BookWidgets Inc.

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Voluntary Product Accessibility Report

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Name of Product: BookWidgets

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Product Description

BookWidgets is a content creation and evaluation tool for teachers that is accessed via the internet. All teachers from all subject areas and grades can use BookWidgets to create an endless number of interactive activities and auto-graded assignments using 40 unique activity templates (widgets) and 36 different question types.

Teachers all over the world are using BookWidgets for both summative and formative evaluation. Using the activity templates (widgets) in BookWidgets and their own curricular content, teachers can create a wide range of interactive activities for students to demonstrate their understanding. Students do not login to BookWidgets– the teacher signs in, creates the activities, and shares them to students via a direct web link, LMS integration, QR code, or short code. Students submit their answers, which appear in their teacher's account in BookWidgets.

Teachers can easily integrate BookWidgets inside learning management systems (LMS) such as Google Classroom, Microsoft Teams, Canvas, Moodle, Blackboard, Schoology, etc. The integration enables teachers to follow student progress in real time when they are working on a BookWidgets assignment. The grading dashboard allows teachers to use filters to review student work efficiently, adjust scores, and easily give comprehensive feedback to students. Teachers can quickly guide their students in the right direction when they need help, as well as seamlessly track student progress on assignments.

Accessibility Statement

At BookWidgets, we understand the importance of providing equal access to educational resources for all students, regardless of their abilities. That's why we're committed to making our app as accessible as possible, for both teachers and students. We believe everyone should have the opportunity to learn and grow, and we're proud to offer a platform to help make that happen.

At BookWidgets, our mission is to ensure that every student and teacher has equitable access to our educational tools. We are dedicated to creating a user-friendly platform that accommodates a diverse range of abilities by featuring keyboard shortcuts, alternative text for images, and a high-contrast mode, among other accommodations. We regularly test our platform's compatibility with assistive technologies, such as screen readers, to align with accessibility standards.

While many of our widget and question types are inherently accessible, the extent of accessibility can vary based on how they are utilized within educational contexts and curricular content. Certain interactive elements, like drag-and-drop or image-based questions, are crafted with specific learning objectives for visual and auditory literacy that may not translate seamlessly into fully accessible formats without altering their intended educational value.

We recognize that meeting accessibility standards is an ongoing process, and we are committed to continuously improving the accessibility of BookWidgets. If you have any suggestions or feedback on how we can improve the accessibility of our app, please don't hesitate to contact us.

BookWidgets targets two groups of users, each using a different part of the product:

- **Teachers**
  - Design content and exercises
  - Track student activity
  - Review and grade student work
- **Students**
  - Interact with the exercises

BookWidgets Accessibility Conformance Report *(Based on VPAT® Version 2.4 and W3C Recommendations)*		
Criteria	**Conformance**	**Remarks and explanations**

Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.
 	
1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)
- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose.
- **Time-Based Media:** If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content.
- **Test:** If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.
- **Sensory:** If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content.
- **CAPTCHA:** If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.
- **Decoration, Formatting, Invisible:** If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.
	Supports
	
	Level A
		BookWidgets is designed to support alternative access to non-text content wherever possible.
		
		Teachers:
		- Creating exercises
		  - All toolbar icons and images used to represent functionality or actions have associated text labels.
		  - All media elements used when creating exercises are provided by the teacher. The teacher is responsible for providing text alternatives.
		- Tracking student activity and reviewing student work
		  - All toolbar icons used to represent functionality or actions have associated text labels.
		  - Media elements (images, audio) submitted by the students as part of an exercise won't have text alternatives.
		- CAPTCHA and non-image alternative for CAPTCHA is used for verification purposes when creating a new teacher-user account.
		
		Students: Alt text and text alternatives are only present when provided by the teacher creating the exercise.

BookWidgets Accessibility Conformance Report

(Based on VPAT® Version 2.4 and W3C Recommendations)

Criteria	Conformance	Remarks and explanations

Guideline 1.2 Time-based Media: Provide alternatives for time-based media.
 	
1.2.1 Audio-only and Video-only (Prerecorded):
 	
For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: (Level A)
 	
● Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content.
● Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.
 	
