

BrainPOP LLC Accessibility Conformance Report

WCAG Edition

(Based on VPAT® Version 2.4)

Name of Products/Versions:

- BrainPOP® (<https://brainpop.com>)
- BrainPOP Jr® (<https://jr.brainpop.com>)
- BrainPOP ELL® (<https://ell.brainpop.com>)

Report Date:

March 20, 2023

Product Description:

BrainPOP®

BrainPOP introduces students in grades 3-8 and to new and complex concepts, supporting the development of essential skills while driving progress toward grade-level expectations. Animated movies, interactive learning activities, and educational games encourage students to explore concepts through a range of modalities and participate actively in their learning. As students express their understanding by producing their own BrainPOP-style movies and connecting ideas with concept maps, they build higher-order thinking skills across the curriculum. Embedded in each standards-aligned BrainPOP topic are playful formative assessments that provide teachers with actionable insights to track students' growth and performance in subjects including English Language Arts (ELA), Social Studies, Science, Math, Engineering & Tech, Health, and Arts & Music.

“Voluntary Product Accessibility Template” and “VPAT” are registered service marks of the Information Technology Industry Council (ITI)

BrainPOP Jr.®

BrainPOP Jr. provides students in grades K-3 with engaging opportunities to learn about and explore concepts in subjects across the curriculum, adapted to meet young learners' unique academic, developmental, and curriculum needs. Students build knowledge and practice essential literacy skills through playful animations and learning activities, setting the foundation for academic success and fostering their innate curiosity. Standard-aligned topics cover academic subjects, including English Language Arts (ELA), Social Studies, Science, Math, Engineering & Tech, Health, Arts & Music.

BrainPOP ELL®

BrainPOP ELL is an interactive language learning platform that builds English learners' reading, writing, speaking, and listening skills. An embedded placement test, 90 quick-assign lessons, and interactive learning activities, provide teachers with information about student progress in vocabulary and grammar while driving language growth toward English proficiency.

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Notes:

This report was created upon completion of an accessibility evaluation and validation performed during October 2022 and March 2023, and was limited only to specific accessibility issues that were previously reported. The report is considered accurate at the time of publishing.

The following table defines the Scope of this VPAT:

Serial Number	Pages/Screens/Components	URL
1	Header	https://www.brainpop.com/teacher

Serial Number	Pages/Screens/Components	URL
2	Footer	https://www.brainpop.com/teacher
3	Cookies Section	https://www.brainpop.com/teacher
4	Login	https://www.brainpop.com/
5	Header - BrainPOP Teacher	https://www.brainpop.com/teacher
6	Footer - BrainPOP Teacher	https://www.brainpop.com/teacher
7	Header - BrainPOP Student	https://www.brainpop.com/
8	Footer - BrainPOP Student	https://www.brainpop.com/
9	Header - Student - Quiz	https://jr.brainpop.com/science/animals/hibernation/writeaboutit/
10	Footer - Student - Quiz	https://jr.brainpop.com/science/animals/hibernation/writeaboutit/
11	Home	https://www.brainpop.com/
12	Teacher Home	https://www.brainpop.com/teacher
13	Unit page	https://www.brainpop.com/science/cellularlifeandgenetics/
14	Topic Player page	https://www.brainpop.com/science/cellularlifeandgenetics/activetransport/
15	Topic Movie page	https://www.brainpop.com/science/cellularlifeandgenetics/activetransport/movie
16	Settings	https://www.brainpop.com/dashboard/settings
17	Student Registration	https://www.brainpop.com/
18	Student Home	https://www.brainpop.com
19	Subject page	https://www.brainpop.com/science

