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**VPAT Companion**

**McGraw-Hill Education Reader**

**(Web application and iOS/Android "ReadAnywhere" applications)**

**(December 2017)**

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McGraw-Hill would like to highlight below the results of the accessibility conformance report outlined in the attached third-party VPAT and to reaffirm our organization’s commitment to the accessible and inclusive design of all of our products.

# Summary of Results

*Percentages based on 38 WCAG AA Criteria*

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| **WCAG AA Compliance Rating**  | **Web**  | **iOS Application**  | **Android Application**  |
| **Supports**  | 79%  | 84%  | 82%  |
| **Supports with Exceptions**  | 21%  | 16%  | 18%  |
| **Does Not Support**  | 0%  | 0%  | 0%  |

These results reflect the testing performed across a variety of representative McGraw-Hill Education ebook titles. Some accessibility support features are content dependent and, as a result, some exceptions noted in the VPAT are a result of specific content compliance. Planned updates to the content would result in better compliance scores. Content accessibility may vary by title.

While the VPAT represents the platform level support for accessibility, McGraw-Hill also offers title-specific rubrics. These rubrics help instructors and schools understand the unique accessibility implications for subjectspecific content. We recommend reviewing the McGraw-Hill title-specific rubrics in conjunction with the attached third-party VPAT.

# Our commitment to accessibility

We at McGraw-Hill Education are committed to developing products that can be accessed and used by any and all learners, including those with disabilities, and have created a culture that considers those with differing learning and access needs from the outset. This effort includes a comprehensive strategy that combines planning, research, training, and product development activities with both McGraw-Hill employees and thirdparty content partners. Specific initiatives include:

* *Creation of Accessible Products* – McGraw-Hill Education is making efforts to have all new content and software follow the WCAG version 2.0 AA guidelines and best practices. To achieve this and continuously improve the accessibility of our products, we are utilizing our internal product teams, engaging with external experts, and soliciting user feedback.
* *Community Inclusion* – In addition to developing experiences that meet the recommended guidelines, we are engaged with accessibility advocacy organizations, forums, and user groups in order to get confirmation that the software and content we produce is not only compliant but, more importantly, usable by learners.
* *Employee Training* – Accessibility is central to our design and development efforts. Employees and resource providers in those roles have been educated and trained on accessibility guidelines to support the development of products that are compliant with WCAG 2.0 AA guidelines.
* *Alternative Content* – We recognize that we need to work closely with all of our education partners as we progress towards our accessibility goal. In the event that alternative content formats are required, we evaluate the options and (whenever possible) provide the necessary content.
* To request accessible digital files for students, please contact: permissions@mheducation.com
* To learn more about available disability support accommodations, please contact: Taccessibility@mheducation.com

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**McGraw-Hill Education Accessibility Conformance Report**

**VPAT**® **Version 2.0 – December 2017**

***Name of Product/Version:*** McGraw-Hill Education Reader (Desktop, iOS and Android)

***Product Description:*** A highly reliable reading tool to view the course chapters and materials

***Date:*** December 19, 2017

# Contact information: accessibility@mheducation.com

***Notes:*** Level Access (Level), formerly SSB Bart Group, performed an audit for the McGrawHill Reader (Reader) Desktop (Web) and Mobile (iOS and Android) application.

***Evaluation Methods Used:***

A representative sample of full pages, as well as user workflows within the web application, was tested in Chrome and Firefox browsers with JAWS 18. Functional workflows were tested with JAWS 18, Zoom Text 11 and Dragon® NaturallySpeaking 14. Over the course of the audit, accessibility experts performed ad-hoc and assistive technology testing according to AMP (Level’s Accessibility Management Platform) best practices and guidelines. Level employed a variety of automatic and manual inspection methods, such as, but not limited to, testing navigation with exclusive use of the keyboard (i.e., not using a mouse to navigate), use of a contrast checker, an accessible property inspection tool, code inspection, and extensive use of the JAWS 18 screen reader, ZoomText 11 screen magnifier, and Dragon® NaturallySpeaking 14.

# Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

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| ***Standard/Guideline***  | ***Included in Report***  |
| Web Content Accessibility Guidelines 2.0, at [*http://www.w3.org/TR/2008/REC-WCAG20-20081211/*](http://www.w3.org/TR/2008/REC-WCAG20-20081211/) | Level A: Yes Level AA: Yes Level AAA: No  |
| Section 508 as published in 2017, at [*http://www.Section508.gov*](http://www.section508.gov/) | Yes  |
| EN 301 549 Accessibility requirements suitable for public procurement of ICT products and services in Europe, at <http://mandate376.standards.eu/standard>   | 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.
* **Supports with Exceptions**: 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 2.0 Report

Tables 1 and 2 also document conformance with:

* EN 301 549: Chapter 9 - Web, Chapter 10 - Non-Web documents, Section 11.2.1- NonWeb Software (excluding closed functionality), and Section 11.2.2 - Non-Web Software (closed functionality).
* Revised Section 508: Chapter 5 – 501.1 Scope, 504.2 Content Creation or Editing, and Chapter 6 – 602.3 Electronic Support Documentation.

Note: When reporting on conformance with the WCAG 2.0 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.0 Conformance Requirements.](https://www.w3.org/TR/WCAG20/#conformance-reqs)

*Table 1: Success Criteria, Level A*

Notes: Exceptions may be content specific; content authors must conform to the success criteria.

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**1.1.1 Non-text Content**](http://www.w3.org/TR/WCAG20/#text-equiv-all) (Level A) | **Web**: Supports with Exceptions  | **Web**: Accessible text equivalents are provided for most non-text elements within the application. Several images in the content contain text equivalents in the form of figure captions and informative alt attribute text.  The different tab structures on the menu, such as the Highlights, Placemarks, etc., have proper text equivalents indicating they are tab structures and their active state.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | A rating of Supports with Exceptions has been given for the following reasons: * The different Play buttons to play the audio for the Spanish text are only announced as “play audio” and do not indicate what they play.
* Any images in the modals have alt attributes that indicate they are decorative.
* The thumbnail image for the embedded videos, such as in the Spanish Chapters, do not have meaningful alt attribute text.

