



# EDPUZZLE ACCESSIBILITY CONFORMANCE REPORT

(based on VPAT® Version 2.4Rev)

## Name(s) of Product(s):

- Edpuzzle Website
- Edpuzzle iOS App
- Edpuzzle Android App

**Latest Update:** September 14th, 2023

**Product Description:** Edpuzzle is an online educational platform that allows teachers to make any video their lesson with a wide variety of content channels and editing tools.

- Edpuzzle Website :  
<https://edpuzzle.com>  
<https://support.edpuzzle.com/hc/en-us/articles/360024281491-What-is-Edpuzzle->
- Edpuzzle iOS App:  
<https://apps.apple.com/es/app/edpuzzle/id919598209>
- Edpuzzle Android App:  
<https://play.google.com/store/apps/details?id=com.edpuzzle.student&hl=es>

## Applicable Standards/Guidelines:

- Web Content Accessibility Guidelines 2.0 or WCAG 2.0 (ISO/IEC 40500) on Levels A and AA, at <http://www.w3.org/TR/2008/REC-WCAG20-20081211/>.
- Web Content Accessibility Guidelines 2.1 on Levels A and AA, at <https://www.w3.org/TR/2018/REC-WCAG21-20180605/>
- Revised Section 508, as published on January 18th, 2017, and corrected on January 22nd, 2018, at [www.Section508.gov](http://www.Section508.gov).

## Document History:

DATE	REMARKS
September 30th, 2019	Initial release
September 14th, 2023	Revision 1

## Tables:

- [Table 1](#) and [Table 2](#) provide conformance level information on accessibility standards set by WCAG 2.0 and WCAG 2.1 on Levels A and AA, respectively. Both tables also document conformance with Revised Section 508: Chapter 5 – 501.1 (Scope), 504.2 (Content Creation or Editing) and Chapter 6 – 602.3 (Electronic Support Documentation).



- [Table 3](#) provides conformance level information with Section 508.

**Terms used:** The terms used in the Conformance Level information are “supports”, “partially supports”, “does not support”, and “not applicable (n/a)”.

- 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 (N/A): The criterion is not relevant to the product.

**Contact for additional Information:**

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**TABLE 1: Success Criteria, WCAG 2.0 and WCAG 2.1 – Level A**

Criteria	Conformance Level	Remarks and Explanations
<p><b>1.1.1 Non-text Content</b> (Level A):            Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except in situations listed in <a href="#">WCAG 2.0 1.1.1</a>.</p>	<p>Supports</p>	<p>Edpuzzle provides automatically generated closed captions for videos.</p>
<p><b>1.2.1 Audio-only and Video-only (Prerecorded)</b> (Level A)            Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• <u>Prerecorded Audio-only</u>: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content.</li> <li>• <u>Prerecorded Video-only</u>: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.</li> </ul>	<p>Partially Supports</p>	<p>Edpuzzle provides the chance to use videos with voiceovers, closed captions and relies on the teacher to pick the best content available for their audience.</p>

<p><b>1.2.2 Captions (Prerecorded)</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>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.</p>	Supports	Edpuzzle provides automatically generated closed captions and relies on the teacher to make them available to their audience.
<p><b>1.2.3 Audio Description or Media Alternative (Prerecorded)</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>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.</p>	Partially Supports	Edpuzzle provides the chance to use videos with audio or voiceover, and relies on the teacher to pick the best content available for their audience.
<p><b>1.3.1 Info and Relationships</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.</p>	Supports	
<p><b>1.3.2 Meaningful Sequence</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.</p>	Supports	

<p><b>1.3.3 Sensory Characteristics</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Partially Supports</p>	<p>Some empty views or articles may give instructions based on shape and/or location.</p>
<p><b>1.4.1 Use of Color</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p>	<p>Supports</p>	<p>Green, red and orange may be used ONLY to emphasize correct, incorrect and almost correct answers, but the grade will always be displayed at the same time.</p>
<p><b>1.4.2 Audio Control</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Supports</p>	<p>Neither videos or audios play automatically.</p>
<p><b>2.1.1 Keyboard</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Supports</p>	

<p><b>2.1.2 No Keyboard Trap</b> (Level A)          Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Supports</p>	
<p><b>2.1.4 Character Key Shortcuts</b> (Level A 2.1 only)          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:</p> <ul style="list-style-type: none"> <li>- <i>Turn off</i>: A mechanism is available to turn the shortcut off;</li> <li>- <i>Remap</i>: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc);</li> <li>- <i>Active only on focus</i>: The keyboard shortcut for a user interface component is only active when that component has focus.</li> </ul>	<p>Supports</p>	<p>Keyboard shortcuts are only available for the video player, active only on focus.</p>