Serial Number	Pages/Screens/Components	URL
20	Assignment view (Student)	https://www.brainpop.com/dashboard/assignments/0ef7e0a56373b881f324dea71f068031/periods/cafdd3e9e55ae16f8557984f88dd15ed?product=bp
21	Search (results)	https://www.brainpop.com/search/?keyword=experiments
22	Quiz	https://www.brainpop.com/science/cellularlifeandgenetics/bacteria/quiz/
23	Worksheet	https://www.brainpop.com/science/cellularlifeandgenetics/bacteria/worksheet/
24	Dashboard (Student)	https://www.brainpop.com/dashboard/assignments
25	Assignment Submission (Student)	https://www.brainpop.com/science/diversityoflife/bacteria/quiz/
26	Graphic Organizer	https://www.brainpop.com/science/cellularlifeandgenetics/bacteria/graphicorganizer/
27	Challenge	https://www.brainpop.com/science/energy/light/challenge/
28	Related Reading	https://www.brainpop.com/science/cellularlifeandgenetics/bacteria/relatedreading/
29	Vocabulary	https://www.brainpop.com/science/cellularlifeandgenetics/bacteria/vocabulary/
30	Belly Up	https://jr.brainpop.com/science/animals/hibernation/bellyup/
31	GameUp Home	https://www.brainpop.com/games/
32	ELL Placement Test	https://ell.brainpop.com/placement-test/?id=50fb30ba7feec47d5bc38f3954dc7d7b
33	Hear it, Say it	https://ell.brainpop.com/level1/unit1/lesson1/hearsayit/
34	Easy quiz	https://jr.brainpop.com/science/animals/hibernation/easyquiz/
35	Hard quiz	https://jr.brainpop.com/science/animals/hibernation/hardquiz/
36	Write about it	https://jr.brainpop.com/science/animals/hibernation/writeaboutit/
37	Pop a joke	https://jr.brainpop.com/science/animals/hibernation/

Evaluation Methods Used:

A combination of automated and manual testing techniques were employed for the accessibility assessment

- Manual Assessment was performed using Chrome on Windows 10 and included exclusive use of the keyboard.
- Automated tools used included the Deque aXe browser extension & Deque aXe Auditor.
- Assistive technologies employed included NVDA.

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)

Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can be used only in WCAG 2.0 Level AAA.

WCAG 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 Success Criteria, the criteria are scoped for full, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.1 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Notes:

Criteria	Conformance Level	Remarks and Explanations
<p>1.1.1 Non-text Content (Level A) All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below.</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 Success Criterion 4.1.2 for additional requirements for controls 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. ● CAPTCHA: If the purpose of 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>Partially Supports</p>	<p>Most of the images have a meaningful alternative text description. Non-relevant or decorative images have empty text alternative and/or ignored by the screen reader.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> ● Images must have alternate text in the "Vocabulary", "Worksheet", "Graphic Organizer" and "Write about it" pages. ● Text alternative does not include essential text in image in the "Related Reading" page. ● Text alternative does not present same info as image in the "Assignment Submission (Student)" page. ● Text alternative is missing for the active images in the "Hear it, Say it" page. ● The decorative image is not hidden from screen readers in the "Quiz", "Home" and "Assignment Submission (Student)" pages.

<p>1.2.1 Audio-only and Video-only (Prerecorded) (Level A)</p> <p>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:</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 track is provided that presents equivalent information for prerecorded video-only content. 	Partially Supports	<p>Most of the prerecorded audio-only and video-only media have an alternative that presents equivalent information.</p> <p>However, there is an exception:</p> <ul style="list-style-type: none"> ● No text or audio description available in the "Home" page.
<p>1.2.2 Captions (Prerecorded) (Level A)</p> <p>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.</p>	Supports	
<p>1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)</p> <p>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.</p>	Supports	The BrainPOP web does not contain prerecorded videos.
<p>1.3.1 Info and Relationships (Level A)</p> <p>Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.</p>	Does not support	<ul style="list-style-type: none"> ● Visual list is not marked up as list in the "Teacher home" and "Student Home" pages. ● Visual heading text is not marked as heading in the "Teacher home", "Cookies Section", "GameUp Home", "Footer - BrainPOP Student", "Header", "Assignment view (Student)", "Footer", "Footer - Student - Quiz", "Footer - BrainPOP Teacher" and "Challenge" pages. ● elements must be contained in a or in the "Vocabulary", "Challenge", "Worksheet", "Header", "Related Reading", "Hard quiz", "Hear it, Say it", "Graphic Organizer", "Belly Up", "Write about it", "Quiz" and "Easy quiz" pages. ● and must only directly contain , <script> or <template> elements in the

