

Voluntary Product Accessibility Template® (VPAT®)

International Edition

(Based on VPAT® Version 2.5)

Name of Product/Version: Packback Application (<https://dev-app.packback.ca/>)

Report Date: June 23, 2025

Evaluation Methods Used:

Automated Testing: Axe automated extension has been used for initial scanning of different pages present in the ‘Packback’ Application.

Manual Testing: This report has been generated based on the tests conducted via a paired testing methodology by one tester. The tools which have been used for testing are Freedom Scientific JAWS 2024, NVDA, Voiceover, Talkback, Color Contrast Analyzer, Text Spacing tool, and Dragon Speech Recognition Software.

Compatibility Matrix and Testing Scope:

Platforms	Chrome (Latest)	Safari (Latest)	FF (Latest)	Edge
Win 11	JAWS 2024 Full QA		NVDA 2024 Smoke QA	JAWS 2024 Smoke QA
MAC 14. x		Voiceover Smoke QA		
iPhone (iOS 15.x)		Voiceover Smoke QA		

Android Phone (Android v12.x)	Talkback Smoke QA			
------------------------------------------	----------------------	--	--	--

Features in scope:

Below is the list of the features assessed as part of this VPAT:

Regular users:

- Sign up
- Login
- Join Community (enter a lookup key or finish registration on an invited community)
- Make and edit posts (questions, responses)
- View posts - View Leader board and Featured Tab (highlighted posts)
- Interact with posts (add a "like", flag offending posts)
- View community-specific user profiles
- View their own "global" profile (that counts their activity in all communities)
- Search within a community; search across platform (called "explore")
- Edit account details (billing, username, password)

Professor users:

- All the above plus:
- View and modify grading reports
- Manage roster (invite students, remove students, filter students)
- Select example posts ("Seeding posts" process)
- Manage Gradebook Sync
- Automated Grading Reports

- Discussion Polls
- Navigation Menu
- Interact with posts as a professor (give feedback, feature the post, moderate the post, edit the post)

Admin user:

- Content Library
 - (Admin) Create a new template (go to community, in sidebar click “Publish and Share Course”)
 - View homepage, view a template
 - Import a template into a new community
- Writing Lab

New Features:

- New Community Home
 - The new homepage for a community, linking out to all products and assignments, should be the first thing you see when you go to any community
- Updated Assignment Management (Deep Dives, Questions, Polls)
 - Click into a community to get to the home, then click “Manage Assignments” in the top right header, and pick an assignment type to manage
- Originality Assignments
 - (Professor) Create an Originality Review assignment
 - (Professor) Edit an Originality Review assignment
 - (Student) Start an Originality Review assignment
 - Upload a file and wait for it to process
 - View your Originality Review essay
 - View your Originality Fingerprint
 - View and download your Original Document

- Delete the essay and restart
- Submit the essay
- (Professor) Grade an Originality Review Submission

Note:

1. From Admin User, we have tested Writing Labs, Content Library Functionality.
2. Admin Features (like Admin Tools- Campuses, Communities, etc.) using Admin Credentials are not in scope.

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 (Yes) Level AA (Yes) 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 (Yes) Level AA (Yes) Level AAA (No)
Revised Section 508 standards published January 18, 2017, and corrected January 22, 2018	(Yes)
EN 301 549 Accessibility requirements for ICT products and services - V3.1.1 (2019-11) AND EN 301 549 Accessibility requirements for ICT products and services - V3.2.1 (2021-03)	(No)

Sections	Total number of Applicable Provisions	Total Number of Supported Provisions		
		Supports	Partially Supports	Does Not Support
Web Content Accessibility Guidelines 2.2 A	23	7	16	0
Web Content Accessibility Guidelines 2.2 AA	20	8	12	0
Functional Performance Criteria	5	0	5	0
Support Documentation and Services	3	3	0	0

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 criteria without known defects or meets equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criteria.
- **Does Not Support:** The majority of product functionality does not meet the criteria.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criteria. This can only be used in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.2 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	<p>Most of the informative images/icons available in the application have appropriate text alternatives that present equivalent information to visually impaired users using screen readers and the images used solely for decorative purposes have been hidden from these assistive technologies. However, there are a few exceptions where decorative images are exposed to assistive technology.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. [Global] Join Community > Checkout > The separators used for decorative purpose are not hidden from assistive technology. 2. Admin users > Writing Lab > New Draft > Decorative 'Spectacles' icon is not hidden from assistive technology. 3. View their own global profile > Incorrect role as 'img' is defined for decorative icons present with 'Home', 'Discussion Feed' and 'Polls'.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not Applicable	There is no audio-only or video-only content present in the application.
1.2.2 Captions (Prerecorded) (Level A)	Not Applicable	There is no synchronized multimedia content in the application.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Not Applicable	There is no prerecorded video content on the Components page.