<p><b>2.2.1 Timing Adjustable</b> (Level A)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>For each time limit that is set by the content, at least one of the following is true:</p> <ul style="list-style-type: none"> <li>– <i>Turn off</i>: User is allowed to turn off time limit before encountering it; or</li> <li>– <i>Adjust</i>: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or</li> <li>– <i>Extend</i>: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or</li> <li>– <i>Real-time Exception</i>: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or</li> <li>– <i>Essential Exception</i>: The time limit is essential and extending it would invalidate the activity; or</li> <li>– <i>20-Hour Exception</i>: The time limit is longer than 20 hours.</li> </ul>	<p>Supports</p>	
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<p><b>2.2.2 Pause, Stop, Hide</b> (Level A)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>For moving, blinking, scrolling, or auto-updating information, all of the following are true:</p> <ul style="list-style-type: none"> <li>• <u>Moving, blinking, scrolling</u>: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and</li> <li>• <u>Auto-updating</u>: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</li> </ul>	<p>Supports</p>	<p>Automatic focus and auto-updating, where present, are always essential.</p>
<p><b>2.3.1 Three Flashes or Below Threshold</b> (Level A)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds.</p>	<p>Partially Supports</p>	<p>Edpuzzle relies on the teacher to pick the best content available for their audience, which may or may not contain more than three flashes in a one-second period.</p>
<p><b>2.4.1 Bypass Blocks</b> (Level A)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> <p>A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.</p>	<p>Supports</p>	<p>Any pop-up that may appear during the navigation can be closed by clicking on “Esc”, unless it is mandatory to fill it in for the proper functioning of the service.</p>

<p><b>2.4.2 Page Titled</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>Web pages have titles that describe topic or purpose.</p>	<p>Supports</p>	<p>Edpuzzle is a single page app, thus all pages will have the same &lt;title&gt; tag.</p>
<p><b>2.4.3 Focus Order</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Partially Supports</p>	
<p><b>2.4.4 Link Purpose (In Context)</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Supports</p>	
<p><b>2.5.1 Pointer Gestures</b> (Level A 2.1 only)  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.</p>	<p>Supports</p>	<p>No multipoint or path-based gestures beyond the native scroll page for our mobile apps.</p>
<p><b>2.5.2 Pointer Cancellation</b> (Level A 2.1 only)  For functionality that can be operated using a single pointer, at least one of the following is true:  - <i>No Down-Event</i>: The down-event of the pointer is not used to execute any part of the function;</p>	<p>Supports</p>	<p>All interactions occur on the up-event.</p>

<p>- <i>Abort or Undo</i>: Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion;</p> <p>- <i>Up Reversal</i>: The up-event reverses any outcome of the preceding down-event;</p> <p>- <i>Essential</i>: Completing the function on the down-event is essential.</p>		
<p><b>2.5.3 Label in Name</b> (Level A 2.1 only) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p>	Supports	
<p><b>2.5.4 Motion Actuation</b> (Level A 2.1 only) 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:</p> <p>- <i>Supported Interface</i>: The motion is used to operate functionality through an accessibility supported interface;</p> <p>- <i>Essential</i>: The motion is essential for the function and doing so would invalidate the activity.</p>	Supports	Fullscreen mode on our mobile apps can be enabled/disabled both through motion (tilting) and interface components.
<p><b>3.1.1 Language of Page</b> (Level A) Also applies to: <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>The default human language of each Web page can be programmatically determined.</p>	Partially Supports	EN set as default language
<p><b>3.2.1 On Focus</b> (Level A) Also applies to: <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>When any component receives focus, it does not initiate a change of context.</p>	Partially Supports	On the signup and login forms, there's a subtle change of context when focusing on the username.