		<p>"Vocabulary", "Challenge", "Worksheet", "Header", "Related Reading", "Graphic Organizer" and "Quiz" pages.</p> <ul style="list-style-type: none"> • Form elements must have labels in the "Worksheet" page. • Group of form controls not associated with group label in the "Topic Movie page", "Easy quiz", "ELL Placement Test" and "Quiz" pages. • Group of radio buttons are missing the visible label association in the "Assignment Submission (Student)" page. • Information or relationship only presented visually in the "ELL Placement Test" page. • List or list item is not marked up properly in the "Header", "Quiz", "Topic Movie page" and "Assignment Submission (Student)" pages. • Non-decorative content is inserted using CSS pseudo-elements in the "Hear it, Say it" page. • Text should not be marked as a heading in the "Search (results)" page. • Visible label/form field are not associated in the "Vocabulary" page.
<p>1.3.2 Meaningful Sequence (Level A) When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.</p>	<p>Partially Supports</p>	<p>Most of the content is presented in a meaningful Sequence.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> • Screen reader focus does not move to intended target in the "Footer" and "ELL Placement Test" pages. • Able to browse outside modal with screen reader in the "ELL Placement Test" page.

		<ul style="list-style-type: none"> • Reading order of static content changes meaning in the "Search (results)" page.
<p><u>1.3.3 Sensory Characteristics</u> (Level A) Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound. <i>Note:</i> For requirements related to color, refer to Guideline 1.4.</p>	Supports	
<p><u>1.4.1 Use of Color</u> (Level A) Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. <i>Note:</i> 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>	Partially Supports	<p>Most of the content does not use color as information.</p> <p>However, there is an exception:</p> <ul style="list-style-type: none"> • Color alone is used to convey info in the "Settings", "Login" and "Worksheet" pages.
<p><u>1.4.2 Audio Control</u> (Level A) If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. <i>Note:</i> 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>	Supports	The BrainPOP web does not contain audio content that plays automatically.
<p><u>2.1.1 Keyboard</u> (Level A) All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. <i>Note 1:</i> 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. <i>Note 2:</i> This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p>	Supports	All of the content is keyboard operable.

<p>2.1.2 No Keyboard Trap (Level A)</p> <p>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.</p> <p><i>Note:</i> 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>	Supports	
<p>2.1.4 Character Key Shortcuts (Level A 2.1 only)</p> <p>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:</p> <ul style="list-style-type: none"> ● Turn off: A mechanism is available to turn the shortcut off; ● Remap: A mechanism is available to remap the shortcut to include one or more non-printable keyboard keys (e.g., Ctrl, Alt); ● Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus. 	Supports	
<p>2.2.1 Timing Adjustable (Level A)</p> <p>For each time limit that is set by the content, at least one of the following is true:</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 	Does not support	<ul style="list-style-type: none"> ● User cannot turn off, adjust or extend the time in multiple pages across the website.

<ul style="list-style-type: none"> ● 20 Hour Exception: The time limit is longer than 20 hours. 		
<p>2.2.2 Pause, Stop, Hide (Level A) For moving, blinking, scrolling, or auto-updating information, all of the following are true:</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><i>Note 1:</i> For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p><i>Note 2:</i> 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><i>Note 3:</i> 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><i>Note 4:</i> 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>	Partially Supports	<p>Most of the moving, blinking, scrolling, or auto-updating content have a required mechanism to pause, stop or hide.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> ● Auto-playing media or animation has no mechanism to pause, stop, or hide in the "Pop a joke" page. ● Moving/blinking content has no pause/stop mechanism in the "Topic Movie" page.
<p>2.3.1 Three Flashes or Below Threshold (Level A) Web 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.</p>	Supports	The BrainPOP web does not contain flashing content.

