VPAT Accessibility Conformance Report

(Based on ITI VPAT©)

|  |  |
| --- | --- |
| **Name of Product** | **HESI NG** |
| **Date Last Updated** | **November 29, 2023** |
| Completed by | Jay Nemchik (Digital Accessibility Team) |
| **Applicable Standards/Guidelines** | This document rates HESI NG according to the W3C WCAG 2.1 A and AA requirements.  |
| **Contact for More Information** | Ted GiesPrincipal User Experience Specialistted.gies@elsevier.comaccessibility@elsevier.com |
| **Testing Tools and Methods** | **Hands-on keyboard operationFirebug/Code inspectionFirefox Web Developer Toolbar (removing style sheets)JAWS 18 on Mozilla Firefox 63 and MS IE 11 on Windows 10NVDA screen reader v2019.2.1Wave Extension****Color Contrast AnalyzerW3C WAI Pages**Elsevier Accessibility Checklist: <http://romeo.elsevier.com/accessibility_checklist/> |
| **Document Sections** | The review document below includes all WCAG 2.1 A and AA checkpoints and is organized into 6 logical sections: * Visuals
* Keyboard
* Headings and Structure
* Labeling
* Multimedia
* Usability
 |
| **Pages Covered** | **Instructor: Homepage, Waiting Room, Exam Room, Schedule Exam Group, Exam List.Student: Navigation, Homepage, Exam Details, Exam Results, Secure Browser, Exam Content, Rationale, Remediation, Essential Remediation, Case Studies, Textbook Excerpts** |
| **Terms** | * **Supports: The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation.**
* **Partially supports: Some functionality of the product does not meet the criteria.**
* **Does not support: Majority of functionality of the product does not meet the criteria.**
* **Supports (N/A): According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."**
 |
| **Notes/Terminology** | **“AT” stands for Assistive Technology such as screen readers, voice input, etc.** |

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

|  |
| --- |
| **Visuals** |
| **WCAG 2.1****Checkpoint** | **Supporting Features** | **Remarks** |
| [1.1.1: Non-Text Content](http://www.w3.org/TR/WCAG20/#text-equiv-all) (A)Provide text alternatives for non-text content (e.g. images) | Partially supports | Most images and icons include text equivalents.**Exceptions:**Schedule Exam Group: The 'X' close button needs a label, as a title on the SVG is not sufficient.Exam Content: There are question types that rely on the information provided in images, and these images do not have sufficient alternative text for users to be able to answer the questions. Hamburger icon does not have alt text.Rationale: The separator should have null alt text.Exam Results: The table legend icons (Score, National Average, Class Average) do not have any alternative text when used in the table itself. The HESI Score bar graph does not have alternative text.Remediation: The CJMM steps image needs the text stated in the alt text.Essential Remediation: The bullet and checkmark icons used to designate material progress need alt text (alt="Incomplete", alt="Completed").Textbook Excerpts: All images have alt="", which is not proper alternative text for the content within the images.Case Studies: The correct and incorrect icons for quiz questions do not have alternative text. |
| [1.3.3: Sensory Characteristics](http://www.w3.org/TR/WCAG20/#content-structure-separation-understanding) (A)Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound | Supports | Content does not rely on sensory characteristics. |
| [1.4.1: Use of Color](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-without-color) (A)Color is not used as the only visual means of conveying info | Supports | Color is not used as the only means of conveying information for content. |
| [1.4.3: Color Contrast (Minimum)](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-contrast) (AA)Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text) | Partially supports | Most text has enough contrast with its corresponding background. **Exceptions:**The gray text (#969696) on light gray background in the footer does not have enough contrast at 2.71:1.Combinations of white/orange text does not pass at 3.07:1.Exam Results: Several instances of white text on orange background (#E9711C) does not have enough contrast at 3.07:1. Essential Remediation: The small gray text for number of minutes (#737373) on light gray background (#F5F5F5) does not have enough contrast at 4.3:1 (Recommend using #707070 as the lightest gray that passes on that background color). |
| [1.4.4: Resize Text](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-scale) (AA)Text can be enlarged up to 200% without loss of functionality. | Supports | Text can be enlarged to 200% and content remains functional. Text can be resizing properly in the Secure Browser with typical browser hotkeys. |
