

Software Title: Twig Science
Reviewer Name: Gram Nitschke

Review Date: 4/17/24

Final Review Status: Fail

Process and Protocols: If the vendor provides a Voluntary Product Accessibility Template, transfer the information directly from that template. Any standard that has an exception or less than 100% compliance shall be marked as a "fail." If a VPAT has two or fewer failed standards, and no required standard has failed, the product shall pass. If a product has 3 to 5 failed standards, a manual assessment must be done. Products failing 6 or more standards, or failing any of the required standards are considered to have failed.

For manual assessments, any product which fails a required standard or fails 6 or more standards overall is considered to have failed.

Per VPAT:  Twig Science Elementary Accessibility Conformance Report.pdf

BUSD Web Accessibility Checklist		
Standard (*=required)	Status	Notes
* Baseline Test ID: 1.1-KeyboardAccess WCAG Standards: 2.1.1 Keyboard	Fail	Most of the website does not support keyboard operability. A rating of Does Not Support has been provided for the following reasons: • Many pages have controls that cannot be operated with a keyboard. Examples include interactive quiz questions, Lesson Dashboard, Teacher Dashboard, and the lesson presentation controls. • Critical user flows cannot be completed with a keyboard while a screen reader is active. Examples include navigating to Lesson Dashboard and navigating the Science Glossary.
* Baseline Test ID: 1.2-NoKeyboardTrap WCAG Standards: 2.1.2 No Keyboard Trap	Pass	
Baseline Test ID: 2.1-FocusVisible WCAG Standards: 2.4.7 Focus Visible	Fail	Most interactive components of the website provide a visible indication of keyboard focus. However, a rating of Partially Supports has been given for the following reason: • Some interactive elements are missing a visible indicator of keyboard focus. Examples include individual items in the Language and Annotate menus in the Present Lesson view.

<p>* Baseline Test ID: 2.2-FocusOrder WCAG Standards: 2.4.3 Focus Order</p>	<p>Fail ▾</p>	<p>A majority of the website is presented and can be navigated sequentially in an order which fully maintains meaning and operation of the content. However, a rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • The Account menu in the global header has some elements that do not follow a logical focus order. • Some components have controls that do not follow a logical order, for example video player controls. • Several modal dialogs do not restrict keyboard focus inside their boundaries. Examples include the global Feedback dialog and the Team Story Cards Help dialog. • Several dialogs and content updating controls do not manage focus correctly when activated.
<p>* Baseline Test ID: 2.3-OnFocus WCAG Standards: 3.2.1 On Focus</p>	<p>Pass ▾</p>	
<p>* Baseline Test ID: 5.1-ChangeContent WCAG Standards: 4.1.2 Name, Role, Value</p>	<p>Fail ▾</p>	<p>For most components on the website, the name, role, and value (where applicable) can be programmatically determined. However, a rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • Several buttons have names that are not sufficiently descriptive, for example, the text, fill, and line options in the drawing tool. • Several form controls are missing a programmatically associated label describing their purpose, for example the text fields on the Lesson Dashboard self-assessment. • Some pages do not inform assistive technologies of dynamic changes in content. Examples include changes to the presentation in Present Lesson mode and marking items as complete on the Teacher Dashboard. • Radio buttons are not grouped programmatically, like the radio fields on the Lesson Dashboard. • In some cases, page tabs are missing names or have incorrect formatting. • Several inline error messages are not programmatically related to their inputs. • There are dialogs without the appropriate name and/or role information. • Several components lack the required textual name, role, and/or state information, for example comboboxes, breadcrumbs, and tooltips. • In rare cases, meaningful content is hidden from assistive technology, for example

		<p>checkmarks indicating progress on the Teacher Dashboard.</p> <ul style="list-style-type: none"> • Some elements contain invalid ARIA attributes. • Some elements have inappropriate use of ARIA roles, states, and properties. • Some form fields rely on placeholder text as labels, for example when entering a new password on the My Profile page.
<p>* Baseline Test ID: 7.1-Color WCAG Standards: 1.4.1 Use of Color</p>	Fail	<p>The website mostly does not use color as the sole means of conveying information. However, a rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • Several inline links use color as the only means of showing that they are interactive. Examples include teal inline links on the Lesson Dashboard overview. • In rare cases, red is the only means of showing an error, for example when a user exceeds the maximum allowed characters while writing a Note.
<p>* Baseline Test ID: 7.2-SensoryCharacteristics WCAG Standards: 1.3.3 Sensory Characteristics</p>	Pass	
<p>* Baseline Test ID: 8.1-ContrastMinimum WCAG Standards: 1.4.3 Contrast (Minimum)</p>	Fail	<p>The visual presentation of most text conforms to contrast ratio minimums. However, a rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • There are some color combinations that do not provide sufficient text contrast, for example red text on a light red background. • The global header and several pages contain some pink text on a white background.
<p>* Baseline Test ID: 9.1-Flashes WCAG Standards: 2.3.1 Three Flashes or Below Threshold</p>	Pass	
<p>* Baseline Test ID: 10.1-FormName WCAG Standards: 4.1.2 Name, Role, Value</p>	Fail	<p>For most components on the website, the name, role, and value (where applicable) can be programmatically determined. However, a rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • Several buttons have names that are not sufficiently descriptive, for example, the text, fill, and line options in the drawing tool. • Several form controls are missing a programmatically associated label describing their purpose, for example the text fields on the Lesson Dashboard self-assessment. • Some pages do not inform assistive