<p><i>Note:</i> 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><u>2.4.1 Bypass Blocks</u> (Level A) A mechanism is available to bypass blocks of content that are repeated on multiple Web .</p>	Partially Supports	<p>Most of the webpages have a mechanism to bypass the repeated content.</p> <p>However, there is an exception:</p> <ul style="list-style-type: none"> • Frames must have an accessible name in the "Vocabulary", "Worksheet" and "Graphic Organizer" pages.
<p><u>2.4.2 Page Titled</u> (Level A) Web have titles that describe topic or purpose.</p>	Partially Supports	<p>Most of the pages have titles that describe its purpose.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> • Documents must have title element to aid in navigation in the "Student Registration" page. • Page title does not identify purpose of page in the "Write about it" page.
<p><u>2.4.3 Focus Order</u> (Level A) If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.</p>	Partially Supports	<p>Most of the content can be navigated sequentially in an order that preserves meaning and operability.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> • Use of positive tab index value is not logical in the "Header - Student - Quiz" component. • Keyboard focus order is not logical in the "Topic Movie" page. • Keyboard focus is not maintained in modal in the "GameUp Home" page. • Keyboard focus does not move to intended target in the "Footer" component.
<p><u>2.4.4 Link Purpose (In Context)</u> (Level A) The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link</p>	Partially Supports	<p>Most of the links can be determined from the link text alone or programmatically determined link context.</p>

<p>context, except where the purpose of the link would be ambiguous to users in general.</p>		<p>However, there is an exception:</p> <ul style="list-style-type: none"> • Purpose of link is not clear in context in the "Cookies Section" and "Home" pages.
<p>2.5.1 Pointer Gestures (Level A 2.1 only) 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.</p>	Supports	
<p>2.5.2 Pointer Cancellation (Level A 2.1 only) For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> • No Down-Event: The down-event of the pointer is not used to execute any part of the function; • Abort or Undo: Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; • Up Reversal: The up-event reverses any outcome of the preceding down-event; • Essential: Completing the function on the down-event is essential. 	Supports	
<p>2.5.3 Label in Name (Level A 2.1 only) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p>	Partially Supports	<p>Most of the content contains visible label in their accessible label.</p> <p>However, there is an exception:</p> <ul style="list-style-type: none"> • Accessible name does not contain visible label in the "Graphic Organizer", "Worksheet" and "GameUp Home" pages.
<p>2.5.4 Motion Actuation (Level A 2.1 only) 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:</p> <ul style="list-style-type: none"> • Supported Interface: The motion is used to operate functionality through an accessibility supported interface; • Essential: The motion is essential for the function and doing so would invalidate the activity. 	Supports	The BrainPOP web does not include any content or functionality that is controlled by motion.
<p>3.1.1 Language of Page (Level A) The default human language of each Web page can be programmatically determined.</p>	Partially Supports	Most of the web pages have the default human language determined.

		<p>However, there is an exception:</p> <ul style="list-style-type: none"> HTML element must have a lang attribute in the "Dashboard (Student)", "Hear it, Say it", "Assignment view (Student)" and "Settings" pages.
<p>3.2.1 On Focus (Level A) When any user interface component receives focus, it does not initiate a change of context.</p>	Supports	The BrainPOP web does not have the user interface components that initiate a change of context when they receive a focus.
<p>3.2.2 On Input (Level A) Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component.</p>	Supports	
<p>3.3.1 Error Identification (Level A) If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text.</p>	Supports	The form fields detected with errors were identified to the user in text.
<p>3.3.2 Labels or Instructions (Level A) Labels or instructions are provided when content requires user input.</p>	Partially Supports	<p>Most of the content is provided with labels/instructions whenever required.</p> <p>However, there is an exception:</p> <ul style="list-style-type: none"> Visible label missing in the "Teacher home" page.
<p>4.1.1 Parsing (Level A) In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. <i>Note:</i> 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>	Partially Supports	<p>Most of the content is implemented using markup languages, elements have complete start and end tags, etc.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> ID attribute value must be unique in the "Assignment Submission (Student)", "Challenge", "Header", "Search (results)", "Hard quiz", "Student Home", "Write about it", "Quiz", and "Easy quiz" pages.

