

Web Content Accessibility Guidelines 2.1 level AA Checklist

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Name of Product: SoftChalk Create 11 (includes cloud web-launch version, desktop version, and online browser-based version)

Evaluation Methods Used: The SoftChalk product team has collaborated with accessibility experts in university environments for product evaluation and recommendations. We have also conducted testing using JAWS and online tools such as the [WebAIM Color Contrast Checker](#) and [The University of Illinois FAE tool](#). Testing was conducted with a variety of web browsers, including Firefox, Chrome and Safari.

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Product Description:

SoftChalk Create is a digital curriculum authoring product that educators use to create web-based learning content. This learning content (essentially html page content) is delivered to students who use a web browser to view the learning content. This document addresses the accessibility of the web-based learning content that can be produced by SoftChalk Create (as tested against Level A and Level AA criteria of the World Wide Web Consortium’s Web Content Accessibility Guidelines (WCAG 2.1)).

There are three versions of SoftChalk Create – Cloud Create, Create Online, and Create Desktop. All three versions of Create produce the same content in the same html format. The web-based learning content that is produced by an author using SoftChalk Create, is typically referred to as a “lesson”. Lessons can vary greatly, depending on what materials the author chooses to include in their lesson. Typically a lesson includes text , images, and page navigation. It may also include media such as audio and video files, as well as interactive quiz questions, interactive learning activities and text annotations. It is also possible to embed within a SoftChalk lesson other materials such as web links, iframes, pdf files, and materials produced by other content authoring programs.

At SoftChalk we have worked closely with our clients and other industry experts to include and adapt product features to enable authors to produce accessible html-based learning content using SoftChalk Create. However, each content author is in control of the content and materials that are included in the lessons they produce with SoftChalk. The author-included content may or may not be accessible (e.g. an included video may or may not include captions).

There are many features in SoftChalk Create that automatically include accessibility features in the produced content. For example, SoftChalk automatically includes “Skip Navigation” links to allow the student who is using a Screen Reader to more quickly navigate to the main content areas of the page, and SoftChalk Create requires the author to provide an “alt text” description for included images.

In this document, we address the web page accessibility features of the web-based lesson pages that SoftChalk Create produces.

The Voluntary Product Accessibility Document

The purpose of this Voluntary Product Accessibility Template (“VPAT™), WCAG Version 2.0, is to assist buyers in making preliminary assessments of products and services with features that support accessibility.

The table below provides a summary view of the Standards and Levels of Conformance of each subsection of the standard.

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

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.

Principle 1: Perceivable – Web Content is made available to the senses – sight, hearing and/or touch

Standard	Success Criteria	Conformance	Comments
<i>Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content</i>			
<p><u>1.1.1 Non-text Content</u> (Level A)</p>	<ul style="list-style-type: none"> All images, form image buttons, and image map hot spots have appropriate, equivalent alternative text. Images that do not convey content, are decorative, or contain content that is already conveyed in text are given null alt text (alt="") or implemented as CSS backgrounds. All linked images have descriptive alternative text. Equivalent alternatives to complex images are provided in context or on a separate linked page. Form buttons have a descriptive value. Form inputs have associated text labels. Embedded multimedia is identified via accessible text. Frames and iframes are appropriately titled. 	<p>Supports</p>	<ul style="list-style-type: none"> Alt text is used for all icons and images within lessons. When an author adds an image to a lesson, the author is required to include alt text. Images that do not convey content are given a null alt text. Form buttons (for interactive quiz questions and activities) have descriptive values and form inputs have associated text labels. Options are provided for the author to include text descriptions for non-text content such as video, audio, web widgets (which are associated with the media element in the lesson) Frames are not used in SoftChalk lessons. Interactive Activities that are not able to be presented in a text format (example given: an image hotspot where the student identifies parts of the image) are automatically provided a text-based description of the activity on a separate linked page. Additionally, on this linked page, the author is able to provide additional descriptive information and/or a link to an alternative activity.