| [1.4.5: Images of Text](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-text-presentation) (AA)Text is used rather than images of text, except where the presentation of text is essential, such as logos | Partially supports | Almost no images of text are used other than for Logos or essential presentation.**Exceptions:**Remediation: The CJMM image of steps is an image of text.Textbook Excerpts: Many images are purely of text. |
| [1.4.10 Reflow](https://www.w3.org/TR/WCAG21/#reflow)(AA)Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:Vertical scrolling content at a width equivalent to 320 CSS pixels;Horizontal scrolling content at a height equivalent to 256 CSS pixels. | Supports | HESI uses a responsive view that properly scrolls in only one direction once width reaches low CSS pixels. The secure browser allows for text resizing as well. |
| [1.4.11 Non-Text Contrast (AA](https://www.w3.org/TR/WCAG21/#non-text-contrast))User interact components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s). | Partially supports | Non-text UI components and graphical objects have at least a 3:1 contrast ratio.**Exceptions:**Exam Results: The class average icon does not have enough contrast at 1.98:1.Exam Content: The radio buttons do not have enough contrast at 1.94:1. |
| [1.4.12 Text Spacing (AA)](https://www.w3.org/TR/WCAG21/#text-spacing)In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property:Line height (line spacing) to at least 1.5 times the font size;Spacing following paragraphs to at least 2 times the font size;Letter spacing (tracking) to at least 0.12 times the font size;Word spacing to at least 0.16 times the font size. | Partially supports | The site allows users to adjust the text spacing without causing loss of content or functionality.**Exceptions:**The secure browser does not allow for any CSS manipulation, so the text spacing of the exam player cannot be adjusted. |
| [1.4.13 Content on Hover or Focus (AA)](https://www.w3.org/TR/WCAG21/#content-on-hover-or-focus)Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:* Dismissable
* Hoverable
* Persistent
 | Partially supports | There are a few elements that have content that appears on hover or focus that do not pass all criteria.**Exceptions:**Exam Results: There are tooltips that appear on focus in the table and they are not dismissable. |
| [2.3.1: Three Flashes or Below Threshold](http://www.w3.org/TR/WCAG20/#seizure-does-not-violate) (A)No more than three flashes in a 1-second period, or the flashes are below the defined thresholds | Supports (N/A) | No flashing content exists. |
| **Keyboard** |
| **WCAG 2.1****Checkpoint** | **Supporting Features** | **Remarks** |
| [1.3.2: Meaningful Sequence](http://www.w3.org/TR/WCAG20/#content-structure-separation-sequence) (A)The correct reading sequence can be programmatically determined | Supports | The correct reading sequence is logical with the DOM order matching the visual order.  |
| [2.1.1: Keyboard](http://www.w3.org/TR/WCAG20/#keyboard-operation-keyboard-operable) (A)All functionality is available from a keyboard, except for tasks such as drawing | Partially supports | Most content is keyboard operable.**Exceptions**:Schedule Exam Group: Parts of the Calendar widget itself cannot be reached with keyboard such as the arrows to move between months. Users cannot reach the calendar widget after activation.Exam List: The Exam names cannot be activated by keyboard.Secure Browser: JAWS screen reader cannot enter the exam content properly.Exam Results: The Learn More button can be activated by any key, instead of just by enter.Remediation: "Exam Results" link cannot be reached by keyboard.Case Studies: There are drag and drop questions that cannot be completed with keyboard. The tabs in the Post Result cannot be used with arrow keys. |
| [2.1.2: No Keyboard Trap](http://www.w3.org/TR/WCAG20/#keyboard-operation-trapping) (A)The user can use the keyboard to move through page elements and is not trapped on a particular element | Supports | No keyboard traps exist on any page.  |
| [2.1.4 Character Key Shortcuts (A)](https://www.w3.org/TR/WCAG21/#character-key-shortcuts)If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:* Turn off
* Remap
* Active only on focus
 | Supports (N/A) | The site does not use any character key shortcuts. |