1.2.2 Captions (Prerecorded) (Level A)
 	
Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)
 	
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)
 	
An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)
 	
1.2.4 Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)
 	
1.2.5 Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)
	Supports Level A	**Teachers:**
		● The site does not contain prerecorded audio-only or video-only media
		● Teachers may record audio or add audio or video content to the exercises
		
		Students:
		● All audio and video content is added by the teacher. This can be
		  ○ For a test or exercise which becomes invalid when presented in text
		  ○ For instructions or informational content where the teacher can add a text transcription or text alternative.
		● Captions may be present or not, depending on the goal of the exercise the teacher may use videos with or without captions
		
		The product does not support live audio or video streams.

Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure. **1.3.1 Info and Relationships (Level A):** Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. **1.3.2 Meaningful Sequence:** When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A) **1.3.3 Sensory Characteristics:** Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)	**Supports Level A**	Visual structure and relationship is provided through object information or is available in text on the site. The site content is presented in a meaningful sequence and organized in sections. The primary navigation is strategically placed in a collapsible sidebar on the left, employing a hierarchical menu structure that mirrors the educator's workflow and journey from content creation to management and evaluation. This arrangement streamlines user navigation, and prioritizes key functionalities. BookWidgets' interface employs responsive design for teachers and students, ensuring optimal usability across various devices and screen sizes.

Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background. **1.4.1 Use of Color:** Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A) **1.4.2 Audio Control:** If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A) **1.4.3 Contrast (Minimum):** The visual presentation of text and images of text has a contrast ratio of at least 4.5:1 (Level AA) **1.4.4 Resize text:** Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA) **1.4.5 Images of Text:** If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text. (Level AA) **1.4.6 Contrast (Enhanced):** The visual presentation of text and images of text has a contrast ratio of at least 7:1. (Level AAA) **1.4.7 Low or No Background Audio:** For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA) ● **No Background:** The audio does not contain background sounds. ● **Turn Off:** The background sounds can be turned off. ● **20 dB:** The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. **1.4.8 Visual Presentation:** For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA) 1. Foreground and background colors can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. **1.4.9 Images of Text (No Exception):** Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)	**Supports Level A** **Partially Supports Level AA and Level AAA**	For visually impaired students and teachers, one can adjust the settings of their device's operating system so that the colors in product for teachers and in the widget activities created for students can account for any color vision deficiencies. **Teacher**s ● Visual design (fonts, colors) is fixed and designed to make everything easily distinguishable and provide sufficient contrast. ● The interface employs a color-coded system for critical actions and information. However, color is not the only visual means of conveying information. ● Text can be resized up to 200% within the browser without loss of content or functionality. **Students:** ● The default visual design is designed to make everything easily distinguishable and provide sufficient contrast. ● Teachers may customize the design of the widget activity for their students, customizing colors, fonts, text sizes, … ● Content is justified, spaced, and aligned for coherence and accessibility. ● This proximity of various content forms enhances the coherence and contextual understanding of the material. ● Controls are provided for students to access video and audio content included in a widget activity. Students need to click on the controls or the speaker icon to listen to and stop audio within a widget activity. ● Text can be resized up to 200% within the browser without loss of content or functionality. At this time, blocks of text are not limited to a width of 80 characters or glyphs, nor is line spacing at least space-and-a-half within paragraphs and paragraph spacing is not at least 1.5 times larger than line spacing.

BookWidgets Accessibility Conformance Report

(Based on VPAT® Version 2.4 and W3C Recommendations)

Criteria	Conformance	Remarks and explanations
Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard. **2.1.1 Keyboard:** All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A) **2.1.2 No Keyboard Trap:** If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A) **2.1.3 Keyboard (No Exception):** All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)	**Supports Level A**	**Teachers:** - Everything is keyboard accessible. **Students:** - Some widgets and question-types rely on visual aspects and/or don't allow keyboard control (e.g. dragging and dropping of images, image multiple choice questions, whiteboard questions). Refer to the tables below for reference.
Guideline 2.2 Enough Time: Provide users enough time to read and use content.	**Not applicable**	The product does not include time limits.
Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.	**Not applicable**	The product does not contain flashing content.