 Several exceptions are content specific; content authors must ensure that the images have alternative text in the originating document type.   |
|   |  **iOS**: Supports with Exceptions  | **iOS**: Accessible text equivalents are provided for most of the nontext elements within the application. Images within the application have meaningful alt attribute text indicating what the image is for.  The menus have proper textual equivalents indicating their “expanded” or “collapsed” state, and also indicate which menu is currently active.  A rating of Supports with Exceptions has been given for the following reason: • The thumbnail for the video in the player is announced  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | by its source name and does not have a human understandable name.  Exceptions are content specific; content authors must ensure that the images have alternative text in the originating document type.  |
| **Android**: Supports with Exceptions | **Android**: Accessible text equivalents are provided for most of the non-text elements within the application. Images within the application have meaningful alt attribute text indicating the purpose of the image.  The menus have proper textual equivalent indicating their “expanded” or “collapsed” state, and also indicate which menu is the currently active.  A rating of Supports with Exceptions has been given for the following reason: • The chapter images are announced by their src attribute. This is not meaningful to TalkBack users who cannot see the visual representation of the screen.  Exceptions are content specific; content authors must ensure that the images have alternative text in the originating document type.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**1.2.1 Audio-only and Video-only**](http://www.w3.org/TR/WCAG20/#media-equiv-av-only-alt)  | **Web**: Supports  | **Web**: Reader contains multimedia content that is sufficiently described using audio, video and captions. A text transcript is not needed for these multimedia presentations.   |
| **iOS**: Supports  | **iOS**: Reader contains multimedia content that is sufficiently described using audio, video and captions. A text transcript is not needed for these multimedia presentations.  |
| [**(Prerecorded)**](http://www.w3.org/TR/WCAG20/#media-equiv-av-only-alt) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software)   |
|
| **Android:** Supports | **Android:** Reader contains multimedia content that is sufficiently described using audio, video and captions. A text transcript is not needed for these multimedia presentations.  |
| [**1.2.2 Captions (Prerecorded)**](http://www.w3.org/TR/WCAG20/#media-equiv-captions) (Level A) | **Web**: Supports  | **Web**: The multimedia content provides closed captioning that sufficiently describes the content. The embedded videos, such as the course videos describing the course materials, contain the option to turn on or turn off the captions, which is easily accessible.   |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)   |
| **iOS**: Supports  | **iOS**: The multimedia content provides the option to turn on captioning that sufficiently describes the multimedia content. The embedded videos, such as the course videos describing the course materials, contain the option to turn on or turn off the captions, which is easily accessible.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports  | **Android**: The multimedia content provides the option to turn on captioning that sufficiently describes the multimedia content. The embedded videos, such as the course videos describing the course materials, contain the option to turn on or turn off the captions, which is easily accessible.  |
| [**1.2.3 Audio Description or Media**](http://www.w3.org/TR/WCAG20/#media-equiv-audio-desc)  | **Web**: Supports  | **Web**: The multimedia contains both video and audio which sufficiently describes what is contained in the video, such as the course material videos for teaching about chemistry or for teaching a language, such as Spanish.   |
| **iOS**: Supports  | **iOS**: The multimedia contains both video and audio which sufficiently describes what is contained in the video, such as the course material videos for teaching about chemistry or for teaching language, such as Spanish.  |
| [**Alternative (Prerecorded)**](http://www.w3.org/TR/WCAG20/#media-equiv-audio-desc) (Level A) |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)  |
| **Android**: Supports  | **Android**: The multimedia contains both video and audio which sufficiently describes what is contained in the video, such as the course material videos for teaching about chemistry or for teaching language, such as Spanish.  |
| [**1.3.1 Info and Relationships**](http://www.w3.org/TR/WCAG20/#content-structure-separation-programmatic) (Level A) | **Web**: Supports with Exceptions  | **Web**: Reader provides implied information and relationships by visual and formatting procedures. The content is mostly preserved when format changes occur.  Several pages include defined headings using explicit heading markup to indicate the beginning  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | of a new paragraph or section. Form fields, such as the Search input field, implement programmatic labels and list items in some of the chapters using proper list markups.  A rating of Supports with Exceptions has been given for the following reason: * The different list items numbered in the main content for the *Ambientes* course do not use explicit list item markup. Screen reader users will not understand that these elements are part of a list.
* Table 3.1 on the Biology Course does not have valid table header markups. The table headers are marked up using <td> elements and not <th> elements.

