global search functionality that comprehensively indexes content across the site allows users to find specific pages. A sitemap is also available.Exception: * The navigation was not available on all pages and no breadcrumbs or site map available. There was the ability to close the quiz creator, student quiz and modals but the navigation menu was removed.
 |
| [3.2.2: On Input](https://www.w3.org/TR/WCAG21/#on-input) (A) Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context. | Supports | User input, such as changing the values of form elements, does not initiate unexpected actions or changes in context. |
| [3.2.3: Consistent Navigation](https://www.w3.org/TR/WCAG21/#consistent-navigation) (AA)Navigation menus are in the same location and order on every web page. | Partially supports | Navigation menus are consistent across some pages.Exception:* Quiz pages for both Instructor and Student
 |
| [3.3.4: Error Prevention (Legal, Financial, Data)](https://www.w3.org/TR/WCAG21/#error-prevention-legal-financial-data) (AA)For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted. | Supports (N/A) | There are no submissions which require legal or financial commitments.  |

### Mobile User Experience

|  |  |  |
| --- | --- | --- |
| **WCAG 2.1****Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.4: Orientation](https://www.w3.org/TR/WCAG21/#orientation) (AA)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. | Supports | Pages do not restrict view and operation of content to a single orientation. |
| [2.5.1: Pointer Gestures](https://www.w3.org/TR/WCAG21/#pointer-gestures) (A)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. | Supports (N/A) | Pages do not utilize or require multipoint or path-based gestures for any functionality. |
| [2.5.2: Pointer Cancellation](https://www.w3.org/TR/WCAG21/#pointer-cancellation) (A)For functionality that can be operated using a single pointer, at least one of the following is true:* No Down-Event
* Abort or Undo
* Up Reversal
* Essential
 | Supports (N/A) | All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel. |
| [2.5.4: Motion Actuation](https://www.w3.org/TR/WCAG21/#motion-actuation) (A)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:* Supported Interface
* Essential
 | Supports (N/A) | There is no content that utilizes device or user motion. |