Standard	Success Criteria	Conformance	Comments
<i>Guideline 1.2 Time-based Media: Provide alternatives for time-based media</i>			
<p><u>1.2.1</u> <u>Prerecorded Audio-only and Video-only</u> (Level A)</p>	<ul style="list-style-type: none"> descriptive text transcript that includes relevant auditory content is provided for non-live audio-only (audio podcasts, MP3 files, etc.). descriptive text transcript or audio description is provided for non-live video-only (e.g., video that has no audio track), unless the video is decorative 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk Create supports alternatives for video by providing the author a way to include an alternative text description for each video media element in the lesson, and when provided by the author, the text alternative is clearly labeled as such.
<p><u>1.2.2</u> <u>Captions (Prerecorded)</u> (Level A)</p>	<ul style="list-style-type: none"> Synchronized captions are provided for non-live video (YouTube videos, etc.). 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk Create supports alternatives for video by providing the author a way to include an alternative text description for each video media element in the lesson, and when provided by the author, the text alternative is clearly labeled as such.
<p><u>1.2.3</u> <u>Audio Description or Media Alternative</u> (Level A)</p>	<ul style="list-style-type: none"> A descriptive text <u>transcript</u> OR <u>audio description</u> track is provided for non-live video. NOTE: Only required if the video conveys content visually that is not presented via the audio track. 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk Create supports alternatives for audio by providing the author a way to include an alternative text description for each audio element in the lesson, and when provided, the text alternative is clearly labeled as such.
<p><u>1.2.4</u> <u>Captions (Live)</u> (Level AA)</p>	<ul style="list-style-type: none"> Synchronized captions are provided for all live multimedia that contains audio (audio-only broadcasts, web casts, video conferences, etc.) 	<p>Not Applicable</p>	<ul style="list-style-type: none"> SoftChalk Create does not use live multimedia

<p><u>1.2.5 Audio Description (Prerecorded)</u> (Level AA)</p>	<ul style="list-style-type: none"> • Audio descriptions are provided for all video content NOTE: Only required if the video conveys content visually that is not presented via the audio track. 	<p>Supports</p>	<ul style="list-style-type: none"> • SoftChalk Create supports alternatives for video by providing the author a way to include an alternative text description for each video media element in the lesson, and when provided by the author, the text alternative is clearly labeled as such.
<p><i>Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure</i></p>			
<p><u>1.3.1 Info and Relationships</u> (Level A)</p>	<ul style="list-style-type: none"> • Semantic markup is used to designate headings (<h1>), regions/landmarks, lists (, , and <dl>), emphasized or special text (, <code>, <abbr>, <blockquote>, for example), etc. Semantic markup is used appropriately. • Tables are used for tabular data and data cells are associated with their headers. Data table captions, if present, are associated to data tables. • Text labels are associated with form input elements. Related form elements are grouped with fieldset/legend. ARIA labelling may be used when standard HTML is insufficient. 	<p>Supports</p>	<ul style="list-style-type: none"> • Semantic markup (headings, lists, etc.) is used appropriately to designate headings and emphasized text. • Headings and ARIA landmarks are used to help convey presentation. • The table feature in SoftChalk allows the content author to include headers within a table. • Authors can use headings and other structural page/lesson elements to designate structure and sequence. It is the responsibility of the author to use these elements correctly.
<p><u>1.3.2 Meaningful Sequence</u> (Level A)</p>	<ul style="list-style-type: none"> • The reading and navigation order (determined by code order) is logical and intuitive. 	<p>Supports</p>	<ul style="list-style-type: none"> • The order of content is presented in a logical way. Screen Reader users are able to progress through the pages of the lesson in a logical way. • Skip navigation links at the top of the lesson pages allow users to bypass the main navigation and go directly to the main content. • Those using the keyboard to navigate can use the tab key to progress through the page content in a logical way.