| [2.4.3: Focus Order](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-focus-order) (A)Users can tab through the elements of a page in a logical order | Partially supports | Tab order is logical on the site for the most part.**Exceptions**:Schedule Exam Group: The calendar button should place user's focus into the calendar widget upon activation. Focus should be placed onto the error summary, since the page moves up to view the errors.Instructor Exam Room: Ellipses menu items (Force complete, Pause, Resume) should come after the actual button not after the footer elements. The navigation spine should act like a dialog box and restrict focus until it is closed. Exam List: Non-interactive table cells should not receive keyboard focus.Exam Content: The hamburger menu is coded as a modal dialog, but does not manage focus like a modal. The copyright text and question number should not have tabindex.Remediation: The Expand button for essential packets has two tab stops.Case Studies: The quiz question text should not have a tabindex. |
| [2.4.7: Focus Visible](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-focus-visible) (AA)The page element with the current keyboard focus has a visible focus indicator | Supports | All elements use a contrasting visible focus. |
| [3.2.1: On Focus](http://www.w3.org/TR/WCAG20/#consistent-behavior-receive-focus) (A)When a UI component receives focus, this does not trigger unexpected actions. | Supports | Focusable elements do not cause unexpected actions when receiving focus. |
| **Headers and Structure** |
| **WCAG 2.1****Checkpoint** | **Supporting Features** | **Remarks** |
| [1.3.1: Information and Relationships](http://www.w3.org/TR/WCAG20/#content-structure-separation-programmatic) (A)Info, structure, and relationships can be programmatically determined | Partially supports | Good use of headings to appropriately structure content for the most part. HTML5 tags and roles are used in several areas to create landmarks.**Exceptions:**Sets of related links should be cast as unordered lists such as the navigation links. Tables (e.g. Student Registered Exams) have headers correctly identified but the role="button" gives the tables incorrect semantics and incorrect screen reader experience. The table headers should also be given scope attributes (scope="row/col").Instructor Homepage: "Manage exam settings…" text should be an h3. The Proctor Launch button does not have an associated table header.Exam List: The h1 and h2 on the page should not be the same text. 'Filter' should be an h2 instead of an h3, and the subsequent h4s should be h3s.Exam Content: Tables used for Laboratory results are missing table headers and will need scope attributes.Instructor Exam Room: Current h4s should be h2s.Student Homepage: The welcome message should not be a heading.Exam Results: The table does not have any semantics. Essential Remediation: A <header> tag should not encompass the Exit button.Case Studies: Headings start at h3, instead of h1.Textbook Excerpts: Essential packet excerpts are missing headings. Apply row table headers and proper scope attributes to data tables. Tables should not be used for layout. |
| [2.4.1: Bypass Blocks](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-skip) (A)Users can bypass repeated blocks of content. | Supports | Headings exist, which allow users using Assistive Technology to jump to the different areas of content quickly. A "skip" link also exists to help keyboard users jump past repetitive navigation. |
| [2.4.6: Headings and Labels](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-descriptive) (AA) Headings and labels are clear and consistent. | Supports | Headings and labels used are clear and descriptive.  |
| [3.1.1: Language of Page](http://www.w3.org/TR/WCAG20/#meaning-doc-lang-id) (A)The language of the page is specified | Supports | The language is defined as lang="en". |
| [3.1.2: Language of Parts](http://www.w3.org/TR/WCAG20/#meaning-other-lang-id) (AA)Specify the language of text passages that are in a different language than the default language of the page. | Supports (N/A) | None of the site-wide UI or functionality uses a different language than the default. |
| [4.1.1: Parsing](http://www.w3.org/TR/WCAG20/#ensure-compat-parses) (A)Use valid, error-free HTML | Supports | HTML and CSS passes concerning these 4 specific criteria: (i) elements have complete start and end tags,(ii) elements are nested according to their specifications(iii) elements do not contain duplicate attributes(iv) any IDs are unique, except where the specifications allow these features. |
| **Labeling** |
| **WCAG 2.1****Checkpoint** | **Supporting Features** | **Remarks** |
| [1.3.5 Identify Input Purpose (AA)](https://www.w3.org/TR/WCAG21/#identify-input-purpose)The purpose of each input field collecting information about the user can be programmatically determined when:The input field serves a purpose identified in the Input Purposes for User Interface Components section; and the content is implemented using technologies with support for identifying the expected meaning for form input data. | Supports (N/A) | There are no pages on HESI that have input fields for personal data. |
| [2.4.2: Page Titled](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-title) (A)The page has a title describing its topic or purpose | Supports | Page titles change dynamically and are descriptive. |
