

Learnvia Accessibility Conformance Report

WCAG Edition

(Based on VPAT[®] Version 2.5Rev)

Name of Product/Version:

Learnvia Calculus Courseware

Report Date:

November 2025

Product Description:

Learnvia's courseware provides a comprehensive learning platform for STEM-related university-level courses, specifically Calculus at this time. Instructors can create new instances of a Learnvia course, and integrate that course with their LMS. The Learnvia course provides a full curriculum for the course, including relevant learning modules and homework assessments. Learnvia is a non-profit organization focused on improving learning outcomes for students. Learnvia platform development continues with major contributions from Carnegie Mellon University, Open Learning Initiative (OLI), and Unicon, Inc., among others.

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Notes:

This report is based on analysis of axe DevTools test results and subsequent manual evaluation of representative pages in the Learnvia Calculus courseware. Automated and manual checks focused on core navigation and course management views (including Configure, Plan, Roster, and table of contents views) and module pages 3.1–3.4 in the Learnvia environment at qanext.intuitioneducation.org.

Findings are scoped to the pages and flows exercised during this evaluation and may not represent the full Learnvia platform.

Evaluation Methods Used:

The courseware was evaluated using a combination of automated and manual methods:

- Testing used Google Chrome Version 142.0.7444.162 on macOS Sequoia 15.7.2.
- Automated analysis with axe DevTools HTML browser extension using axe-core 4.10.3 against WCAG 2.1 Level A and AA.
- Manual testing of key functionality via keyboard, including navigation, modal dialogs, drag-and-drop interactions, and interactive assessment components.
- Assistive technologies used in testing include the macOS built-in VoiceOver screen reader and built-in browser tools.
- Targeted manual checks using axe DevTools Intelligent Guided Tests (IGT) for keyboard, tables, images, modals, and other structures.

Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

| Standard/Guideline | Included In Report |
|--|--|
| Web Content Accessibility Guidelines 2.0 | Level A (No) Level AA (No) Level AAA (No) |
| Web Content Accessibility Guidelines 2.1 | Level A (Yes) Level AA (Yes) Level AAA (No) |
| Web Content Accessibility Guidelines 2.2 | Level A (No) Level AA (No) Level AAA (No) |

Terms

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.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can only be used in WCAG Level AAA criteria.

WCAG 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.1 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Notes:

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------|--|
| 1.1.1 Non-text Content (Level A) | Partially Supports | Across the course content, multiple violations were found. Issues include images missing an alt attribute (image-alt, alt-text-missing), images used to present instructional text without meaningful alternatives (image-of-text, alt-text-short-text-not-meaningful), and media or rich graphical content lacking descriptive alternatives. Informative images and media require concise text alternatives; decorative images should be marked presentational. |
| 1.2.1 Audio-only and Video-only (Prerecorded) (Level A) | Partially Supports | Testing identified video elements without a text alternative (alt-text-missing-media-file). For video-only |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|---|
| | | content, a descriptive text alternative is required. Testing did not cover every video instance, so these issues are assumed to persist until fully remediated. |
| 1.2.2 Captions (Prerecorded) (Level A) | Partially Supports | Testing found prerecorded video content without text alternatives (alt-text-missing-media-file) due to captions missing for some media. Caption coverage should be reviewed and updated across course media. |
| 1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A) | Partially Supports | Testing identified video content without required text alternatives (alt-text-missing-media-file). For prerecorded video, either audio description or an equivalent text alternative is required. These issues are assumed to remain until verified remediation. |
| 1.3.1 Info and Relationships (Level A) | Partially Supports | Testing identified a table semantics issue in roster views (semantic-data-table-headers), where header relationships and table structure are not fully encoded programmatically. Structural relationships and table semantics should be fully encoded so assistive technologies can correctly interpret the content. |
| 1.3.2 Meaningful Sequence (Level A) | Partially Supports | Testing found that screen reader users can access content outside of an active modal dialog (reading-order-browse-outside-modal), disrupting the meaningful reading sequence. Focus and reading order should be constrained to the active dialog, with offscreen or inert content hidden from assistive technologies while a modal is open. |
| 1.3.3 Sensory Characteristics (Level A) | Supports | No issues were found where instructions relied solely on sensory characteristics such as shape, color, size, visual location, orientation, or sound in the tested scope. |
| 1.4.1 Use of Color (Level A) | Supports | Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. |
| 1.4.2 Audio Control (Level A) | Not Applicable | No audio that plays automatically for more than 3 seconds was identified in the tested scope. |
| 2.1.1 Keyboard (Level A) | Partially Supports | Critical keyboard accessibility issues remain. Testing identified controls that cannot be fully operated via keyboard (keyboard-inaccessible), including portions of |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------|---|
| | | math question interactions (MathLive), and a scrollable table region that is not keyboard focusable (scrollable-region-focusable). All functionality must be operable via keyboard without requiring specific pointing devices. |
| 2.1.2 No Keyboard Trap (Level A) | Supports | No keyboard traps were identified. While modal dialogs have focus order issues, users can still move focus away and escape using the keyboard. |
| 2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2) | Supports | No character key shortcuts that would require a deactivation mechanism were identified in the tested scope. |
| 2.2.1 Timing Adjustable (Level A) | Supports | Session timeout behavior includes a modal that allows users to extend their session, satisfying the timing adjustment requirements in the tested scope. |
| 2.2.2 Pause, Stop, Hide (Level A) | Supports | No moving, blinking, or scrolling content that would require a pause, stop, or hide mechanism was identified in the tested scope. |
| 2.3.1 Three Flashes or Below Threshold (Level A) | Supports | No content that flashes more than three times in any one-second period was found. |
| 2.4.1 Bypass Blocks (Level A) | Supports | Landmarks and page structure provide mechanisms (such as navigation and main content regions) that allow users to bypass repeated blocks of content. No landmark or bypass-related issues were identified in the tested scope. |
| 2.4.2 Page Titled (Level A) | Supports | No issues were identified with page <title> elements in the tested scope. Page titles help users identify the content or purpose of each page. |
| 2.4.3 Focus Order (Level A) | Partially Supports | Multiple issues related to focus order were found in the tested flows. Examples include focus not being placed on an opened modal, focus not returning to the trigger element when a modal is closed (focus-modal-not-returned), focus moving to hidden content (focus-on-hidden-item), and the ability to browse content outside the active modal (reading-order-browse-outside-modal). Focus order should follow the visual and logical order and be constrained within active dialogs. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|--------------------|--|
| 2.4.4 Link Purpose (In Context) (Level A) | Supports | 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 in the tested scope. |
| 2.5.1 Pointer Gestures (Level A 2.1 and 2.2) | Supports | Testing confirmed that drag-and-drop interactions in the courseware have keyboard-accessible alternatives and can be operated without complex multipoint or path-based pointer gestures. |
| 2.5.2 Pointer Cancellation (Level A 2.1 and 2.2) | Supports | For functionality that can be operated using a single pointer, activation does not rely solely on the down-event, and users can cancel or abort actions prior to completion in the tested scope. |
| 2.5.3 Label in Name (Level A 2.1 and 2.2) | Supports | No instances were found where the accessible name of a UI component did not contain the text that is presented in its visible label. |
| 2.5.4 Motion Actuation (Level A 2.1 and 2.2) | Not Applicable | No functionality triggered by device or user motion was identified in the tested scope. |
| 3.1.1 Language of Page (Level A) | Supports | The human language of every page can be programmatically determined (for example, lang="en" on the <html> element) in the tested scope. |
| 3.2.1 On Focus (Level A) | Supports | Testing did not identify cases where an element receiving focus alone causes an unexpected change of context. Focus changes do not trigger navigation or other major context changes without prior notice in the tested scope. |
| 3.2.2 On Input (Level A) | Supports | 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. |
| 3.3.1 Error Identification (Level A) | Supports | Manual evaluation confirms that when an input error is automatically detected, the item in error is identified and the error is described to the user in text. |
| 3.3.2 Labels or Instructions (Level A) | Partially Supports | In the tested scope, some form controls do not have sufficiently descriptive, programmatic labels. Issues include inputs and interactive controls without accessible names or with empty aria-label values (aria-input-field-name, aria-command-name). All |

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|--|--------------------|---|
| | | interactive controls should have clear visible labels and programmatic names. |
| 4.1.1 Parsing (Level A) WCAG 2.0 and 2.1 – Always answer ‘Supports’ WCAG 2.2 (obsolete and removed) - Does not apply | Supports | For WCAG 2.0 and 2.1, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 and 2.1 Editorial Errata. |
| 4.1.2 Name, Role, Value (Level A) | Partially Supports | Numerous issues were found in the test results, including missing or incorrect roles (aria-role-missing), command elements without accessible names (aria-command-name), input fields without accessible names (aria-input-field-name), and elements with missing or incorrect accessible names (aria-name-missing-incorrect). Custom components and ARIA widgets must expose correct roles, states, and names to assistive technologies. |