<p><b>3.2.2 On Input</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>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.</p>	Supports	In forms, some parts may change as users select or fill in fields, but the overall structure remains the same.
<p><b>3.3.1 Error Identification</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>If an input error is automatically detected, the item that is experiencing the error is identified and the error is described to the user in text.</p>	Supports	
<p><b>3.3.2 Labels or Instructions</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>Labels or instructions are provided when content requires user input.</p>	Supports	
<p><b>4.1.1 Parsing</b> (Level A)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>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.</p>	Supports	

<p><b>4.1.2 Name, Role, Value</b> (Level A)</p> <p>Also applies to: <u>Revised Section 508</u></p> <ul style="list-style-type: none"><li>• 501 (Web)(Software)</li><li>• 504.2 (Authoring Tool)</li><li>• 602.3 (Support Docs)</li></ul> <p>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.</p>	<p>Supports</p>	
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**TABLE 2: Success Criteria, WCAG 2.0 and WCAG 2.1 – Level AA**

Criteria	Conformance Level	Remarks and Explanations
<p><b>1.2.4 Captions (Live)</b> (Level AA)            Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>Captions are provided for all live audio content in synchronized media.</p>	Supports	
<p><b>1.2.5 Audio Description (Prerecorded)</b> (Level AA)            Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>Audio description is provided for all prerecorded video content in synchronized media.</p>	Partially Supports	Edpuzzle provides the chance to use videos with audio or voiceover, and relies on the teacher to pick the best content available for their audience.
<p><b>1.3.4 Orientation</b> (Level AA 2.1 only)            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.</p>	Supports	Devices can be used in any orientation
<p><b>1.3.5 Identify Input Purpose</b> (Level AA 2.1 only)            The purpose of each input field collecting information about the user can be programmatically determined when:</p> <ul style="list-style-type: none"> <li>- The input field serves a purpose identified in the Input Purposes for User Interface Components section; and</li> <li>- The content is implemented using technologies with support for identifying the expected meaning for form input data.</li> </ul>	Supports	

<p><b>1.4.3 Contrast (Minimum)</b> (Level AA)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:</p> <ul style="list-style-type: none"> <li>– <i>Large Text</i>: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;</li> <li>– <i>Incidental</i>: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</li> <li>– <i>Logotypes</i>: Text that is part of a logo or brand name has no minimum contrast requirement.</li> </ul>	<p>Partially Supports</p>	<p>All essential texts follow the minimum contrast ratio.</p>
<p><b>1.4.4 Resize text</b> (Level AA)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.</p>	<p>Supports</p>	
<p><b>1.4.5 Images of Text</b> (Level AA)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul> <p>If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following:</p> <ul style="list-style-type: none"> <li>– <i>Customizable</i>: The image of text can be visually customized to the user's requirements;</li> </ul>	<p>Supports</p>	<p>Edpuzzle only uses images of text with logotypes.</p>

<p>– <i>Essential</i>: A particular presentation of text is essential to the information being conveyed.</p>		
<p><b>1.4.10 Reflow</b> (Level AA 2.1 only) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> <li>- Vertical scrolling content at a width equivalent to 320 CSS pixels;</li> <li>- Horizontal scrolling content at a height equivalent to 256 CSS pixels.</li> </ul> <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p>	<p>Supports</p>	<p>Our interfaces are fully responsive, although some data tables might need two-dimensional scroll.</p>
<p><b>1.4.11 Non-text Contrast</b> (Level AA 2.1 only) The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> <li>- User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;</li> <li>- Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.</li> </ul>	<p>Partially Supports</p>	<p>Most interface components satisfy the 3:1 contrast ratio against adjacent colors in all their states.</p>
<p><b>1.4.12 Text Spacing</b> (Level AA 2.1 only) In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> <li>- Line height (line spacing) to at least 1.5 times the font size;</li> <li>- Spacing following paragraphs to at least 2 times the font size;</li> <li>- Letter spacing (tracking) to at least 0.12 times the font size;</li> </ul>	<p>Supports</p>	<p>Content adapts perfectly to custom line, letter and word spacings.</p>

<p>- Word spacing to at least 0.16 times the font size. Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p>		
<p><b>1.4.13 Content on Hover or Focus</b> (Level AA 2.1 only) Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> <li>- <i>Dismissable</i>: A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content;</li> <li>- <i>Hoverable</i>: If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;</li> <li>- <i>Persistent</i>: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.</li> </ul> <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p>	<p>Supports</p>	<p>Edpuzzle doesn't rely much on showing content on hover or focus, but when it does it's hoverable, persistent and covers white space and decorative elements only.</p>
<p><b>2.4.5 Multiple Ways</b> (Level AA) Also applies to: <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software) – Does not apply to non-web software</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> <p>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.</p>	<p>Supports</p>	<p>Navigation through links or in a sequential manner is possible. Search engines are also available to find videos.</p>