<p>1.3.3 Sensory Characteristics (Level A)</p>	<ul style="list-style-type: none"> • Instructions do not rely upon shape, size, or visual location (e.g., "Click the square icon to continue" or "Instructions are in the right-hand column"). • Instructions do not rely upon sound (e.g., "A beeping sound indicates you may continue."). 	<p>Supports</p>	<ul style="list-style-type: none"> • Instructions do not rely on shape, size or visual location. • Instructions do not rely solely upon an audio sound.
<p>1.3.4 Orientation (Level AA)</p>	<ul style="list-style-type: none"> • Content does not restrict its view and operation to a single display orientation (portrait or landscape) unless the specific orientation is essential. 	<p>Supports</p>	<ul style="list-style-type: none"> • SoftChalk content is not restricted to a single display orientation.
<p>1.3.5 Identify Input Purpose (Level AA)</p>	<ul style="list-style-type: none"> • The purpose of each input field collecting information about the user can be programmatically determined. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • User information input fields are not used in SoftChalk lessons.
<p><i>Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background</i></p>			
<p>1.4.1 Use of Color (Level A)</p>	<ul style="list-style-type: none"> • Color is not used as the sole method of conveying content or distinguishing visual elements. • Color alone is not used to distinguish links from surrounding text unless the contrast ratio between the link and the surrounding text is at least 3:1 <i>and</i> an additional distinction (e.g., it becomes underlined) is provided when the link is hovered over and receives focus. 	<p>Supports</p>	<ul style="list-style-type: none"> • Color is not used as the sole method of conveying content or distinguishing visual elements. • Color is not used to distinguish links. Links are distinguished by underlining them in the text.

<p>1.4.2 Audio Control (Level A)</p>	<ul style="list-style-type: none"> • A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays on a page for more than 3 seconds. 	<p>Supports</p>	<ul style="list-style-type: none"> • Audio is not configured to play automatically on a page.
<p>1.4.3 Contrast (Minimum) (Level AA)</p>	<ul style="list-style-type: none"> • Text and images of text have a contrast ratio of at least 4.5:1. • Large text - at least 18 point (typically 24px) or 14 point (typically 18.66px) and bold - has a contrast ratio of at least 3:1. 	<p>Supports</p>	<ul style="list-style-type: none"> • SoftChalk Create provides a variety of style choices for which the color contrast ratios meet the Level AA requirements. • Content authors can apply custom style formatting to their content. Institutions and individual authors can choose their own foreground and background colors and are responsible for ensuring the proper contrast requirements are met.
<p>1.4.4 Resize text (Level AA)</p>	<ul style="list-style-type: none"> • The page is readable and functional when the page is zoomed to 200%. 	<p>Supports</p>	<ul style="list-style-type: none"> • Text and images can be resized with the browser zoom feature. The page is readable and functional when the text size is doubled.
<p>1.4.5 Images of Text (Level AA)</p>	<ul style="list-style-type: none"> • If the same visual presentation can be made using text alone, an image is not used to present that text. 	<p>Supports</p>	<ul style="list-style-type: none"> • SoftChalk Create does not use images of text.
<p>1.4.10 Reflow (Level AA)</p>	<ul style="list-style-type: none"> • Content can be presented without loss of information or functionality and without requiring scrolling in two dimensions 	<p>Supports</p>	<ul style="list-style-type: none"> • SoftChalk content has been designed to scale and reflow automatically based on screen viewport.
<p>1.4.11 Non-text Contrast (Level AA)</p>	<ul style="list-style-type: none"> • The visual presentation of user interface components and graphical objects has a contrast ratio of at least 3:1 	<p>Supports</p>	<ul style="list-style-type: none"> • SoftChalk Create provides a variety of style choices, which include graphical objects, for which the color contrast ratios meet the Level AA requirement.
<p>1.4.12 Text Spacing (Level AA)</p>	<ul style="list-style-type: none"> • Content that uses markup that supports certain style properties, no loss of content or functionality occurs when setting specific properties 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • SoftChalk content does not support markup that enables setting line height, spacing, letter spacing or word spacing.

<p>1.4.13 Content on Hover or Focus (Level AA)</p>	<ul style="list-style-type: none">• Keyboard Hover and Focus are dismissible, hoverable, and persistent	<p>Supports</p>	<ul style="list-style-type: none">• SoftChalk content supports pointer hover and keyboard focus triggers that are dismissible, hoverable, and persistent.
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Principle 2: Operable - User interface components and navigation must be operable.