Table 2: Success Criteria, Level AA

Notes:

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------|---|
| 1.2.4 Captions (Live) (Level AA) | Not Applicable | No live, time-based media was identified in the tested scope. |
| 1.2.5 Audio Description (Prerecorded) (Level AA) | Partially Supports | Testing identified prerecorded <video> elements without text alternatives (alt-text-missing-media-file). Audio descriptions or equivalent alternatives are missing for some prerecorded video content. Testing did not cover every video instance, so media-level audio description should be reviewed and updated across the course. |
| 1.3.4 Orientation (Level AA 2.1 and 2.2) | Supports | Manual evaluation using device emulators confirms that content and functionality are available in common display orientations (portrait and landscape). |
| 1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2) | Supports | No violations related to the autocomplete attribute or identifying common input purposes were found in the tested scope. |

| Criteria | Conformance Level | Remarks and Explanations |
|---|--------------------|---|
| 1.4.3 Contrast (Minimum) (Level AA) | Partially Supports | Testing across Plan, module pages, and navigation views found text that fails to meet the minimum 4.5:1 contrast ratio (color-contrast). In addition, one focus state on a link/control fails the minimum 4.5:1 ratio for text (contrast-link-infocus-4.5-1). Text and pertinent focus states should be updated to meet or exceed WCAG contrast thresholds. |
| 1.4.4 Resize text (Level AA) | Supports | Manual evaluation confirms that text can be resized up to 200 percent without loss of content or functionality in the tested scope. |
| 1.4.5 Images of Text (Level AA) | Partially Supports | Testing identified images containing text that convey instructional content (image-of-text). Where possible, text should be presented as styled HTML rather than embedded in images so that it can be resized, read by assistive technologies, and customized by users. |
| 1.4.10 Reflow (Level AA 2.1 and 2.2) | Partially Supports | Testing identified scrollable regions that are not keyboard focusable (scrollable-region-focusable) and layouts that may require two-dimensional scrolling at higher zoom levels. Full conformance requires ensuring that content reflows without loss of information or functionality when viewed at 400% zoom on a small viewport. |
| 1.4.11 Non-text Contrast (Level AA 2.1 and 2.2) | Supports | Testing did not identify non-text elements (such as focus indicators, control boundaries, or icons conveying information) that fail to meet the required 3:1 contrast ratio against adjacent colors in the tested scope. |
| 1.4.12 Text Spacing (Level AA 2.1 and 2.2) | Supports | Manual evaluation (including text spacing tools) confirms that changing line height, letter spacing, and paragraph spacing within recommended bounds does not cause loss of content or functionality. |
| 1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2) | Supports | Manual evaluation confirms that where additional content becomes visible on hover or focus, it is dismissible, hoverable, and remains visible until the user removes hover/focus or dismisses it. |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|---|
| 2.4.5 Multiple Ways (Level AA) | Supports | Multiple ways are available to locate a Web page within the set of Web pages, including table of contents views, search, and navigational menus. |
| 2.4.6 Headings and Labels (Level AA) | Supports | Testing did not identify headings or labels that fail to describe topic or purpose in the tested scope. |
| 2.4.7 Focus Visible (Level AA) | Supports | While axe DevTools reported some potential missing focus indicators, manual keyboard testing confirmed that all focusable elements have a visible focus indicator in the tested flows. The automated findings are treated as false positives, and focus indicators are sufficiently visible for keyboard users. |
| 3.1.2 Language of Parts (Level AA) | Not Applicable | The tested courseware content is currently provided in English (en-US) only; no language changes within content were identified in the tested scope. |
| 3.2.3 Consistent Navigation (Level AA) | Supports | Navigational mechanisms that are repeated on multiple pages within the courseware occur in the same relative order each time they are repeated. |
| 3.2.4 Consistent Identification (Level AA) | Supports | Components that have the same functionality within the courseware are identified consistently. |
| 3.3.3 Error Suggestion (Level AA) | Supports | When an input error is automatically detected and suggestions for correction are known, the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. |
| 3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) | Not Applicable | The tested courseware does not involve legal commitments, financial transactions, or modification of user-controllable data in a data storage system, making this criterion not applicable for the tested scope. |
| 4.1.3 Status Messages (Level AA 2.1 and 2.2) | Supports | Status messages and dynamic content updates are exposed through roles or properties so assistive technologies can announce them without requiring focus changes. |

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