 Exceptions are content specific; content authors must ensure that the information and relations are defined in the originating document type.   |
| **iOS**: Supports with Exceptions  | **iOS**: Reader provides implied information and relationships by visual and formatting procedures. Most of the elements, such as buttons, menus, etc., are sufficiently described.  A rating of Supports with Exceptions has been given for the following reasons:  • The mathematical and scientific formulas are not announced as a single unit, but are rendered as separate elements. For  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | example, (6.0221418X10^23) is announced as “6.0221418X10” and then the “23” is announced separately. • The Close button used to exit the Glossary Terms is currently announced as “grey x button”, which is not informative enough to indicate that it is a Close button.  Some exceptions are content specific; content authors must ensure that the information and relations are defined in the originating document type.   |
| **Android**: Supports with Exceptions  | **Android**: Reader provides implied information and relationships by visual and formatting procedures. Most of the elements, such as buttons, menus, etc., are sufficiently described.  A rating of Supports with Exceptions has been given for the following reasons: * Scientific or mathematical formulas, such as CO2, are still announced separately as “CO” and then “2”, which makes it lose its meaning.
* The thumbnail for the video does not have a meaningful textual alternative and the Play button is just announced as “Play button”. TalkBack users who cannot see the visual representation of the screen may not know what video they are playing.
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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | • The different Highlight buttons are not announced at all when navigating through them using TalkBack’s swipe gestures. The Notes, Placemark, and the Read Text buttons are all only announced as “unlabeled button”.  Some exceptions are content specific; content authors must ensure that the information and relations are defined in the originating document type.   |
| [**1.3.2 Meaningful Sequence**](http://www.w3.org/TR/WCAG20/#content-structure-separation-sequence) (Level A) | **Web**: Supports  | **Web**: The relative sequence of content on the Reader is meaningful. The reading order of content is logical, and the page reading order coincides with the focus order on the pages. The menus are rendered in-line with the control that activates it and form fields, such as the Search field, are laid out in an intuitive manner.   |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)  | **iOS**: Supports  | **iOS**: The relative sequence of content on the Reader is meaningful. The reading order of content is logical, and the page reading order coincides with the focus order on the page.  |
| **Android**: Supports  | **Android**: The relative sequence of content on the Reader is meaningful. The reading order of content is logical, and the page reading order coincides with the focus order on the page.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**1.3.3 Sensory Characteristics**](http://www.w3.org/TR/WCAG20/#content-structure-separation-understanding)  (Level A) | **Web**: Supports  | **Web**: Content does not include instructions displayed which solely rely on sensory characteristics of components, such as shape, size, visual location, orientation, or Sound.   |
| **iOS**: Supports  | **iOS**: Content does not include instructions displayed which solely rely on sensory characteristics of components, such as shape, size, visual location, orientation, or sound.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports | **Android**: Content does not include instructions displayed which solely rely on sensory characteristics of components, such as shape, size, visual location, orientation, or sound.  |
| [**1.4.1 Use of Color**](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-without-color) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports  | **Web**: Color is not used as the sole means of conveying information, indicating an action, prompting a response, or distinguishing a visual element within most of the application. There is a distinct visual focus, other than color, when an element, such as menu or page tab, is selected.   |
| **iOS**: Supports with Exceptions  | **iOS**: For the most part, color is not used as the sole means of conveying information, indicating an action, prompting a response, or distinguishing a visual element within most of the application.  A rating of Supports with Exceptions has been given for the following reasons:  • When the focus lands on any text that is either highlighted, has Notes or  |
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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | Placemarks using the swipe gestures of VoiceOver, they are announced as “text with actions available”. • Color is solely used to indicate which highlight is being used for the text. VoiceOver users may not know what color the highlight is.   |
| **Android**: Supports with Exceptions | **Android**: For the most part, color is not used as the sole means of conveying information, indicating an action, prompting a response, or distinguishing a visual element within most of the application.  A rating of Supports with Exceptions has been given for the following reason:  • TalkBack announces what is highlighted, but does not announce the text. It is only announced as “yellow highlight text”, which may be confusing to TalkBack Users.   |
| [**1.4.2 Audio Control**](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-dis-audio) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports  | **Web**: Multimedia content present on the application allows control of the audio and audio, such as those in the embedded videos, is not played automatically, including the video itself.   |
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| **iOS**: Supports  | **iOS**: Multimedia content present on the application allows control of the audio and audio, such as those in the embedded videos, is not played automatically, including the video itself.   |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports  | **Android**: Multimedia content present on the application allows control of the audio and audio, such as those in the embedded videos, is not played automatically, including the video itself.   |
| [**2.1.1 Keyboard**](http://www.w3.org/TR/WCAG20/#keyboard-operation-keyboard-operable) (Level A) Also applies to:2017 Section 508  • 501 (Web)(Software) | **Web**: Supports with Exceptions  | **Web**: Most of the content in the Reader is accessible via the keyboard. Elements, such as menus, are focusable and actionable via the keyboard.  A rating of Supports with Exceptions has been given for the following reasons: * The text in the main content is not actionable via the keyboard and as a

result, the different highlight options and ability to add Notes and Placemarks is not available to keyboard-only users. * The volume control slider is not actionable via the keyboard.
* The Mute button and the Seek bar in the video player are not accessible via the keyboard. Hence, the video cannot be muted or advanced on the Seek bar using the keyboard alone.