| [2.4.4: Link Purpose (In Context)](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-refs) (A)The purpose of each link can be determined from the link text or surrounding context. | Supports | Links used have an identifiable purpose from the link text or surrounding context.  |
| [2.5.3 Label in Name](https://www.w3.org/TR/WCAG21/#label-in-name) (A)For user interface components with labels that include text or images of text, the name contains the text that is presented visually. | Supports | User interface components that have visible text contain that text consistently within the accessible name.Note: Several UI components do not have the visible text as the first part of the accessible name. |
| [3.2.4: Consistent Identification](http://www.w3.org/TR/WCAG20/#consistent-behavior-consistent-functionality) (AA)UI components used across the web site are identified consistently on every page. | Supports | UI components are consistent across the site. |
| [3.3.1: Error Identification](http://www.w3.org/TR/WCAG20/#minimize-error-identified) (A)Input errors are clearly marked and described to the user. | Partially supports | Errors are given and described well when scheduling an exam group. The Exam group settings error state is announced to screen readers as an alert. An exception occurs in the Content.**Exceptions:** Exam Content: For fill-in-the-blank questions, the error messages are not programmatically tied to the input.Schedule Exam Group: Include the error text in the label if possible. If that cannot be done, apply aria-describedby="[ID of error text]" to the input element. |
| [3.3.2: Labels and Instructions](http://www.w3.org/TR/WCAG20/#minimize-error-cues) (A)Items requiring user input are clearly labeled or have clear instructions. | Partially supports | Most input areas have clear labels which are programmatically assigned. **Exceptions:** Schedule Exam Group: The toggle checkboxes for timing an exam, calculator, and providing remediation should describe what is being toggled. The Exam Length number input and Remediation number input do not have any labels. Waiting Room: The Search by student last name input needs a proper label.Instructor Exam Room: Select menu "sort by" needs a proper label. The Search by student last name input needs a proper label.Case Studies: The Fill in the Blank inputs do not have a label.Exam List: The filter text input does not have a label, as a placeholder alone is not sufficient. |
| [3.3.3: Error Suggestion](http://www.w3.org/TR/WCAG20/#minimize-error-suggestions) (AA)When the user makes an input error, give suggestions for valid input. | Supports | The error text given is sufficient for error suggestions.  |
| [4.1.2: Name, Role, Value](http://www.w3.org/TR/WCAG20/#ensure-compat-rsv) (A)For all UI components, the name, value, and role can be programmatically determined. | Partially supports | Most UI components communicate their state programmatically. **Exceptions:**The mobile hamburger button is missing button text.Remove the role="button" from all table headers.Navigation: Several navigation elements should not have aria-hidden="true". Navigation elements should have role="link", not aria-role="link".Schedule Exam Group: Apply aria-describedby="[ID of accompanying time slot text]" to each remove link.Calendar buttons are not labelled and do not describe their function of opening the calendar UI.Apply a role="region" to the containing element for the calculator and give it an aria-label="Calculator".Instructor Exam Room: The open/close titles with individual student progress are a role="button" with tabindex="0". This results in the entire student card announced as one string. The open/close student accordions should also be given aria-expanded="true/false".Waiting Room: The table headers should not have role="button", as it removes the semantics of the table header itself. Table sorting is not communicated to AT. Exam List: The table headers should not have role="button", as it removes the semantics of the table header itself. Table sorting is not communicated to AT. Exam Results: Dropdown buttons need aria-expanded. Category score buttons in the table do not have an accessible name.Student Home: Table header sort buttons should be inside of the table header. The table header with the active sort should have aria-sort.Essential Remediation: Add aria-expanded="true/false" to the accordion menus. |
| [4.1.3 Status Messages](https://www.w3.org/TR/WCAG21/#status-messages) (AA)In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus. | Supports | There are a few status messages that appear visually on the site, and they are announced to AT. |
| **Multimedia** |