BookWidgets Accessibility Conformance Report

(Based on VPAT® Version 2.4 and W3C Recommendations)

Criteria	Conformance	Remarks and explanations
Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are. **2.4.1 Bypass Blocks:** A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A) **2.4.2 Page Titled:** Web pages have titles that describe topic or purpose. (Level A) **2.4.3 Focus Order:** If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A) **2.4.4 Link Purpose (In Context):** The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A) **2.4.5 Multiple Ways:** More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA) **2.4.6 Headings and Labels:** Headings and labels describe topic or purpose. (Level AA) **2.4.7 Focus Visible:** Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA) **2.4.8 Location:** Information about the user's location within a set of Web pages is available. (Level AAA) **2.4.9 Link Purpose (Link Only):** A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA) **2.4.10 Section Headings:** Section headings are used to organize the content.	**Supports Level A**	**Teachers:** • All pages within the site are titled and include headings and labels accordingly. The site's components receive focus in a meaningful order. • The primary navigation is strategically placed in a collapsible sidebar on the left, employing a hierarchical menu structure that mirrors the educator's workflow and journey from content creation to management and evaluation. • Within the interface, content is presented in an easily digestible list view with components organized structurally left to right on the screen and top to bottom within each column or content block. Menus are revealed or expanded as the user navigates through the interface. Interactive elements like cogwheels and the "v" and "i" symbols reveal dropdown menus, providing access to advanced settings and functionalities. The use of checkboxes for bulk actions simplifies complex tasks, increasing efficiency in content management. • The purpose of each link in the site can be determined from the link text or from the programmatic context of the link. **Students:** • Widget activities are titled and include headings and labels accordingly. The widget's components receive focus in a meaningful order. • Navigation is dependent on the type of widget activity whether students remain on one page, scroll vertically, or click through to other pages. • Top navigation ribbon includes the title of the widget activity and toolbar icons to access features enabled by the teacher-user, such as the instructions, calculator, etc.

BookWidgets Accessibility Conformance Report

(Based on VPAT® Version 2.4 and W3C Recommendations)

Criteria	Conformance	Remarks and explanations
Guideline 3.1 Readable: Make text content readable and understandable. **3.1.1 Language of Page:** The default human language of each Web page can be programmatically determined. (Level A) **3.1.2 Language of Parts:** The human 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. (Level AA) **3.1.3 Unusual Words:** A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA) **3.1.4 Abbreviations:** A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA) **3.1.5 Reading Level:** When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA) **3.1.6 Pronunciation:** A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)	**Supports Level A**	**Teachers:** • Text content is readable and understandable. • The teacher interface language can be selected from 16 different languages. **Students:** • Most text content in the widget is provided by the teacher. • Teachers can customize the main language for each of their widget activities. • For text provided by the widget (buttons, dialogue text), teachers can select between 16 built-in languages, provide their own translations or customize all texts. • All widgets support a text to speech feature. For the text to speech feature 2 languages can be configured, allowing students to select what language to use for reading aloud selected text.
Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways. **3.2.1 On Focus:** When any component receives focus, it does not initiate a change of context. (Level A) **3.2.2 On Input:** 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. (Level A) **3.2.3 Consistent Navigation:** Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA) **3.2.4 Consistent Identification:** Components that have the same functionality within a set of Web pages are identified consistently. (Level AA) **3.2.5 Change on Request:** Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)	**Supports Level A and Level AA**	**Teachers:** • The site provides consistent and repeatable navigation **Students:** • Different exercise types use consistent layout, toolbar icons, …

BookWidgets Accessibility Conformance Report
(Based on VPAT® Version 2.4 and W3C Recommendations)

Criteria	Conformance	Remarks and explanations

Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.
 	
3.3.1 Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)
 	
3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)
 	
3.3.3 Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)
 	
3.3.4 Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA)
 	
3.3.5 Help: Context-sensitive help is available.
 	
3.3.6 Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA)
  1. **Reversible:** Submissions are reversible.
  2. **Checked:** Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.
  3. **Confirmed:** A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.
	Supports Level A	**Teachers:**
		• Text labels identify all input fields
		• Information buttons ('i') will provide additional information for completing the field.
		• Where configuration errors are automatically detected, the error is identified with a hazard icon, and an error message is provided as text.
		
		Students:
		• For tests students may indicate questions to review by clicking on the star icon prior to submission.
		• If students attempt to submit a widget activity and have not answered all questions, a dialogue box appears, directing students to answer skipped questions prior to submission.

Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies. **4.1.1 Parsing:** In content 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. (Level A) **4.1.2 Name, Role, Value:** For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)	**Supports Level A**	The teacher interface and student exercises use semantically correct markup for all interface elements; has complete start and end tags; and has tags with unique ID values.
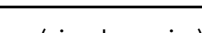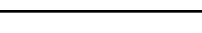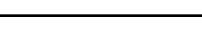
Accessibility Features by Widget

As a flexible platform for content creation across all subjects and grades, BookWidgets offers a wide array of multimedia and subject-specific resources to enhance the educational experience. Our platform empowers teachers to customize their curriculum with over 40 types of interactive templates, fostering a multimedia learning environment. The widget editor allows for the integration of audio, text, video, and images, making lessons more engaging and accessible. Teachers are able to choose and customize the widget types that best fit the learning needs of their students. To support this customization, we encourage the use of Design features within BookWidgets and accessibility tools provided by one's operating system.