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| **iOS**: Supports  | **iOS**: Most of the interactive elements, such as menus and controls on the video player, are accessible from the keyboard or VoiceOver swipe gesture focus.   |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports with Exceptions  | **Android**: Most of the interactive elements, such as menus and controls on the video player, are accessible from the keyboard or TalkBack swipe gesture focus.  A rating of Supports with Exceptions is given for the following reason: • The Mute control in the Video toolbar is not actionable with TalkBack swipe gesture or exploratory touch.   |
| [**2.1.2 No Keyboard Trap**](http://www.w3.org/TR/WCAG20/#keyboard-operation-trapping) (Level A) | **Web**: Supports  | **Web**: There is no keyboard trap present in the Reader application. Users are able to navigate past embedded content, such as videos, and can navigate through all of the interactive elements without getting the focus trapped.   |
| **iOS**: Supports  | **iOS**: There is no keyboard trap present in the Reader application. Users are able to navigate past embedded content, such as videos, and can navigate through all of the interactive elements without getting the focus trapped.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports | **Android**: There is no keyboard trap present in the Reader application. Users are able to navigate past embedded content, such as videos, and can navigate through all of the interactive elements without getting the focus trapped.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**2.2.1 Timing Adjustable**](http://www.w3.org/TR/WCAG20/#time-limits-required-behaviors) (Level A) | **Web**: Supports  | **Web**: Reader does not contain content that must be completed within a set time limit.   |
| **iOS**: Supports  | **iOS**: Reader does not contain content that must be completed within a set time limit.   |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)  |
| **Android**: Supports | **Android**: Reader does not contain content that must be completed within a set time limit.   |
| [**2.2.2 Pause, Stop, Hide**](http://www.w3.org/TR/WCAG20/#time-limits-pause) (Level A) | **Web**: Supports  | **Web**: Reader does not include content which has moving, blinking, scrolling or auto-updating information.   |
| **iOS**: Supports  | **iOS**: Reader does not include content which has moving, blinking, scrolling or auto-updating information.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)  |
| **Android**: Supports  | **Android**: Reader does not include content which has moving, blinking, scrolling or auto-updating information.  |
| [**2.3.1 Three Flashes or Below Threshold**](http://www.w3.org/TR/WCAG20/#seizure-does-not-violate)  | **Web**: Supports  | **Web**: Reader does 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)Also applies to: 2017 Section 508  • 501 (Web)(Software |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **iOS**: Supports  | **iOS**: Reader does 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.  |
| **Android**: Supports  | **Android**: Reader does not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. |
| [**2.4.1 Bypass Blocks**](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-skip) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software)  | **Web**: Supports with Exceptions   | **Web**: Reader does not contain repetitive blocks that need a skip link to navigate past them. The menu can be closed via the keyboard and does not need a skip navigation link to bypass it.  A rating of Supports with Exceptions has been given for the following reason: • Several pages use iFrames, which do not have meaningful titles, such as the embedded videos for the different chapters in the courses.  Exceptions are content specific; content authors must ensure that titles are defined in the originating document type.   |
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| **iOS**: Supports  | **iOS**: Reader does not contain repetitive blocks that need a skip link to navigate past them. The menu can be closed via the keyboard and does not need a skip navigation link to bypass it.   |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports | **Android**: Reader does not contain repetitive blocks that needs a skip link to navigate past them. The menu can be closed via the keyboard and does not need a skip navigation link to bypass it.  |
| [**2.4.2 Page Titled**](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-title) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports  | **Web**: Reader contains page titles that indicate that it is the MHE Reader application.   |
| **iOS**: Supports  | **iOS**: Reader contains proper screen titles indicating the current chapter the user is in.  |
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| **Android**: Supports  | **Android**: Reader contains proper screen titles indicating the current chapter the user is in.   |
| [**2.4.3 Focus Order**](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-focus-order) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports with Exceptions  | **Web**: Reader can be navigated through sequentially, and information is placed in an order that is consistent with the meaning of the content, which can also be operated with a keyboard.  A rating of Supports with Exceptions has been given for the following reason:  • When the modal dialog boxfor the different student annotations is closed, the focus is returned to the top of the page. This may be time consuming as users may have to start from the top to get to the control that is towards the middle or end of the content.   |
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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **iOS**: Supports with Exceptions  | **iOS**: Reader can be navigated through sequentially, and information is placed in an order that is consistent with the meaning of the content, which can also be operated with a keyboard.  A rating of Supports with Exceptions has been given for the following reason: • When a user selects text and activates Notes, they are taken to the Notes screen. After entering the Notes and activating Done, the focus does not stay in the selected text, but is taken to the top of the content which is off-screen and hidden from the current view.   |
| **Android**: Supports with Exceptions | **Android**: Reader can be navigated through sequentially, and information is placed in an order that is consistent with the meaning of the content, which can also be operated with a keyboard.  A rating of Supports with Exceptions has been given for the following reason: • When any of the actionable text with highlights, Notes or Placemarks is activated, the focus still remains on the text itself when using swipe gesture in TalkBack. Swiping again will take the users to the next static text, and not the module that opened up with the options for highlights, etc.   |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**2.4.4 Link Purpose (In Context)**](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-refs) (Level A) | **Web**: Supports  | **Web**: The purpose of most links within the application can be determined from the link text alone, or from the link text together with its programmatically determined link context.   |
| **iOS**: Supports  | **iOS**: The purpose of most links within the application can be determined from the link text alone, or from the link text together with its programmatically determined link context.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports  | **Android**: The purpose of most links within the application can be determined from the link text alone, or from the link text together with its programmatically determined link context.  |
| [**3.1.1 Language of Page**](http://www.w3.org/TR/WCAG20/#meaning-doc-lang-id) (Level A) | **Web**: Supports  | **Web**: The default human language of each page within the application can be programmatically determined.   |
| **iOS**: Supports  | **iOS**: The default human language of each page within the application can be programmatically determined.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports  | **Android**: The default human language of each page within the application can be programmatically determined.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**3.2.1 On Focus**](http://www.w3.org/TR/WCAG20/#consistent-behavior-receive-focus) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports  | **Web**: Users navigating through user interface components within pages of the application receive functionality which is predictable. Components do not trigger any forced changes in focus without user initiation.  Programmatic focus moves to simulated modal dialogs in the application, such as when opening the modal after activating an image or student annotation.   |
| **iOS**: Supports with Exceptions  | **iOS**: Users navigating through user interface components within pages of the application receive functionality which is predictable. Components do not trigger any forced changes in focus without user initiation.  Programmatic focus moves to simulated modal dialogs in the application, such as when opening the modal after activating an image or student annotation.  A rating of Supports with Exceptions has been given for the following reason: • Whenever users try to activate the control in the video player to enable the closed captioning, the focus is inappropriately shifted to the bottom of the page and not the video player.  |
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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports  | **Android**: Users navigating through user interface components within pages of the application receive functionality which is predictable. Components do not trigger any forced changes in focus without user initiation.  Programmatic focus moves to simulated modal dialogs in the application, such as when opening the modal after activating an image or student annotation when using TalkBack.  |
| [**3.2.2 On Input**](http://www.w3.org/TR/WCAG20/#consistent-behavior-unpredictable-change) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports  | **Web**: 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 on the Reader Application.  Users can navigate through the menu and submenu items without the menu item triggering a forced change. They can also toggle and expand the settings component.   |
|
| **iOS**: Supports  | **iOS**: 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 on the Reader Application.  Users can navigate through the menu and submenu items without the menu item triggering a forced change. They can also toggle and expand the settings component.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports  | **Android**: 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 on the Reader Application.  Users can navigate through the menu and submenu items without the menu item triggering a forced change. They can also toggle and expand the settings component.   |
| [**3.3.1 Error Identification**](http://www.w3.org/TR/WCAG20/#minimize-error-identified) (Level A) | **Web**: Supports  | **Web**: Reader does not contain any form that requires error handling.   |
| **iOS**: Supports  | **iOS**: Reader does not contain any form that requires error handling.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports | **Android**: Reader does not contain any form that requires error handling.  |
| [**3.3.2 Labels or Instructions**](http://www.w3.org/TR/WCAG20/#minimize-error-cues) (Level A) | **Web**: Supports  | **Web**: Reader includes several form fields, such as the Search form field and the Add Note Form field, within the main application. All form fields include programmatically associated labels. Specific instructions are associated with labels to specify data formats or requirements.   |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **iOS**: Supports | **iOS**: Reader includes several form fields, such as the Search form field and the Add Note Form field, within the main application. All form fields include programmatically associated labels. Specific instructions are associated with labels to specify data formats or requirements.  |
| **Android**: Supports | **Android**: Reader includes several form fields, such as the Search form field and the Add Note Form field, within the main application. All form fields include programmatically associated labels. Specific instructions are associated with labels to specify data formats or requirements.  |
| [**4.1.1 Parsing**](http://www.w3.org/TR/WCAG20/#ensure-compat-parses) (Level A)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports  | **Web:** Reader includes web pages where content is 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.   |
|
| **iOS**: Supports  | **iOS**: Reader includes web pages where content is 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.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports | **Android**: Reader includes web pages where content is 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.  |
| [**4.1.2 Name, Role, Value**](http://www.w3.org/TR/WCAG20/#ensure-compat-rsv) (Level A) | **Web**: Supports with Exceptions  | **Web**: Reader includes several user interface elements and components in which the role and name can be programmatically determined.  The Search form field has a proper label which enables its name and role to be programmatically determined. The search results are also correctly rendered as soon as it changes. Embedded objects, such as videos, are directly accessible via the keyboard, as well.  A rating of Supports with Exceptions has been given for the following reasons: * The iFrames containing the embedded video do not have a meaningful title indicating they have a video player with the appropriate indication of which video.
* The Play buttons besides