Standard	Success Criteria	Conformance	Comments
<i>Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard.</i>			
<p>2.1.1 Keyboard (Level A)</p>	<ul style="list-style-type: none"> All page functionality is available using the keyboard, unless the functionality cannot be accomplished in any known way using a keyboard (e.g., free hand drawing). Page-specified shortcut keys and accesskeys (accesskey should typically be avoided) do not conflict with existing browser and screen reader shortcuts 	<p>Partially Supports</p>	<ul style="list-style-type: none"> All aspects of the web content pages are accessible via the keyboard tab and arrow keys. When creating a lesson, the content author may optionally include an interactive activity. Of the 21 interactive activities that can be used in SoftChalk content, 14 of them are keyboard accessible and 7 are not. By keyboard accessible we mean that the student can complete the activity using only the keyboard to access the activity. The 7 exceptions include: HotSpot, Timeline, Identify, Pairs, Align, Sequence and Selection activities. As an alternative to using the activities types that are not accessible, the content author may choose to use any of the 14 activity types that are accessible via the keyboard, or they can use the interactive quiz questions that are accessible via the keyboard.
<p>2.1.2 No Keyboard Trap (Level A)</p>	<ul style="list-style-type: none"> Keyboard focus is never locked or trapped at one particular page element. The user can navigate to and from all navigable page elements using only a keyboard. 	<p>Supports</p>	<ul style="list-style-type: none"> Keyboard focus is not locked or trapped at any one particular page element. The user can navigate to and from all navigable page elements using only a keyboard.

<p>2.1.4 Character Key Shortcuts (Level A)</p>	<ul style="list-style-type: none"> Keyboard shortcuts implemented in content using only a letter, meet certain criteria 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk keyboard shortcuts in lesson pages are only active when that component has focus.
<p><i>Guideline 2.2 Enough Time: Provide users enough time to read and use content.</i></p>			
<p>2.2.1 Timing Adjustable (Level A)</p>	<ul style="list-style-type: none"> If a page or application has a time limit, the user is given options to turn off, adjust, or extend that time limit. This is not a requirement for real-time events (e.g., an auction), where the time limit is absolutely required, or if the time limit is longer than 20 hours. 	<p>Supports</p>	<ul style="list-style-type: none"> There are no SoftChalk lesson components that use timers or time limits.
<p>2.2.2 Pause, Stop, Hide (Level A)</p>	<ul style="list-style-type: none"> Automatically moving, blinking, or scrolling content (such as carousels, marquees, or animations) that lasts longer than 5 seconds can be paused, stopped, or hidden by the user. Automatically updating content (e.g., a dynamically-updating news ticker, chat messages, etc.) can be paused, stopped, or hidden by the user or the user can manually control the timing of the updates 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk lesson pages do not include moving, blinking or scrolling text. SoftChalk lesson pages do not include automatically or dynamically updating content
<p><i>Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.</i></p>			
<p>2.3.1 Three Flashes or Below Threshold (Level A)</p>	<ul style="list-style-type: none"> No page content flashes more than 3 times per second unless that flashing content is sufficiently small and the flashes are of low contrast and do not contain too much red. 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk does not use flashes or flashing objects.
<p><i>Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.</i></p>			