		<ul style="list-style-type: none"> IDs of active elements must be unique in the "Vocabulary", "Assignment Submission (Student)", "Footer", "Challenge", "Header", "Search (results)", "Hard quiz", "Graphic Organizer", "Belly Up", "Write about it", "Easy quiz", "Topic Movie" pages.
<p>4.1.2 Name, Role, Value (Level A)</p> <p>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.</p> <p><i>Note:</i> This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.</p>	Partially Supports	<p>Most of the interactive elements have a programmatically determined name, role and values.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> ARIA attributes must conform to valid values in the "Assignment Submission (Student)" page. ARIA progress bar nodes and toggle fields must have an accessible name in the "Assignment Submission (Student)" page. Button pressed state is not conveyed in the "Topic Player" page. Buttons must have discernible text in the "Challenge" page. Elements must only use allowed ARIA attributes in the "Assignment Submission (Student)" page. Links must have discernible text in the "Dashboard (Student)", "Hear it, Say it", "Assignment view (Student)", "Settings" and "Login" pages. Custom radio button does not have a role and state in the "Easy quiz" page. Invalid ARIA role value used in the "Topic Movie" page. Expand/collapse state of the element is missing in the "Search (results)" page.

		<ul style="list-style-type: none"> Selected state of the element is missing in the "Home" page.
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Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
<p>1.2.4 Captions (Live) (Level AA) Captions are provided for all live audio content in synchronized media.</p>	Supports	The BrainPOP web does not contain live audio content.
<p>1.2.5 Audio Description (Prerecorded) (Level AA) Audio description is provided for all prerecorded video content in synchronized media.</p>	Supports	The BrainPOP web does not contain prerecorded video content.
<p>1.3.4 Orientation (Level AA 2.1 only) 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.</p>	Supports	The content on the BrainPOP web is not restricted their view and operation to a single display orientation.
<p>1.3.5 Identify Input Purpose (Level AA 2.1 only) The purpose of each input field collecting information about the user can be programmatically determined when:</p> <ul style="list-style-type: none"> 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. 	Partially Supports	<p>Most of the input fields serve a purpose identified in the Input Purposes for User Interface Components section.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> Identify input purpose missing in the "Login" and "Settings" pages. Identify input purpose not accurate in the "Student Registration" page.
<p>1.4.3 Contrast (Minimum) (Level AA) The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:</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. 	Does not support	<ul style="list-style-type: none"> Text content lacks 4.5:1 contrast ratio in the "Vocabulary", "Assignment Submission (Student)", "Teacher home", "Graphic Organizer", "Header", "Worksheet", "Challenge", "ELL Placement Test", "Dashboard (Student)", "Search (results)", "Related Reading", "Assignment view (Student)", "Write about it", "Login ", "Topic Player page" and "Quiz" pages.

<ul style="list-style-type: none"> ● Logotypes: Text that is part of a logo or brand name has no contrast requirement. 		<ul style="list-style-type: none"> ● Link or button text lacks 4.5:1 contrast ratio on hover or focus in the "Header - BrainPOP Student", "Easy quiz", "Header - BrainPOP Teacher", "Settings", "Quiz", "Write about it", "Graphic Organizer", "Belly Up", "Assignment view (Student)", "Worksheet", "Hear it, Say it", "Vocabulary", "Assignment Submission (Student)", "Teacher home" and "Home" pages. ● Text over an image lacks 4.5:1 contrast ratio in the "GameUp Home" and "Home" pages.
<p>1.4.4 Resize text (Level AA) Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.</p>	Supports	
<p>1.4.5 Images of Text (Level AA) If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following:</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><i>Note:</i> Logotypes (text that is part of a logo or brand name) are considered essential.</p>	Supports	
<p>1.4.10 Reflow (Level AA 2.1 only) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> ● Vertical scrolling content at a width equivalent to 320 CSS pixels; ● Horizontal scrolling content at a height equivalent to 256 CSS pixels; <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p>	Does not support	<ul style="list-style-type: none"> ● Content does not reflow to fit 320px width equivalent in the "Quiz" and "ELL Placement Test" pages. ● Content overlaps other content at 320px width equivalent in multiple pages across the website.
<p>1.4.11 Non-text Contrast (Level AA 2.1 only) The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p>	Partially Supports	<p>Most of the non-text content has a contrast ratio of at least 3:1 against adjacent colors.</p> <p>However, there are exceptions:</p>