the different text are just announced as "Play Audio" on the Ambientes Course page.  Exceptions are content specific; content authors must ensure that  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | names, roles, and values are defined in the originating document type.   |
| **iOS**: Supports with Exceptions  | **iOS**: Reader includes several user interface elements and components in which the role and name can be programmatically determined. The different interactive elements, such as the menu and submenus, have proper traits indicating their role and state. The different highlight buttons are correctly announced by their color.  A rating of Supports with Exceptions has been given for the following reasons: * The actionable chapter titles are just announced by their name and not given any indication that they are actionable. They are just announced as static text.
* The button to go to the previous chapter does not have an accessible name and does not have sufficient description with regard to its name and purpose.
* The Close button is now called “grey x button”, which is not informative enough to indicate that it is a Close button.

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| **Android**: Supports with Exceptions  | **Android**: Reader includes several user interface elements and components in which the role and name can be programmatically determined. The different interactive elements, such as the menu and submenus, have proper  |
| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | traits indicating their role and state.  A rating of Supports with Exceptions has been given for the following reasons: * TalkBack users are not made aware of the text that is being selected when using the swipe gesture navigation to select the text.
* The thumbnail for the video does not have a meaningful textual alternative and the Play button is just announced as “Play button”.
* The different highlight buttons are not announced at all when navigating through them using swipe gestures of TalkBack. The Notes, Placemarks and the Read Text buttons are only announced as “Unlabeled Button”.

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*Table 2: Success Criteria, Level AA*

Notes: Exceptions may be content specific; content authors must conform to the success criteria.

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**1.2.4 Captions (Live)**](http://www.w3.org/TR/WCAG20/#media-equiv-real-time-captions) (Level AA) | **Web**: Supports  | **Web**: Reader contains multimedia that contains the options to turn on captioning that sufficiently describes the audio and video portion of the multimedia content.   |
| **iOS**: Supports  | **iOS**: Reader contains multimedia that contains the options to turn on captioning that sufficiently describes the audio and video portion of the multimedia content. |
| Also applies to: 2017 Section 508  • 501 (Web)(Software)  |
| **Android**: Supports | **Android**: Reader contains multimedia that contains the options to turn on captioning that sufficiently describes the audio and video portion of the multimedia content.  |
| [**1.2.5 Audio Description (Prerecorded)**](http://www.w3.org/TR/WCAG20/#media-equiv-audio-desc-only)  | **Web**: Supports  | **Web**: Reader contains embedded videos that are sufficiently described in the audio portions. They also contain the option to turn on closed captioning that sufficiently describes the audio and video portion of the multimedia content.  |
| (Level AA)Also applies to: 2017 Section 508  • 501 (Web)(Software)  |
| **iOS**: Supports  | **iOS**: Reader contains embedded videos that are sufficiently described in the audio portions. They also contain the option to turn on closed captioning that sufficiently describes the audio and video portion of the multimedia content.  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports  | **Android**: Reader contains embedded videos that are sufficiently described in the audio portions. They also contain the option to turn on closed captioning that sufficiently describes the audio and video portion of the multimedia content.  |
| [**1.4.3 Contrast (Minimum)**](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-contrast) (Level AA) | **Web**: Supports  | **Web**: Reader provides enough contrast between text and its background.  |
| **iOS**: Supports  | **iOS**: Reader provides enough contrast between text and its background.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports  | **Android**: Reader provides enough contrast between text and its background.  |
| [**1.4.4 Resize text**](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-scale) (Level AA)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports  | **Web**: Reader text within the website can be resized up to 200 percent without the loss of content or functionality.   |
| **iOS**: Supports  | **iOS**: Reader text can be resized using screen magnification without the loss of content or functionality.   |
|
| **Android**: Supports  | **Android**: Reader text can be resized using screen magnification without the loss of content or functionality.  |
| [**1.4.5 Images of Text**](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-text-presentation) (Level AA) | **Web**: Supports  | **Web**: Reader uses text to convey information, rather than images of text.   |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **iOS**: Supports  | **iOS**: Reader uses text to convey information, rather than images of text.   |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **Android**: Supports  | **Android**: Reader uses text to convey information, rather than images of text.   |
| [**2.4.5 Multiple Ways**](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-mult-loc) (Level AA)Also applies to: 2017 Section 508 • 501 (Web)(Software) – Does not apply to non-web software | **Web**: Supports  | **Web**: Reader allows more than one way to locate a web page within a set of Web pages with one exception; when the web page is the result of, or a step in, a process.   |
| **iOS**: Supports  | **iOS**: Reader allows more than one way to locate a web page within a set of Web pages with one exception; when the web page is the result of, or a step in, a process.  |
|
| **Android**: Supports  | **Android**: Reader allows more than one way to locate a web page within a set of Web pages with one exception; when the web page is the result of, or a step in, a process.  |
| [**2.4.6 Headings and Labels**](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-descriptive) (Level AA) | **Web**: Supports  | **Web**: Content within the application uses headings and labels to describe topic or purpose.   |
| **iOS**: Supports  | **iOS**: Content within the application uses headings and labels to describe topic or purpose.   |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports  | **Android**: Content within the application uses headings and labels to describe topic or purpose.   |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| [**2.4.7 Focus Visible**](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-focus-visible) (Level AA)Also applies to: 2017 Section 508  • 501 (Web)(Software) | **Web**: Supports with Exceptions   | **Web**: All keyboard operable user interfaces have a mode of operation where the keyboard focus indicator is visible throughout the entire application. A well-defined visual indicator is displayed on userinteractive elements across the platform, such as Menus and Menu items, as well as content specific pages, like the Student Annotation links.  A rating of Supports with Exceptions has been given for the following reasons: * The different Play buttons that pronounce the text use color change from dark grey to light grey to