| **WCAG 2.1****Checkpoint** | **Supporting Features** | **Remarks** |
| [1.2.1: Audio-only or Video-only (Prerecorded)](http://www.w3.org/TR/WCAG20/#media-equiv-av-only-alt) (A)Provide alternatives for pre-recorded audio-only or video-only content. | Does not support | There is pre-recorded audio-only content in the exams that does not have any alternatives. |
| [1.2.2: Captions (Prerecorded)](http://www.w3.org/TR/WCAG20/#media-equiv-captions) (A)Provide captions for pre-recorded audio | Does not support | There is pre-recorded audio in the exams, and they do not have any captions. |
| [1.2.3: Audio Description or Media Alternative (Prerecorded)](http://www.w3.org/TR/WCAG20/#media-equiv-audio-desc) (A)Provide alternatives for pre-recorded synchronized audio/video | Does not support | There is pre-recorded synchronized media in the exams and they do not have any provided alternatives.  |
| [1.2.4: Captions (Live)](http://www.w3.org/TR/WCAG20/#media-equiv-real-time-captions) (AA)Provide captions for live audio in synchronized audio/video. | Supports (N/A) | There is no live audio in synchronized audio/video. |
| [1.2.5: Audio Description (Prerecorded)](http://www.w3.org/TR/WCAG20/#media-equiv-audio-desc-only) (AA)Provide an audio description of pre-recorded video. | Does not support | There are pre-recorded videos in the exams and they are not given an audio description. |
| [1.4.2: Audio Control](http://www.w3.org/TR/WCAG20/#visual-audio-contrast-dis-audio) (A)Audio can be paused and stopped, or the audio volume can be changed. | Supports | There is pre-recorded audio in the exams, and the audio can be paused and stopped, as well as muted. There is no audio that plays automatically on the site. |
| [2.2.2: Pause, Stop, Hide](http://www.w3.org/TR/WCAG20/#time-limits-pause) (A)Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information. | Supports (N/A) | There is no moving, blinking, scrolling, or auto-updating information. |
| **Usability** |
| **WCAG 2.1****Checkpoint** | **Supporting Features** | **Remarks** |
| [2.2.1: Timing Adjustable](http://www.w3.org/TR/WCAG20/#time-limits-required-behaviors) (A)Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended | Supports | There is a session time out for instructors which are shorter than 20 hours, and there is a notification given through the title as well as a popup dialog for extension.There are time limits in the exam, but they are necessary for the exam itself and warnings are given beforehand.**NOTE:**Students who are in an exam will experience an auto pause feature, but have the ability to Resume the exam, which then requires the instructor to use the resume function. |
| [2.4.5: Multiple Ways](http://www.w3.org/TR/WCAG20/#navigation-mechanisms-mult-loc) (AA)More than one way is available to navigate to other web pages. | Supports | Users can reach all pages in the system using the global navigation.Content pages can be reached through the global nav or homepage. |
| [3.2.2: On Input](http://www.w3.org/TR/WCAG20/#consistent-behavior-unpredictable-change) (A) Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context. | Supports | User inputs do not cause unexpected actions for most content. |
| [3.2.3: Consistent Navigation](http://www.w3.org/TR/WCAG20/#consistent-behavior-consistent-locations) (AA)Navigation menus are in the same location and order on every web page. | Supports | Navigation menus are consistently in the same place and in same order. |
| [3.3.4: Error Prevention (Legal, Financial, Data)](http://www.w3.org/TR/WCAG20/#minimize-error-reversible) (AA)For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted. | Supports (N/A) | There are no submissions which require legal or financial commitments.  |
| **Mobile User Experience** |
| **WCAG 2.1****Checkpoint** | **Supporting Features** | **Remarks** |
| [1.3.4 Orientation](https://www.w3.org/TR/WCAG21/#orientation)(AA) Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential. | Supports | HESI does not restrict its view to a single orientation. |
| [2.5.1 Pointer Gestures](https://www.w3.org/TR/WCAG21/#pointer-gestures) (A) All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential. | Supports (N/A) | HESI does not use any multipoint or path-based gestures. |
| [2.5.2 Pointer Cancellation (A)](https://www.w3.org/TR/WCAG21/#pointer-cancellation)For functionality that can be operated using a single pointer, at least one of the following is true:* No Down-Event
* Abort or Undo
* Up Reversal
* Essential
 | Supports | All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel. |
| [2.5.4 Motion Actuation (A)](https://www.w3.org/TR/WCAG21/#motion-actuation)Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:* Supported Interface
* Essential
 | Supports (N/A) | There is no content on HESI that utilizes device or user motion. |