<p>2.4.1 Bypass Blocks (Level A)</p>	<ul style="list-style-type: none"> A link is provided to skip navigation and other page elements that are repeated across web pages. 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk provides a “Skip Navigation” link that allows the student to skip past redundant navigation information in the page and go directly to the main content area of the page more efficiently. The Skip Nav link is presented at the top of the page when the learner presses the tab key.
<p>2.4.2 Page Titled (Level A)</p>	<ul style="list-style-type: none"> The web page has a descriptive and informative page title 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk lesson pages have descriptive html page titles.
<p>2.4.3 Focus Order (Level A)</p>	<ul style="list-style-type: none"> The navigation order of links, form elements, etc. is logical and intuitive. 	<p>Supports</p>	<ul style="list-style-type: none"> Each lesson page has a logical tab order so that the focus can progress in a logical way thru the page.
<p>2.4.4 Link Purpose (In Context) (Level A)</p>	<ul style="list-style-type: none"> The purpose of each link (or form image button or image map hotspot) can be determined from the link text alone, or from the link text and its context (e.g., surrounding text, list item, table cell, or table headers). Links (or form image buttons) with the same text that go to different locations are readily distinguishable. 	<p>Supports</p>	<ul style="list-style-type: none"> Links that are part of the standard SoftChalk page are designed such that the purpose of the link can be determined from the link text alone or from the link text and its context.
<p>2.4.5 Multiple Ways (Level AA)</p>	<ul style="list-style-type: none"> Multiple ways are available to find other web pages on the site - at least two of: a list of related pages, table of contents, site map, site search, or list of all available web pages. 	<p>Supports</p>	<ul style="list-style-type: none"> Users control their own content and have the ability to include multiple ways to navigate between pages of a lesson (e.g a table of contents can be displayed, as well as a link to go to the prev or next page at either the top or bottom of the page).

<p>2.4.6 Headings and Labels (Level AA)</p>	<ul style="list-style-type: none"> Page headings and labels for form and interactive controls are informative. Avoid duplicating heading (e.g., "More Details") or label text (e.g., "First Name") unless the structure provides adequate differentiation between them. 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk pages that include interactive quiz questions and activities use forms with labels to describe their purpose. Users control their own content and can use headings to describe topic and purpose within a lesson.
<p>2.4.7 Focus Visible (Level AA)</p>	<ul style="list-style-type: none"> It is visually apparent which page element has the current keyboard focus (i.e., as you tab through the page, you can see where you are). 	<p>Supports</p>	<ul style="list-style-type: none"> It is visually apparent which page element has the current keyboard focus as you tab thru the page.
<p>Guideline 2.5 Input Modalities</p>			
<p>2.5.1 Pointer Gestures (Level A)</p>	<ul style="list-style-type: none"> All functions that use multipoint gestures for operation can be operated with a single pointer. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> SoftChalk lessons do not implement multi-point or multi-path gestures.
<p>2.5.2 Pointer Cancellation (Level A)</p>	<ul style="list-style-type: none"> For functionality that can be operated using a single pointer, certain cancellation functions must be used 	<p>Supports</p>	<ul style="list-style-type: none"> SoftChalk lesson events are tied to up-events.
<p>2.5.3 Label in Name (Level A)</p>	<ul style="list-style-type: none"> User Interface components with labels, the label name contains the text that is presented visually. 	<p>Supports</p>	<ul style="list-style-type: none"> In SoftChalk lessons, control components implement labels.
<p>2.5.4 Motion Actuation (Level A)</p>	<ul style="list-style-type: none"> Functionality that can be operated by device or user motion can also be operated by user interface components 	<p>Not Applicable</p>	<ul style="list-style-type: none"> Motion actuation is not used in SoftChalk lessons.

Principle 3: Understandable - Information and the operation of user interface must be understandable.

Standard	Success Criteria	Conformance	Comments
<i>Guideline 3.1 Readable Make text content readable and understandable</i>			
3.1.1 Language of Page (Level A)	<ul style="list-style-type: none"> The language of the page is identified using the HTML lang attribute (e.g., <html lang="en">). 	Supports	<ul style="list-style-type: none"> Lesson pages include the HTML lang attribute that is determined by the language setting used to generate the lesson.
3.1.2 Language of Parts (Level AA)	<ul style="list-style-type: none"> The language of page content that is in a different language is identified using the lang attribute (e.g., <blockquote lang="es">). 	Not Applicable	<ul style="list-style-type: none"> SoftChalk does not support the use of different languages within a single lesson.
<i>Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways</i>			
3.2.1 On Focus (Level A)	<ul style="list-style-type: none"> When a page element receives focus, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user. 	Supports	<ul style="list-style-type: none"> When a page element receives focus, it does not result in changes to the page that could confuse or disorient the user.
3.2.2 On Input (Level A)	<ul style="list-style-type: none"> When a user inputs information or interacts with a control, it does not result in a substantial change to the page, the spawning of a pop-up window, an additional change of keyboard focus, or any other change that could confuse or disorient the user unless the user is informed of the change ahead of time. 	Supports	<ul style="list-style-type: none"> When a user inputs information or interacts with a control, it does not result in a change to the page that would confuse the user.