indicate that it has keyboard focus. The difference between the two grey colors may not be enough for some lowvision or color-blind users to tell that the buttons have keyboard focus. * When the colors are turned off or High Contrast Mode is turned on, the visual focus on the different links, such as Export and Placemarks, disappear.

 Some exceptions are content specific; content authors must ensure that authoring decisions support sufficient contrast to provide visible focus indicators in the originating document.   |
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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **iOS**: Supports  | **iOS**: Reader ensures that the visual focus when navigating through the application, and when any interactive elements receive focus is indicated both visually and programmatically. When opening any student annotation modal dialog box, the focus is properly moved to the newly opened modal dialog box and is logically set when it closes.   |
| **Android**: Supports  | **Android**: Reader ensures that the visual focus when navigating through the application and when any interactive elements receives focus is indicated both visually and programmatically. When opening any Student Annotation modal dialog box, the focus is properly moved to the newly opened modal dialog box and is logically set when it closes.   |
| [**3.1.2 Language of Parts**](http://www.w3.org/TR/WCAG20/#meaning-other-lang-id) (Level AA) | **Web**: Supports  | **Web**: Reader ensures that the 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.  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  | **iOS**: Supports  | **iOS**: Reader ensures that the 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.  |
| **Android**: Supports  | **Android**: Reader ensures that the 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.  |
| [**3.2.3 Consistent Navigation**](http://www.w3.org/TR/WCAG20/#consistent-behavior-consistent-locations) (Level AA) | **Web**: Supports  | **Web**: Reader includes navigational mechanisms that are repeated on multiple web pages; within each set of web pages, they occur in the same relative order each time they are repeated, unless a change is initiated by the user.   |
| **iOS**: Supports  | **iOS**: Reader includes navigational mechanisms that are repeated on multiple web pages; within each set of web pages, they occur in the same relative order each time they are repeated, unless a change is initiated by the user.   |
| Also applies to: 2017 Section 508 • 501 (Web)(Software) – Does not apply to non-web software |
| **Android**: Supports  | **Android**: Reader includes navigational mechanisms that are repeated on multiple web pages; within each set of web pages, they occur in the same  |

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| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
|  |  | relative order each time they are repeated, unless a change is initiated by the user.   |
| [**3.2.4 Consistent Identification**](http://www.w3.org/TR/WCAG20/#consistent-behavior-consistent-functionality) (Level  | **Web**: Supports  | **Web**: Components within the Reader application that have the same functionality within a set of Web pages are identified consistently.   |
| **iOS**: Supports  | **iOS**: Components within the Reader application that have the same functionality within a set of Web pages are identified consistently.  |
| AA)Also applies to: 2017 Section 508 • 501 (Web)(Software) – Does not apply to non-web software |
| **Android**: Supports | **Android**: Components within Reader application that have the same functionality within a set of Web pages are identified consistently. |
| [**3.3.3 Error Suggestion**](http://www.w3.org/TR/WCAG20/#minimize-error-suggestions) (Level AA) | **Web**: Supports  | **Web**: Reader does not contain forms that must provide error suggestions. The Search form field does not need to show any error and shows zero results if wrong information is typed into it.   |
| **iOS**: Supports  | **iOS**: Reader does not contain forms that must provide error suggestions. The search form field does not need to show any error and shows zero results if wrong information is typed into it.   |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |
| **Android**: Supports  | **Android**: Reader does not contain forms that must provide error suggestions. The search form field does not need to show any error and shows zero results if wrong information is typed into it.  |
| [**3.3.4 Error Prevention (Legal,**](http://www.w3.org/TR/WCAG20/#minimize-error-reversible)  | **Web**: Supports  | **Web**: Reader does not include legal commitments or financial  |
| [**Financial, Data)**](http://www.w3.org/TR/WCAG20/#minimize-error-reversible) (Level AA) |
| **Criteria**  | **Conformance** **Level**  | **Remarks and Explanations**  |
| Also applies to: 2017 Section 508  • 501 (Web)(Software) |  | transactions which need to be manipulated by the user.   |
| **iOS**: Supports  | **iOS**: Reader does not include legal commitments or financial transactions which need to be manipulated by the user.   |
| **Android**: Supports  | **Android**: Reader does not include legal commitments or financial transactions which need to be manipulated by the user.   |

## 2017 Section 508 Report

*Chapter 3: Functional Performance Criteria (FPC)*

Notes: Web pages within the McGraw-Hill Education Reader application may partially conform due to content, outside of the application’s control, where content authors have added content to platform-delivered pages. Content conformance may vary by title.

