Get More Math

Accessibility Conformance Report

WCAG 2.2 – Level A and Level AA

Product: Get More Math – Student Web Application

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Notes

This Accessibility Conformance Report documents the degree of conformance of the Get More Math student web application with the Web Content Accessibility Guidelines (WCAG) 2.2, Levels A and AA.

WCAG 2.2 Level AAA success criteria were not evaluated and are excluded from this report, as they are not required for regulatory or procurement conformance.

WCAG 2.2 Level A Success Criteria

Success Criterion	Conformance	Remarks
1.1.1 Non-text Content	Does Not Support	Mathematical problem content is rendered within canvas elements and does not provide programmatically determinable text alternatives.
1.2.1 Audio-only and Video-only (Prerecorded)	Supports	
1.2.2 Captions (Prerecorded)	Supports	
1.2.3 Audio Description or Media Alternative (Prerecorded)	Supports	
1.3.1 Info and Relationships	Supports	
1.3.2 Meaningful Sequence	Supports	
1.3.3 Sensory Characteristics	Supports	
1.4.1 Use of Color	Partially Supports	The application uses color to convey status and progress information within the user interface, including skill progress indicators. In many cases, color is supplemented with icons, symbols, labels, or descriptive text that provide additional context. However, some skill progress indicators rely primarily on color in their default, non-hover state to communicate meaning. As a result, users who cannot perceive color differences may have difficulty distinguishing certain states without additional interaction.
1.4.2 Audio Control	Supports	
2.1.1 Keyboard	Partially Supports	Application navigation and controls support keyboard access; however, certain problem interaction types require pointer input.
2.1.2 No Keyboard Trap	Supports	
2.1.4 Character Key Shortcuts	Supports	
2.2.1 Timing Adjustable	Supports	
2.2.2 Pause, Stop, Hide	Supports	
2.3.1 Three Flashes or Below Threshold	Supports	

2.4.1 Bypass Blocks	Supports	
2.4.2 Page Titled	Supports	
2.4.3 Focus Order	Supports	
2.4.4 Link Purpose (In Context)	Supports	
2.5.1 Pointer Gestures	Partially Supports	Some problem types rely on dragging interactions that do not provide an equivalent non-dragging alternative at the point of interaction. The platform allows teachers to configure assignments so that individual students or entire classes are presented exclusively with non-gesture alternatives that assess the same concepts.
2.5.2 Pointer Cancellation	Supports	
2.5.3 Label in Name	Supports	
2.5.4 Motion Actuation	Supports	
3.1.1 Language of Page	Does Not Support	The primary language of the page is not programmatically identified using a language attribute.
3.2.1 On Focus	Supports	
3.2.2 On Input	Supports	
3.3.1 Error Identification	Supports	
3.3.2 Labels or Instructions	Supports	
4.1.2 Name, Role, Value	Does Not Support	Interactive problem-answer interfaces implemented within canvas elements do not expose programmatic name, role, or value information.

WCAG 2.2 Level AA Success Criteria

Success Criterion	Conformance	Remarks
1.2.4 Captions (Live)	Supports	
1.2.5 Audio Description (Prerecorded)	Supports	
1.3.4 Orientation	Supports	
1.3.5 Identify Input Purpose	Supports	
1.4.3 Contrast (Minimum)	Partially Supports	Contrast is sufficient for banners, dialogs, and primary interface components; however, some text rendered within problem areas and certain secondary labels does not consistently meet minimum contrast requirements.
1.4.4 Resize Text	Supports	
1.4.5 Images of Text	Does not support	Math problem text and certain numeric displays are rendered on canvas elements rather than as text-based markup.
1.4.10 Reflow	Supports	
1.4.11 Non-text Contrast	Partially Supports	The application presents skill progress indicators as colored square elements within the user interface. Two color states—yellow and light gray—do not meet the minimum 3:1 contrast ratio against their background in the default, non-hover state. The application also includes an on-screen input system rendered within a canvas element. Manual evaluation shows that while some canvas-rendered input controls and states meet the minimum contrast requirement, other control states—particularly lighter gray or inactive states—do not consistently meet the 3:1 contrast threshold against adjacent colors.
1.4.12 Text Spacing	Supports	
1.4.13 Content on Hover or Focus	Supports	
2.4.5 Multiple Ways	Supports	
2.4.6 Headings and Labels	Supports	
2.4.7 Focus Visible	Supports	

2.5.7 Dragging Movements	Partially Supports	Some problem types rely on dragging interactions that do not provide an equivalent non-dragging alternative at the point of interaction. The platform allows teachers to configure assignments so that individual students or entire classes are presented exclusively with non-dragging alternatives that assess the same concepts.
2.5.8 Target Size (Minimum)	Partially Supports	Hotspot problem interactions may include targets smaller than the minimum target size.
3.1.2 Language of Parts	Does Not Support	Content rendered within canvas elements does not provide programmatic language identification.
3.2.3 Consistent Navigation	Supports	
3.2.4 Consistent Identification	Supports	
3.3.3 Error Suggestion	Supports	
3.3.4 Error Prevention (Legal, Financial, Data)	Supports	
3.3.8 Accessible Authentication (Minimum)	Supports	
4.1.3 Status Messages	Supports	

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