In our commitment to ADA compliance and ensuring inclusively designed features, BookWidgets prioritizes accessibility across a broad spectrum of user needs. Our foundational approach integrates accessibility into the most-used widget types (Quiz, Video Quiz, Worksheet, and Split Worksheet), ensuring these widgets align with ADA standards. Please note that even though a Quiz, for example, can be accessible, it doesn't mean all Quizzes will be accessible: out of the 36 different question types available for use in a Quiz, Video Quiz, Worksheet, and Split Worksheet, some rely on visual aspects and/or don't allow mere keyboard input (e.g. dragging and dropping of images, image multiple choice questions, whiteboard questions). We have prioritized enabling features based on the context in which the widget would be used educationally. We empower educators to select specific widgets and question types that tailor the learning experience to the specific context and requirements of their students. This approach acknowledges the diverse educational environments and pedagogical goals our widgets serve.

The following table lists widget types as they align to Level A accessibility.

KEY: ✅ Enabled ▬ Not Enabled at this time N/A Not Applicable

Widget Group	Widget Name	Overall Accessibility	Keyboard accessible	Accessible for Visually Impaired	Accessible for Auditory Impaired
Test & Review	**Quiz**	Accessible[1]	✅	✅	✅
	Worksheet	Accessible[1]	✅	✅	✅
	Video Quiz	Accessible[1,2]	✅	✅	✅
	Split Worksheet	Accessible[1]	✅	✅	✅
	WebQuest	Accessible[2]	✅	✅	✅
	Flash Cards	Accessible	▬	▬ (visual exercise)	✅
	Whiteboard	Partial	▬	▬ (visual exercise)	✅
	Split Whiteboard	Partial[2]	▬	▬ (visual exercise)	✅
	Timeline	Accessible	✅	✅	✅
	Exit Slip	Accessible	✅	✅	✅

Widget Group	Widget Name	Overall Accessibility	Keyboard accessible	Accessible for Visually Impaired	Accessible for Auditory Impaired
Games	**Jigsaw Puzzle**	Partial	➖	➖(visual exercise)	✅
	Crossword	Partial	➖	➖(visual exercise)	✅
	Word Search	Partial	➖	➖(visual exercise)	✅
	Pair Matching	Accessible	✅	✅	✅
	Memory Game	Accessible	✅	✅	✅
	Snowman / Hangman	Partial	➖	➖	✅
	Randomness	Accessible	✅	✅	✅
	Bingo Card	Accessible	✅	✅	✅
	Spot the Difference	Partial	➖	➖(visual exercise)	✅
	Mind Map	Partial	➖	➖(visual exercise)	✅
Pictures & Videos	**Hotspot Image**	Partial	➖	➖(visual exercise)	✅
	Tip Tiles	Partial	➖	➖(visual exercise)	✅
	Before/After	Partial	➖	➖(visual exercise)	✅
	Image Carousel	Partial	➖	➖(visual exercise)	✅
	Image Viewer	Partial	➖	➖(visual exercise)	✅
	Frame Sequence	Partial	✅	➖	✅
	Random Images	Partial	✅	➖ (visual exercise)	✅
	Piano	Not Accessible	➖	➖	➖(audio exercise)
	YouTube Player	Accessible[2]	✅	✅	✅
	Vimeo Player	Accessible[2]	✅	✅	✅

Widget Group	Widget Name	Overall Accessibility	Keyboard accessible	Accessible for Visually Impaired	Accessible for Auditory Impaired
	3D	Partial	▬	▬ (visual exercise)	✅
Math	**Arithmetic**	Partial	▬	▬	✅
	Spreadsheet	Accessible	✅	✅	✅
	Chart	Partial	✅	▬ (visual exercise)	✅
	Active Plot	Partial	▬	▬ (visual exercise)	✅
Embed Third Party	**PDF Viewer**	Accessible[2]	✅	✅	✅
	Web Embed	Accessible[2]	✅	✅	✅
	Google Maps	Partial	✅	▬ (visual exercise)	✅
	Wikipedia Browser	Accessible	✅	✅	✅
Misc.	**Planner**	Partial	▬	▬	✅
	Checklist	Accessible	✅	✅	✅
	Form/Survey	Accessible	✅	✅	✅