<p><b>2.4.6 Headings and Labels</b> (Level AA)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>Headings and labels describe topic or purpose.</p>	<p>Supports</p>	
<p><b>2.4.7 Focus Visible</b> (Level AA)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.</p>	<p>Partially Supports</p>	<p>Focus indicator is operable through tab navigation; however some browser focus indicators were removed if the visual burden was excessive. Some assistive technologies add their own focus indication, rendering the browser's focus indication redundant.</p>
<p><b>3.1.2 Language of Parts</b> (Level AA)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Partially Supports</p>	<p>Screen readers may not properly read teacher or student-generated content that's not in English.</p>
<p><b>3.2.3 Consistent Navigation</b> (Level AA)</p> <p>Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> <p>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.</p>	<p>Supports</p>	

<p><b>3.2.4 Consistent Identification</b> (Level AA)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> <p>Components that have the same functionality within a set of web pages are identified consistently.</p>	<p>Supports</p>	
<p><b>3.3.3 Error Suggestion</b> (Level AA)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>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.</p>	<p>Supports</p>	
<p><b>3.3.4 Error Prevention (Legal, Financial, Data)</b> (Level AA)  Also applies to:  <u>Revised Section 508</u></p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> <p>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:</p> <ol style="list-style-type: none"> <li>1. Reversible: Submissions are reversible.</li> <li>2. Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</li> <li>3. Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</li> </ol>	<p>Partially Supports</p>	<p>Students' responses can be corrected and resubmitted if allowed by their teacher.</p>

<p><b>4.1.3 Status Messages</b> (Level AA 2.1 only) 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.</p>	<p>Partially Supports</p>	<p>Some non-essential emerging elements might not include the "role" attribute</p>
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## TABLE 3: Revised Section 508 Report

### Chapter 3: Functional Performance Criteria (FPC)

Criteria	Conformance Level	Remarks and Explanations
<b>301 General.</b>		
<b>301.1 Scope.</b> The requirements of Chapter 3 shall apply to Information and Communications Technology (ICT) where required by <a href="#">508 Chapter 2 (Scoping Requirements)</a> , 255 Chapter 2 (Scoping Requirements), and where otherwise referenced in any other chapter of the Revised 508 Standards or Revised 255 Guidelines.		
<b>302 Functional Performance Criteria.</b>		
<b>302.1 Without Vision.</b> Where a visual mode of operation is provided, ICT shall provide at least one mode of operation that does not require user vision.	Supports	Operable using a screen reader.
<b>302.2 With Limited Vision.</b> Where a visual mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited vision.	Supports	
<b>302.3 Without Perception of Color.</b> Where a visual mode of operation is provided, ICT shall provide at least one visual mode of operation that does not require user perception of color.	Supports	
<b>302.4 Without Hearing.</b> Where an audible mode of operation is provided, ICT shall provide at least one mode of operation that does not require user hearing.	Supports	Edpuzzle provides automatically generated closed captions for YouTube and uploaded videos.
<b>302.5 With Limited Hearing.</b> Where an audible mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited hearing.	Supports	Edpuzzle provides automatically generated closed captions for YouTube and uploaded videos.

<p><b>302.6 Without Speech.</b> Where speech is used for input, control, or operation, ICT shall provide at least one mode of operation that does not require user speech.</p>	Supports	Questions and responses can be both in audio and text format.
<p><b>302.7 With Limited Manipulation.</b> Where a manual mode of operation is provided, ICT shall provide at least one mode of operation that does not require fine motor control or simultaneous manual operations.</p>	Supports	Operable with keyboard.
<p><b>302.8 With Limited Reach and Strength.</b> Where a manual mode of operation is provided, ICT shall provide at least one mode of operation that is operable with limited reach and limited strength.</p>	Supports	Operable with keyboard.
<p><b>302.9 With Limited Language, Cognitive, and Learning Abilities.</b> ICT shall provide features making its use by individuals with limited cognitive, language, and learning abilities simpler and easier.</p>	Supports	

## Chapter 4: Hardware

Notes: not applicable to Edpuzzle.