Criteria	Conformance Level	Remarks and Explanations
1.3.1 Info and Relationships (Level A)	Partially Supports	<p>Most of the elements available in the application have been correctly marked up using HTML semantics that allows assistive technologies like screen readers to identify their appropriate structure and relationships. However, there are a few exceptions, where screen reader users face difficulties in identifying the information, structure, and relationships of some elements conveyed via visual representation.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Sign up page > Instructions present below 'Password' edit field are not associated with it. 2. Professor users > Roaster > Invite students to your community > Confirm > Heading hierarchy is incorrect. 3. View their own global profile > List below 'Course Details' is not structured properly. 4. Professor users > Interact with any post > Reassign Post Modal > Caption is missing for table present in modal. 5. Professor users > Roaster > Row header association is missing for the table.
1.3.2 Meaningful Sequence (Level A)	Partially Supports	<p>Screen readers read most of the content available in the application in a logical sequence using arrow keys or other reading methods that perceive their meaning and context for visually impaired users. However, there are a few exceptions where screen reader users face difficulties in perceiving the content in a logical sequence.</p> <p>Few Exceptions:</p>

Criteria	Conformance Level	Remarks and Explanations
		<ol style="list-style-type: none"> Homepage > Reading order is not correct for text content present below links inside 'Current Communities' tab. Add a Post > Feedback Tab > Language Modal > AT focus is moving unexpectedly to background page elements after 'Show Feedback In' combo box. Regular users > Writing Assignments > Any Particular Assignment > Start Assignment > 'Interactive Preview' edit field receives focus thrice in browse mode.
1.3.3 Sensory Characteristics (Level A)	Partially Supports	<p>Most of the visual cues and symbols used in the application that convey specific meanings are provided with equivalent text alternatives. However, there are a few exceptions where the information conveyed through symbols does not have equivalent text alternatives.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> [Global] Login > Tooltip is missing for 'Show Password' icon control. Admin users > My Communities > Publish and Share Course > Tooltip is missing for 'Copy to clipboard' icon control.
1.4.1 Use of Color (Level A)	Partially Supports	<p>Most of the information conveyed through color highlights is also presented with text labels and meaningful icons, ensuring it is accessible to users with color vision deficiencies. However, there are a few exceptions where color alone is used to convey information.</p> <p>Few Exceptions:</p>

Criteria	Conformance Level	Remarks and Explanations
		<ol style="list-style-type: none"> 1. Manage Account > Edit Avatar > Color is used as only means to highlight currently selected radio button under 'Change Face'. 2. Regular users > Writing Assignments > Any Particular Assignment > Start Assignment > Keyboard focus is indicated only by color on 'Delete' and 'Submit' buttons. 3. Add a Post > Feedback Tab > Curiosity Score Modal > Color is used as only means to highlight currently selected slide picker control.
1.4.2 Audio Control (Level A)	Not Applicable	There is no such audio available in the application that plays automatically as soon as any page is launched.
2.1.1 Keyboard (Level A)	Partially Supports	<p>Application has many interactive user interface components like buttons, links, checkboxes etc. Most of these elements are operable using keyboard and keyboard interfaces. However, there are a few exceptions, where users dependent upon keyboard operation, such as visually impaired users and motor-impaired users, face difficulties in accessing some components.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Add a Post > Expanded 'Toggle Attachment Options' (+) flyout is not getting closed through Esc key. 2. Professor users > Gradebook > Automated Grading Period Reports > When 'All time participation' control is activated, 'Previous grading period' control is getting removed from tab order.

Criteria	Conformance Level	Remarks and Explanations
		3. Professor users > Roster > Tab focus does not move to slider.
2.1.2 No Keyboard Trap (Level A)	Partially Supports	<p>Keyboard focus is not trapped in most of the components in the application. However, there is an input field and a modal where keyboard focus is trapped.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Add a Post > Keyboard focus is trapped inside the 'Add Code' input field. 2. Admin users > Writing Lab > 'Create New Draft' modal > Modal is not getting closed through Esc key and keyboard focus is trapped inside modal.
2.1.4 Character Key Shortcuts (Level A)	Not Applicable	Single key character shortcuts are not used anywhere in the application.
2.2.1 Timing Adjustable (Level A)	Not Applicable	There is no such time-based activity available in the application.
2.2.2 Pause, Stop, Hide (Level A)	Not Applicable	The application does not feature any moving, blinking, or auto-updating content that would need to be paused or stopped for individuals with certain disabilities.
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	There is no flashing / blinking content available anywhere in the application.
2.4.1 Bypass Blocks (Level A)	Partially Supports	The "Skip to main Content" link is available on most of the pages of the application to help screen reader users and keyboard users to bypass the repetitive block of header content in a single activation to locate the page main content. However, there is an exception on 'Roaster' where