		<p>technologies of dynamic changes in content. Examples include changes to the presentation in Present Lesson mode and marking items as complete on the Teacher Dashboard.</p> <ul style="list-style-type: none"> • Radio buttons are not grouped programmatically, like the radio fields on the Lesson Dashboard. • In some cases, page tabs are missing names or have incorrect formatting. • Several inline error messages are not programmatically related to their inputs. • There are dialogs without the appropriate name and/or role information. • Several components lack the required textual name, role, and/or state information, for example comboboxes, breadcrumbs, and tooltips. • In rare cases, meaningful content is hidden from assistive technology, for example checkmarks indicating progress on the Teacher Dashboard. • Some elements contain invalid ARIA attributes. • Some elements have inappropriate use of ARIA roles, states, and properties. • Some form fields rely on placeholder text as labels, for example when entering a new password on the My Profile page.
<p>Baseline Test ID: 10.2-FormDescriptiveLabel WCAG Standards: 3.3.2 Labels or Instruction</p>	<p>Fail ▾</p>	<p>Most of the controls on the website provide labels or instructions when content requires user input. However, a rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • Some visually grouped form controls are not grouped programmatically, for example Date Range inputs when filtering Assigned Lessons. • Some form field errors are not programmatically associated with their corresponding fields. Examples include the form to log in and the form to change password. • Some form fields are missing visible text to explain their purpose or constraints.
<p>Baseline Test ID: 10.4-ErrorIdentification WCAG Standards: 3.3.3 Error Suggestion</p>	<p>Pass ▾</p>	
<p>Baseline Test ID: 13.1-HeadingDescriptive WCAG Standards: 2.4.6 Headings and Labels</p>	<p>Pass ▾</p>	
<p>Baseline Test ID: 13.2-VisHeadingProg WCAG Standards: 2.4.6 Headings and Labels</p>	<p>Fail ▾</p>	<p>Some text uses heading markup but does not function as a heading. For example, titles, paragraphs, and lists in the Evaluation Rubric are all marked as an H1.</p>

<p>Baseline Test ID: 13.3-ProgHeadingVisual WCAG Standards: 2.4.6 Headings and Labels</p>	<p>Fail ▾</p>	<p>There are headings with levels that do not match their visual level on the page.</p>
<p>Baseline Test ID: 13.4-List WCAG Standards:1.3.1 Info and Relationships</p>	<p>Fail ▾</p>	<p>Most of the website ensures that information, structure, and relationships conveyed through presentation can also be determined programmatically or through text. A rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • Several pages have text that functions as a heading but does not use heading markup. Examples include the Teacher Dashboard and My Profile pages. • Some text uses heading markup but does not function as a heading. For example, titles, paragraphs, and lists in the Evaluation Rubric are all marked as an H1. • There are headings with levels that do not match their visual level on the page. • Some form fields rely on placeholder text as labels, for example when entering a new password on the My Profile page. • Some non-decorative content is displayed in CSS icons, for example checkmarks indicating completion on the Teach Dashboard. • Multiple navigation landmark elements are present in the global header and footer, but they do not have accessible names. • Several data tables are missing header cells and scope, for example on the Assigned Lessons page. • Some dialogs are missing the appropriate name and role information. • Several forms have inline errors that are not programmatically related to their inputs. Radio buttons are not grouped programmatically, like the radio fields on the Lesson Dashboard. • Dynamic content is not indicated in a live region. • Some form controls do not provide a valid label.
<p>* Baseline Test ID: 14.1-LinkPurpose WCAG Standards: 2.4.4 Link Purpose (In Context)</p>	<p>Fail ▾</p>	<p>For most links on the website, the purpose of the link can be determined in context. However, a rating of Partially Supports has been given for the following reasons:</p> <ul style="list-style-type: none"> • In rare cases, some links are missing a name. Examples include icon links in the Table of Contents tab on the Lesson Explorer Modules page. • In rare cases, some links have identical names but direct to different locations, for example the document links on the Evaluation Rubrics page.

* Baseline Test ID: 16.1-AudioOnlyTranscript WCAG Standards: 1.2.1 Audio-only and Video-only	Pass ▾	
* Baseline Test ID: 16.2-VideoOnlyAlt WCAG Standards:1.2.1 Audio-only and Video-only	Pass ▾	