## Chapter 5: Software

Criteria	Conformance Level	Remarks and Explanations
<p><b>501.1 Scope – Incorporation of WCAG 2.0 AA</b> The requirements of Chapter 5 shall apply to software where required by 508 Chapter 2 (Scoping Requirements), 255 Chapter 2 (Scoping Requirements), and where otherwise referenced in any other chapter of the Revised 508 Standards or Revised 255 Guidelines.</p>		
<p><b>502 Interoperability with Assistive Technology</b></p>		
<p><b>502.1 General.</b> Software shall interoperate with assistive technology and shall conform to 502.</p>		

<p><b>502.2 Documented Accessibility Features.</b> Software with platform features defined in platform documentation as accessibility features shall conform to 502.2.</p>		
<p><b>502.2.1 User Control of Accessibility Features.</b> Platform software shall provide user control over platform features that are defined in the platform documentation as accessibility features.</p>	Supports	
<p><b>502.2.2 No Disruption of Accessibility Features.</b> Software shall not disrupt platform features that are defined in the platform documentation as accessibility features.</p>	Supports	
<p><b>502.3 Accessibility Services.</b> Platform software and software tools that are provided by the platform developer shall provide a documented set of accessibility services that support applications running on the platform to interoperate with assistive technology and shall conform to 502.3. Applications that are also platforms shall expose the underlying platform accessibility services or implement other documented accessibility services.</p>		
<p><b>502.3.1 Object Information.</b> The object role, state(s), properties, boundary, name, and description shall be programmatically determinable.</p>	Supports	
<p><b>502.3.2 Modification of Object Information.</b> States and properties that can be set by the user shall be capable of being set programmatically, including through assistive technology.</p>	Supports	
<p><b>502.3.3 Row, Column, and Headers.</b> If an object is in a data table, the occupied rows and columns, and any headers associated with those rows or columns, shall be programmatically determinable.</p>	Supports	

<p><b>502.3.4 Values.</b> Any current value(s) and any set or range of allowable values associated with an object shall be programmatically determinable.</p>	Supports	
<p><b>502.3.5 Modification of Values.</b> Values that can be set by the user shall be capable of being set programmatically, including through assistive technology.</p>	Supports	
<p><b>502.3.6 Label Relationships.</b> Any relationship that a component has as a label for another component, or of being labeled by another component, shall be programmatically determinable.</p>	Supports	
<p><b>502.3.7 Hierarchical Relationships.</b> Any hierarchical (parent-child) relationship that a component has as a container for, or being contained by, another component shall be programmatically determinable.</p>	Supports	
<p><b>502.3.8 Text.</b> The content of text objects, text attributes, and the boundary of text rendered to the screen, shall be programmatically determinable.</p>	Supports	
<p><b>502.3.9 Modification of Text.</b> Text that can be set by the user shall be capable of being set programmatically, including through assistive technology.</p>	Supports	
<p><b>502.3.10 List of Actions.</b> A list of all actions that can be executed on an object shall be programmatically determinable.</p>	Supports	
<p><b>502.3.11 Actions on Objects.</b> Applications shall allow assistive technology to programmatically execute available actions on objects.</p>	Supports	
<p><b>502.3.12 Focus Cursor.</b> Applications shall expose information and mechanisms necessary to track focus, text insertion point, and selection attributes of user interface components.</p>	Supports	

<p><b>502.3.13 Modification of Focus Cursor.</b> Focus, text insertion point, and selection attributes that can be set by the user shall be capable of being set programmatically, including through the use of assistive technology.</p>	Supports	
<p><b>502.3.14 Event Notification.</b> Notification of events relevant to user interactions, including but not limited to, changes in the component's state(s), value, name, description, or boundary, shall be available to assistive technology.</p>	Supports	
<p><b>502.4 Platform Accessibility Features.</b> Platforms and platform software shall conform to the requirements in ANSI/HFES 200.2, Human Factors Engineering of Software User Interfaces – Part 2: Accessibility (2008) (incorporated by reference, see 702.4.1) listed below:</p> <ul style="list-style-type: none"> <li>A. Section 9.3.3 Enable sequential entry of multiple (chorded) keystrokes;</li> <li>B. Section 9.3.4 Provide adjustment of delay before key acceptance;</li> <li>C. Section 9.3.5 Provide adjustment of same-key double-strike acceptance;</li> <li>D. Section 10.6.7 Allow users to choose visual alternative for audio output;</li> <li>E. Section 10.6.8 Synchronize audio equivalents for visual events;</li> <li>F. Section 10.6.9 Provide speech output services; and</li> <li>G. Section 10.7.1 Display any captions provided.</li> </ul>	Supports	
<p><b>503 Applications</b></p>		
<p><b>503.1 General.</b> Applications shall conform to 503.</p>		
<p><b>503.2 User Preferences.</b> Applications shall permit user preferences from platform settings for color, contrast, font type, font size, and focus cursor.</p>	Supports	Edpuzzle relies on the browser and OS settings.