Criteria	Conformance Level	Remarks and Explanations
		the 'Skip to main content' link is not redirect user to the desired location.
2.4.2 Page Titled (Level A)	Partially Supports	<p>Most pages are given a unique and descriptive title to help users understand the context. However, for a few pages, the title is not unique.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Professor users > Settings > Course Goals > Page Title is not unique. 2. Admin users > Any Community > Publish and Share Course > Page title is not unique.
2.4.3 Focus Order (Level A)	Partially Supports	<p>Focus order is logical for most of the interactive elements/widgets available in the application using the keyboard and keyboard interfaces. However, there are a few exceptions, where TAB order is incorrect for some components, and logical focus has not been maintained in some custom dialogs.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. [Global] Sign up >Keyboard focus does not move to 'Close' icon (x) control in error message banner when error occurs on page. 2. Manage Account > Update Payment Method > Focus order is not logical when invalid card details are entered on page. 3. View their own global profile > Focus does not shift to updated tab content.

Criteria	Conformance Level	Remarks and Explanations
		<p>4. Professor users > Roaster > Add/Update students > Add Student info > Focus moves to the top of the page when user selects "Add Student Info".</p> <p>5. Admin users > My Communities > Publish and Share Course > Focus does not start from 'Cancel' button when 'Publish and Share' link is activated.</p>
<p>2.4.4 Link Purpose (In Context) (Level A)</p>	<p>Partially Supports</p>	<p>All the links available in the application are provided with sufficient link text that clearly describes the purpose/target destination of these elements. However, there are few exceptions where link text is not sufficient and does not describe the purpose of target/destination clearly.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Add a Post > 'Read More' link requires descriptive aria-label. 2. View your own profile > Featured Posts > Aria-label defined for 'Response' links is not meaningful.
<p>2.5.1 Pointer Gestures (Level A)</p>	<p>Supports</p>	<p>This application does not require multipoint or path-based gestures for operation.</p>
<p>2.5.2 Pointer Cancellation (Level A)</p>	<p>Supports</p>	<p>All the user interface controls available in the application get activated on an UP event. Even if a user accidentally clicks on a control, she/he can move away from its target area and lift the pointer to abort the action.</p>
<p>2.5.3 Label in Name (Level A)</p>	<p>Partially Supports</p>	<p>Most of the visible labels of the active user interface elements match their accessible names. Motor-impaired users can activate these interactive elements by calling their visible text labels using a speech recognition tool like 'Dragon'. However, there is an exception in the 'Find</p>

Criteria	Conformance Level	Remarks and Explanations
		Community' feature where Aria-label for 'Drop Class' button does not match with its visual label.
3.1.1 Language of Page (Level A)	Supports	Application content is available in English language, and this language is programmatically defined using the lang = "en" attribute in the <html> tag on all the web pages.
3.2.1 On Focus (Level A)	Partially Supports	<p>There is no change in context when keyboard focus moves to any element in most of the components in the application. However, there is an exception where change in context is observed on keyboard focus.</p> <p>Exception:</p> <ol style="list-style-type: none"> 1. Professor users > Interact with any post > Reassign Post Modal> More than one radio button is getting selected within a group on receiving keyboard focus.
3.2.2 On Input (Level A)	Supports	This application ensures that interactive components do not initiate a change in context when the component setting is changed unless followed by an explicit user action such as activation of a button or link.
3.2.6 Consistent Help (Level A)	Supports	Help mechanisms such as contact details links and human contact us links are occurring in the same order on every page of the application, which helps the user to locate help options on every screen consistently.

Criteria	Conformance Level	Remarks and Explanations
3.3.1 Error Identification (Level A)	Partially Supports	<p>Most of the error messages/warnings available in the application are available in textual form that is readable using screen readers and refreshable Braille Display devices. However, there are a few exceptions where the error messages are not read by the screen reader automatically.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Admin users > Content Library > Use Template Modal > Screen reader does not announce the inline error message appearing on adding invalid entry in 'Community Id' input field. 2. Professor users > Roaster > Add students by file upload > Screen reader does not notify about the error automatically. 3. Manage Account > Update Payment Method > Error message is not announced automatically.
3.3.2 Labels or Instructions (Level A)	Partially Supports	<p>The form fields available in the application are associated with meaningful text labels that explain their purpose. However, there are a few exceptions where appropriate labels and instructions are missing for some input elements.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Manage Account > Update Payment Method > Visual label is missing for 'Card Number' input field. 2. View their own global profile > My Work > Delete Post Modal > No instruction is given to screen reader users that input data 'Delete' is required to be filled in CAPS.