<ul style="list-style-type: none"> ● User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; ● Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. 		<ul style="list-style-type: none"> ● Active user interface component lacks 3 to 1 contrast ratio in the "Graphic Organizer", "Write about it", "Worksheet", "Home", "Student Registration" and "Settings" pages. ● An icon lacks 3 to 1 contrast ratio in the "Search (results)", "Quiz", "Write about it", "Topic Player page", "Vocabulary" and "Easy quiz" pages. ● Graphical object lacks 3 to 1 contrast ratio in the "Assignment Submission (Student)" page. ● State of active component lacks 3 to 1 contrast ratio in the "Header - Student - Quiz" component.
<p>1.4.12 Text Spacing (Level AA 2.1 only)</p> <p>In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> ● 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. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p>	Partially Supports	<p>Most of the content is adjusted when the text spacing is applied.</p> <p>However, there is an exception:</p> <ul style="list-style-type: none"> ● Text spacing content cut off in the "Quiz" page.
<p>1.4.13 Content on Hover or Focus (Level AA 2.1 only)</p> <p>Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> ● Dismissible: A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content; ● Hoverable: If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; 	Partially Supports	<p>Most of the additional content is dismissible, hoverable and persistent.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> ● Additional content not dismissible in the "Student Home" page. ● Hover content disappearing in the "Belly Up", "Easy quiz" and "Write about it" pages.

<ul style="list-style-type: none"> ● Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p>		
<p>2.4.5 Multiple Ways (Level AA) More than one way is available to locate a Web page within a set of Web except where the Web Page is the result of, or a step in, a process.</p>	Supports	
<p>2.4.6 Headings and Labels (Level AA) Headings and labels describe topic or purpose.</p>	Partially Supports	<p>Most of the controls have labels that describe their purpose.</p> <p>However, there are exceptions:</p> <ul style="list-style-type: none"> ● Programmatic label does not convey purpose of control in the "Quiz", "ELL Placement Test", "Home" and "Search (results)" pages. ● Buttons have same name but different actions in the "Teacher home", "Student Registration" and "Settings" pages.
<p>2.4.7 Focus Visible (Level AA) Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.</p>	Supports	
<p>3.1.2 Language of Parts (Level AA) The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.</p>	Supports	
<p>3.2.3 Consistent Navigation (Level AA) Navigational mechanisms that are repeated on multiple Web within a set of Web occur in the same relative order each time they are repeated, unless a change is initiated by the user.</p>	Supports	
<p>3.2.4 Consistent Identification (Level AA) Components that have the same functionality within a set of Web are identified consistently.</p>	Supports	
<p>3.3.3 Error Suggestion (Level AA) If an input error is automatically detected and suggestions for correction</p>	Supports	

are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.		
<p>3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)</p> <p>For Web that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</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. 	Supports	
<p>4.1.3 Status Messages (Level AA 2.1 only)</p> <p>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.</p>	Partially Supports	<p>Most of the content has programmatically determined status messages.</p> <p>However, there is an exception:</p> <ul style="list-style-type: none"> • Status message not automatically announced in the "Login", "Hear it, Say it", "Student Registration", "Settings", "Graphic Organizer", "ELL Placement Test" and "Worksheet" pages.

Table 3: Success Criteria, Level AAA

Notes: Level AAA success criterions are not within the scope of this conformance evaluation.

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