<p><b>503.3 Alternative User Interfaces.</b> Where an application provides an alternative user interface that functions as assistive technology, the application shall use platform and other industry standard accessibility services.</p>	Supports	
<p><b>503.4 User Controls for Captions and Audio Description.</b> Where ICT displays video with synchronized audio, ICT shall provide user controls for closed captions and audio descriptions conforming to 503.4.</p>		
<p><b>503.4.1 Caption Controls.</b> Where user controls are provided for volume adjustment, ICT shall provide user controls for the selection of captions at the same menu level as the user controls for volume or program selection.</p>	Supports	
<p><b>503.4.2 Audio Description Controls.</b> Where user controls are provided for program selection, ICT shall provide user controls for the selection of audio descriptions at the same menu level as the user controls for volume or program selection.</p>	Supports	
<p><b>504 Authoring Tools</b></p>		
<p><b>504.1 General.</b> Where an application is an authoring tool, the application shall conform to 504 to the extent that information required for accessibility is supported by the destination format.</p>		
<p><b>504.2 Content Creation or Editing.</b> Authoring tools shall provide a mode of operation to create or edit content that conforms to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 for all supported features and, as applicable, to file formats supported by the authoring tool. Authoring tools shall permit authors the option of overriding information required for accessibility.</p>	See WCAG 2.0 section.	See WCAG 2.0 section.

<p><b>504.2.1 Preservation of Information Provided for Accessibility in Format Conversion.</b></p> <p>Authoring tools shall, when converting content from one format to another or saving content in multiple formats, preserve the information required for accessibility to the extent that the information is supported by the destination format.</p>	Supports	
<p><b>504.2.2 PDF Export.</b></p> <p>Authoring tools capable of exporting PDF files that conform to ISO 32000-1:2008 (PDF 1.7) shall also be capable of exporting PDF files that conform to ANSI/AIIM/ISO 14289-1:2016 (PDF/UA-1) .</p>	Not Applicable	No PDF export.
<p><b>504.3 Prompts.</b></p> <p>Authoring tools shall provide a mode of operation that prompts authors to create content that conforms to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 for supported features and, as applicable, to file formats supported by the authoring tool.</p>	Partially Supports	Edpuzzle provides teachers with the proper tools (add voiceover, insert audio notes, enable closed captions, etc.) to optionally make their content accessible based on their students' needs.
<p><b>504.4 Templates.</b></p> <p>Where templates are provided, templates allowing content creation that conforms to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 shall be provided for a range of template uses for supported features and, as applicable, to file formats supported by the authoring tool.</p>	Not Applicable	No templates provided by Edpuzzle.

## Chapter 6: Support Documentation and Services

Criteria	Conformance Level	Remarks and Explanations
<b>601 General</b>		
<p><b>601.1 Scope</b></p> <p>The technical requirements in Chapter 6 shall apply to ICT support documentation and services where required by 508 Chapter 2 (Scoping Requirements), 255 Chapter 2</p>		

(Scoping Requirements), and where otherwise referenced in any other chapter of the Revised 508 Standards or Revised 255 Guidelines.		
<b>602 Support documentation</b>		
<b>602.1. General.</b> Documentation that supports the use of ICT shall conform to 602.		
<b>602.2 Accessibility and Compatibility Features.</b> Documentation shall list and explain how to use the accessibility and compatibility features required by Chapters 4 and 5. Documentation shall include accessibility features that are built-in and accessibility features that provide compatibility with assistive technology.	Supports	
<b>602.3 Electronic Support Documentation.</b> Documentation in electronic format, including web-based self-service support, shall conform to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0.	See <a href="#">WCAG 2.0</a> section	See <a href="#">WCAG 2.0</a> section
<b>602.4 Alternate Formats for Non-Electronic Support Documentation.</b> Where support documentation is only provided in non-electronic formats, alternate formats usable by individuals with disabilities shall be provided upon request.	Not Applicable	No non-electronic Support Documentation.
<b>603 Support Services.</b>		
<b>603.1 General.</b> ICT support services including, but not limited to, help desks, call centers, training services, and automated self-service technical support, shall conform to 603.		
<b>603.2 Information on Accessibility and Compatibility Features.</b>	Supports	

<p>ICT support services shall include information on the accessibility and compatibility features required by 602.2.</p>		
<p><b>603.3 Accommodation of Communication Needs.</b>  Support services shall be provided directly to the user or through a referral to a point of contact. Such ICT support services shall accommodate the communication needs of individuals with disabilities.</p>	<p>Supports</p>	

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