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
| 302.1Without Vision | **Web**: Supports with Exceptions  | **Web**: Users without vision rely on information being communicated by the software in text or programmatically in ways that can be accessed by assistive technology.  Reader is generally operable by users with visual impairments and provides functional support with textto-speech assistive technologies  A rating of Supports with Exceptions has been given for the following reasons: • As noted in 1.1.1 Non-text Content, while most of nontext content is presented to the user has a text alternative. However, several images such as the Play  |

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
|  |  | button, images in the modal do not have meaningful alt attribute text. * As mentioned in 1.3.1 Info and Relationships, the table header in the Biology course is not marked up using header cell markups.
* As mentioned in 2.1.1 Keyboard, the text in the main content is not accessible via the keyboard to bring out the additional options, such as Highlights, Notes or Placemarks.
* As mentioned in 2.4.1 Bypass Blocks, several pages use iFrames, which do not have meaningful titles.

 Some exceptions may be content specific and conformance may vary by title.   |
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|   |  **iOS**: Supports with Exceptions  | **iOS**: Users without vision rely on information being communicated by the software in text, or programmatically in ways that can be accessed by assistive technology.  Reader is generally operable by users with visual impairments and provides functional support with textto-speech assistive technologies  A rating of Supports with Exceptions has been given for the following reasons: • As noted in 1.1.1 Non-text Content most of non-text content is presented to the user with a text alternative. However, the thumbnail for the video is announced by its src attribute, which may not be meaningful.  |

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
|   |  | * As mentioned in 1.3.1 Info and Relationships, the Close button to close the modal window is announced as “grey x”, which may not be meaningful. The mathematical formulas are not announced as a whole, but announced in parts.
* As mentioned in 4.1.2 Name, Role and Value, the chapters are announced as static text and are not indicated that they are actionable.

 Some exceptions may be content specific and conformance may vary by title.   |
| **Android**: Supports with Exceptions  | **Android**: Users without vision rely on information being communicated by the software in text or programmatically in ways that can be accessed by assistive technology.  Reader is generally operable by users with visual impairments and provides functional support with textto-speech assistive technologies  A rating of Supports with Exceptions has been given for the following reasons: * As mentioned in 1.1.1 Nontext Elements, the book chapters are announced by their src attribute, and may not be meaningful.
* As mentioned in 1.3.1 Info and Relationships, the thumbnail for the video does not have a proper textual equivalent. The different Highlight buttons are not announced at all when navigating through them
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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
|  |  | using swipe gestures of TalkBack. Also, the images after they have been activated is announced as “button” and not “image”. • As mentioned in 2.1.1 Keyboard, the Mute button in the video player is not actionable by the swipe gestures of TalkBack.  Some exceptions may be content specific and conformance may vary by title.   |
| 302.2 With Limited Vision | **Web**: Supports with Exceptions   | **Web**: The Reader application is operable by users with low vision and provides functional support with screen magnification assistive technologies.  Users can create text that can be enlarged up to 200%, sufficient contrast can be applied, and the author can use color in ways that does not rely on color alone to communicate information.  A rating of Supports with Exceptions has been given for the following reason: * As mentioned in 2.4.3 Focus Order, when the modal dialog box for the different student annotations is closed, the focus is returned to the top of the page.
* As mentioned in 1.4.3 Contrast (Minimum), content specific pages within various courses failed to meet color contrast luminosity ratio.

 Some exceptions may be content specific and conformance may vary by title.  |

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
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| **iOS**: Supports with Exceptions  | **iOS**: The Reader application is operable by users with low vision and provides functional support with screen magnification assistive technologies.  A rating of Supports with Exceptions has been given for the following reason: • As mentioned in 2.4.3 Focus Order, when users select a text and then activate Notes, they are taken to the Notes screen. After entering the Notes and activating Done, the focus does not stay in the selected text, but is taken to the top of the content which is off-screen and hidden from the current view.   |
|   | **Android**: Supports with Exceptions | **Android**: Reader application is operable by users with low vision and provides functional support with screen magnification assistive technologies.  A rating of Supports with Exceptions has been given for the following reasons: • As mentioned in 2.4.3 Focus Order, when any of the actionable text with the Highlights, Notes or Placemarks is activated, the focus still remains on the text itself using swipe gestures in TalkBack. Swiping again will take the users to the next static text, and not the module that opened up with the options for Highlights, etc. |

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
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| 302.3Without Perception of Color | **Web**: Supports with Exceptions   | **Web**: Users can use color in ways that does not rely on color alone to communicate information, selection, or errors.  A rating of Supports with Exceptions has been given for the following reasons: * As mentioned in 2.4.7 Focus Visible, the different Play buttons to pronounce the text uses color change from dark grey to light grey to indicate that it has keyboard focus. The difference between the two grey colors may not be enough for color-blind users to tell that the buttons have keyboard focus.
* When the colors are turned off or High Contrast Mode is turned on, the visual focus on the different links, such as Export and Highlights, disappear.

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|   | **iOS**: Supports with Exceptions  | **iOS**: Users can use color in ways that do not rely on color alone to communicate information, selection, or errors.  A rating of Supports with Exceptions has been given for the following reason: • As mentioned in 1.4.1 Use of color, only color is used to indicate which highlight is being used for the text. VoiceOver users who cannot see the visual representation of the screen may not know  |

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
|  |  | which color is being used to highlight the current text.   |
| **Android**: Supports with Exceptions | **Android**: Users can use color in ways that do not rely on color alone to communicate information, selection or errors.  A rating of Supports with Exceptions has been given for the following reasons: • As mentioned in 1.4.1 Use of color, TalkBack announces what Highlight is, it but does not announce the text. It is only announced as “yellow highlight text”, which may be confusing to TalkBack Users.   |
| 302.4Without Hearing | **Web**: Supports  | **Web**: Reader contains multimedia content that provides closed captioning that sufficiently describes the audio and video content.   |
| **iOS**: Supports  | **iOS**: Reader contains multimedia content that provides closed captioning that sufficiently describes the audio and video content.    |
| **Android**: Supports  | **Android**: Reader contains multimedia content that provides closed captioning that sufficiently describes the audio and video content.   |
| 302.5With Limited Hearing | **Web**: Supports  | **Web**: Reader contains multimedia content that provides closed captioning that sufficiently describes the audio and video content.   |
| **iOS**: Supports  | **iOS**: Reader contains multimedia content that provides closed  |