<p>3.2.3 Consistent Navigation n (Level AA)</p>	<ul style="list-style-type: none"> Navigation links that are repeated on web pages do not change order when navigating through the site. 	<p>Supports</p>	<ul style="list-style-type: none"> Navigation links that are repeated on the lesson pages do not change order when navigating thru the lesson.
<p>3.2.4 Consistent Identification ion (Level AA)</p>	<ul style="list-style-type: none"> Elements that have the same functionality across multiple web pages are consistently identified. For example, a search box at the top of the site should always be labeled the same way. 	<p>Supports</p>	<ul style="list-style-type: none"> When a lesson has multiple pages, SoftChalk generates each page in a consistent standard format so that the same elements that have the same functionality are consistent across pages.
<p><i>Guideline 3.3 Input Assistance: Help users avoid and correct mistakes</i></p>			
<p>3.3.1 Error Identification ion (Level A)</p>	<ul style="list-style-type: none"> Required form elements or form elements that require a specific format, value, or length provide this information within the element's label. Form validation errors are efficient, intuitive, and accessible. The error is clearly identified, quick access to the problematic element is provided, and the user can easily fix the error and resubmit the form. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> SoftChalk lessons do not implement required form elements. SoftChalk lessons do not include auto detection of input errors.
<p>3.3.2 Labels or Instructions ns (Level A)</p>	<ul style="list-style-type: none"> Sufficient labels, cues, and instructions for required interactive elements are provided via instructions, examples, properly positioned form labels, and/or fieldsets/legends. 	<p>Supports</p>	<ul style="list-style-type: none"> Default instructions are provided for interactive elements, such as activities. The lesson author also has the ability to modify/provide this information as desired.
<p>3.3.3 Error Suggestion n (Level AA)</p>	<ul style="list-style-type: none"> If an input error is detected (via client-side or server-side validation), suggestions are provided for fixing the input in a timely and accessible manner. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> SoftChalk lessons do not include auto detection of input errors.

<p><u>3.3.4 Error Prevention (Legal, Financial, Data)</u> (Level AA)</p>	<ul style="list-style-type: none"> If the user can change or delete legal, financial, or test data, the changes/deletions can be reversed, verified, or confirmed. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> SoftChalk lessons do not implement any of these features.
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Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Standard	Success Criteria	Conformance	Comments
<p><i>Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies</i></p>			
<p><u>4.1.1 Parsing</u> (Level A)</p>	<ul style="list-style-type: none"> Significant HTML/XHTML validation/parsing errors are avoided. Check at http://validator.w3.org/ 	<p>Supports</p>	<ul style="list-style-type: none"> All web pages are written to HTML5 specifications.
<p><u>4.1.2 Name, Role, Value</u> (Level A)</p>	<ul style="list-style-type: none"> Markup is used in a way that facilitates accessibility. This includes following the HTML/XHTML specifications and using forms, form labels, frame titles, etc. appropriately. ARIA is used appropriately to enhance accessibility when HTML is not sufficient. 	<p>Supports</p>	<ul style="list-style-type: none"> Form elements (used for interactive quizzes and activities) are developed and validated against HTML5 specifications and standards. ARIA tags are used to enhance accessibility in all pages.
<p><u>4.1.3 Status Messages</u> (Level AA)</p>	<ul style="list-style-type: none"> In content using markup languages, status messages can be programmatically determined through role 	<p>Not Applicable</p>	<ul style="list-style-type: none"> SoftChalk lessons do not implement the use of status messages.