(1) Question type accessibility explained separately
(2) Dependent on the embedded content

Accessibility by Question-Type

Our commitment to accessibility is exemplified through the versatile design of our Quiz, Video Quiz, Worksheet, and Split Worksheet widget-types, which incorporate all 36 accessibility-enabled question types. This diverse selection of question types is deliberately engineered to ensure educators can create content that is engaging and appropriately accessible for pedagogical purposes and educational value.

Using the Rich Text Editor, teacher-users are able to add text, audio, and video to questions, as well as format the color, font, and size of the text. Additional color and font adjustments can be made via the Design menu accessed in the student-view of a widget activity. Playback speed controls and closed captions are allowed in embedded videos for students to access when completing widget activities, however, the teacher-user will need to enable the closed captions on the video hosting site. Students will be able to access controls for embedded audio when completing a widget activity. Teacher-users may also enable text to speech and add an embedded calculator and scratchpad for students to access when completing widget activities.

While it would technically be possible to add all accessibility features to all question-types, we have prioritized enabling features based on the context in which the question-type would be used educationally. For example: if you're using an image-based multiple choice question, the goal is to interpret the image. Replacing this with a text that describes the image removes the educational value of the image-based exercise. It would then be recommended that the teacher-user chooses another question type to assess their students' understanding of the curricular content.

The following table lists widget types as they align to Level A accessibility.

KEY: ☑ Enabled   ▬ Not Enabled at this time   N/A Not Applicable

Question Type	Overall Accessibility	Keyboard accessible	Accessible for Visually Impaired	Accessible for Auditory Impaired
Text	Accessible	☑	☑	☑
Text Multiple Choice	Accessible	☑	☑	☑
Text Multiple Choice / Multiple Answers	Accessible	☑	☑	☑
Single Line Text	Accessible	☑	☑	☑
Multi Line Text	Accessible	☑	☑	☑
Rich Text	Accessible	☑	☑	☑
Fill-in-the-blank(s)	Accessible	☑	☑	☑
Fill-in-the-table	Accessible	☑	☑	☑

Question Type	Overall Accessibility	Keyboard accessible	Accessible for Visually Impaired	Accessible for Auditory Impaired
Question Table	Accessible	✅	✅	✅
Question Table with Multiple Answers	Accessible	✅	✅	✅
Rated Multiple Choice Question	Accessible	✅	✅	✅
Numeric Answer	Accessible	✅	✅	✅
Rubric	Accessible	✅	✅	✅
Mark Sentence	Partial	▬	▬	✅
Drag Words in Sentence	Partial	▬	▬	✅
Correct Words in Sentence	Partial	▬	▬	✅
Word Ordering	Partial	▬	▬	✅
Word Match	Partial	▬	▬	✅
Text Drag & Drop	Partial	▬	▬	✅
Group Items	Partial	▬	▬	✅
Whiteboard	Partial	▬	▬ (visual exercise)	✅
Annotate Picture	Partial	▬	▬ (visual exercise)	✅
Photo Question	Partial	✅	▬ (visual exercise)	✅
Picture Ordering	Partial	▬	▬ (visual exercise)	✅
Picture Multiple Choice	Partial	▬	▬ (visual exercise)	✅
Picture Multi Select	Partial	▬	▬ (visual exercise)	✅
Word - Picture Match	Partial	▬	▬ (visual exercise)	✅
Picture - Picture Match	Partial	▬	▬ (visual exercise)	✅

Question Type	Overall Accessibility	Keyboard accessible	Accessible for Visually Impaired	Accessible for Auditory Impaired
Picture Drag & Drop	Partial	▬	▬ (visual exercise)	✅
Crossword	Partial	▬	▬ (visual exercise)	✅
Equations	Partial	▬	▬	✅
Balance Chemical Equation	Partial	▬	▬	✅
Ionic Compound Builder	Partial	▬	▬	✅
Audio Recording	Partial	✅	✅	▬ (audio exercise)
Audio - Word Match	Partial	▬	▬	▬ (audio exercise)
Audio - Picture Match	Not Accessible	▬	▬ (visual exercise)	▬ (audio exercise)