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
|  |  | captioning that sufficiently describes the audio and video content.   |
| **Android**: Supports  | **Android**: Reader contains multimedia content that provides closed captioning that sufficiently describes the audio and video content.   |
| 302.6Without Speech | **Web**: Supports   | **Web**: Users can interact with user interface elements without reliance on speech input.  |
| **iOS**: Supports  | **iOS**: Users can interact with user interface elements without reliance on speech input. |
| **Android**: Supports | **Android:** Users can interact with user interface elements without reliance on speech input.  |
| 302.7With Limited Manipulation  | **Web**: Supports with Exceptions   | **Web**: Users who have limited manipulation may rely on a keyboard alone to interact with user interfaces.  A rating of Supports with Exceptions has been given for the following reasons: * As mentioned in 2.1.1 Keyboard Accessibility, the text in the main content is not accessible via the keyboard to bring out the additional options, such as Highlights, Notes, and Placemarks.
* As mentioned in 2.4.7 Focus Visible, the use of color only on the Play buttons can be confusing to keyboard-only users, as they may not know whether the element receives focus or not. When colors are turned off, the elements disappear after they receive keyboard focus.
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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
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|    | **iOS**: Supports with Exceptions  | **iOS**: Users who have limited manipulation may rely on a keyboard alone to interact with user interfaces.  A rating of Supports with Exceptions has been given for the following reasons: • As mentioned in 2.4.3 Focus Order, when users select text and activates Notes, they are taken to the Notes screen. After entering the Notes and then activating Done, the focus does not stay in the selected text, but is taken to the top of the content which is off-screen and hidden from the current view.   |
| **Android**: Supports with Exceptions | **Android**: Users who have limited manipulation may rely on a keyboard alone to interact with user interfaces.  A rating of Supports with Exceptions has been given for the following reasons: • As mentioned in 2.1.1 Keyboard accessibility, the Mute control in the video toolbar is not actionable with TalkBack swipe gestures or exploratory touch.   |
| 302.8With Limited Reach and Strength  | **Web**: Supports  | **Web**: The application does not require users to reach or use additional strength to navigate the application.   |
| **iOS**: Supports  | **iOS**: The application does not require users to reach or use  |

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| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
|  |  | additional strength to navigate the application.   |
| **Android**: Supports | **Android**: The application does not require users to reach or use additional strength to navigate the application.   |
| 302.9With Limited Language, Cognitive, and Learning Abilities  | **Web**: Supports   | **Web**: Users with cognitive disabilities have varying needs for features that allow them to adapt content and work with assistive technology or accessibility features of the platform.  The Reader application UI provides options to use icons, text, or a combination of both for controls. In addition, visible labels are used to communicate the purpose of input fields, and standard system dialogs are used consistently to communicate error messages.  The UI structure is understandable by people with limited language, cognitive and learning abilities and the content is compatible with assistive technologies.  |
| **iOS**: Supports  | **iOS**: Users with cognitive disabilities have varying needs for features that allow them to adapt content and work with assistive technology or accessibility features of the platform.  The Reader application UI provides options to use icons, text, or a combination of both for controls. In addition, visible labels are used to communicate the purpose of input fields, and standard system dialogs are used consistently to communicate error messages  The UI structure is understandable by people with limited language,  |
| **Criteria**  | **Conformance****Level**  | **Remarks and Explanations**  |
|   |  | cognitive and learning abilities and the content is compatible with assistive technologies.   |
| **Android**: Supports | **Android**: Users with cognitive disabilities have varying needs for features that allow them to adapt content and work with assistive technology or accessibility features of the platform.  The Reader application UI provides options to use icons, text, or a combination of both for controls. In addition, visible labels are used to communicate the purpose of input fields, and standard system dialogs are used consistently to communicate error messages  The UI structure is understandable by people with limited language, cognitive and learning abilities and the content is compatible with assistive technologies.  |

*Chapter 4: Hardware*

Notes: Not Applicable

*Chapter 5: Software*

Notes: Not Applicable

*Chapter 6: Support Documentation and Services*

Notes: Applicable, Not Tested

|  |  |  |
| --- | --- | --- |
| **Criteria**  | **Conformance Level**  | **Remarks and Explanations**  |
| ***601.1 Scope*** | Heading cell – no response required  | Heading cell – no response required  |
| ***602 Support Documentation*** | Heading cell – no response required  | Heading cell – no response required  |
| **Criteria**  | **Conformance Level**  | **Remarks and Explanations**  |
| 602.2 Accessibility and Compatibility Features  | **Web**: Applicable – Not Tested **iOS**: Applicable – Not Tested **Android**: Applicable – Not Tested  | Not Tested  |
| 602.3 Electronic Support Documentation  | See WCAG 2.0 section  | See information in WCAG section  |
| 602.4 Alternate Formats for Non-Electronic Support Documentation  | **Web**: Applicable – Not Tested **iOS**: Applicable – Not Tested **Android**: Applicable – Not Tested  | Not Tested  |
| **603 Support Services**  | Heading cell – no response required  | Heading cell – no response required  |
| 603.2 Information on Accessibility and Compatibility Features  | **Web**: Applicable – Not Tested **iOS**: Applicable – Not Tested **Android**: Applicable – Not Tested  | Not Tested  |
| 603.3 Accommodation of Communication Needs  | **Web**: Applicable – Not Tested **iOS**: Applicable – Not Tested **Android**: Applicable – Not Tested  | Not Tested  |

# Legal Disclaimer (Company)

This report reflects the results of testing performed in December 2017 with various representative McGraw-Hill Education ebook titles rendered in the Reader application. Some accessibility support features are content dependent. As a result, some compliance exceptions noted in the VPAT arise from exceptions relevant to the content in the specific title tested and do not reflect gaps in the Reader application. Content accessibility may vary by title. This report is provided for information purposes only.