Criteria	Conformance Level	Remarks and Explanations
3.3.7 Redundant Entry (Level A)	Supports	For all multi-step processes present in the application having repeated input fields, previously entered information would not need to be re-entered.
4.1.2 Name, Role, Value (Level A)	Partially Supports	<p>Application has many interactive elements like buttons, links, edit fields etc., which are provided with meaningful accessible name, role, state and value that helps screen reader user to know the actual purpose and nature of these components. However, there are a few exceptions where appropriate names, role and state are not defined for some components to assist assistive technology users.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Professor users > Interact with any post > Reassign Post Modal > Name and role is missing for modal. 2. Discussion Feed > 'Flag Post' Modal > Accessible name is missing for combo box. 3. Add a Post > State is missing for buttons like 'bold', 'italic', etc. present in editor toolbar. 4. Add a Post > Feedback Tab > Curiosity Score Modal > Slide pickers control requires correct role.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	There is no live multimedia content available in the application.
1.2.5 Audio Description (Prerecorded) (Level AA)	Not Applicable	There is no synchronized media (video with audio) available in the application.
1.3.4 Orientation (Level AA)	Supports	This application does not restrict its view and operation to a single display orientation, such as portrait or landscape [unless a specific orientation is essential].
1.3.5 Identify Input Purpose (Level AA)	Supports	The application ensures that all forms that collect users' personal information include appropriate autocomplete attributes. This helps users with language and memory-related disabilities fill in their personal information using the browser's autofill service.
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	<p>Application has sufficient contrast ratio of 4.5:1 or greater for most of the color combinations used for regular text and its background, and 3:1 for the large text. However, there is an exception where the color contrast ratio is not sufficient.</p> <p>Exception:</p> <p>Professor users > Gradebook > Automated Grading Period Reports > Generate Report Modal > Color contrast ratio fails for 'Assignment Name' placeholder text.</p>

Criteria	Conformance Level	Remarks and Explanations
1.4.4 Resize text (Level AA)	Partially Supports	<p>Most of the application components remain easily operable and accessible when the application pages are resized up to 200% browser zoom. However, there are a few exceptions where content becomes truncated or invisible at 200% zoom.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. [Global] Login > At 200% browser zoom, hamburger menu is not getting closed through Esc key. 2. View their own global profile > My Grades > At 200% browser zoom, table content is lost/cropped. 3. View their own global profile > My Grades > At 200% browser zoom, functionality of interactive table column headers is lost. 4. Professor users > Gradebook > Custom Date Range Report > At 200% browser zoom, entry present in 'Report Start Date' and 'Report End Date' input fields are not visible properly. 5. Admin users > My Communities > Publish and Share Course > At 200% browser zoom, text content is getting cropped.
1.4.5 Images of Text (Level AA)	Supports	<p>Application does not have images of text, instead Regular text, HTML and CSS are used to provide different visual presentations to all the meaningful content.</p>
1.4.10 Reflow (Level AA)	Partially Supports	<p>Most of the web pages in the application properly reflow into a vertical single column when the viewport width is set to 320px, which is equivalent to 400% zoom on a 1280px-wide screen. However, there are a few exceptions where some content is lost at that width.</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Sign up > At 400% browser zoom, currently focused option in 'School or University' dropdown is not visible. 2. [Global] Sign up > At 400% browser zoom, error message is cropped on page. 3. View their own global profile > At 400% browser zoom settings, some of the page content is lost. 4. Discussion Feed > At 400% browser zoom settings, order of content is changed.
<p>1.4.11 Non-text Contrast (Level AA)</p>	<p>Partially Supports</p>	<p>Application has sufficient contrast for different active user interface components. Non-Text UI elements such as buttons, input form fields etc. have a contrast ratio of at least 3:1 to their adjacent colors. However, there are a few exceptions where the color contrast ratio is not sufficient.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. View your own profile > Polls > Closed Assignments > Specific Poll Assignment > Color contrast fails for 'Poll Options' radio button boundary. 2. Sign Up > Color contrast fails for focus indicator on 'Sign up for:' dropdown options. 3. Admin users > Writing Lab > 'Create New Draft' Modal > Color contrast fails for focus indicator on combo box options.
<p>1.4.12 Text Spacing (Level AA)</p>	<p>Partially Supports</p>	<p>This success criteria have been validated for persons with low vision and reading disabilities using Steve Faulkner's Text Spacing Bookmarklet, and most of the application content is easily readable and accessible after adjusting the text</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>spacing using this tool. However, there are exceptions where content is not accessible after adjusting the text spacing.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Homepage > 'View Activity Profile' links are not visible properly while text spacing is applied on page 2. Manage Account > Update Payment Method > Content is getting cropped while text spacing is applied on page.
<p>1.4.13 Content on Hover or Focus (Level AA)</p>	<p>Partially Supports</p>	<p>Most of the additional content in the application triggered by keyboard focus or mouse hover is dismissible, hoverable, and remains persistent. However, there is an exception (contact Us page) where tooltip content is not dismissible and hoverable.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Homepage > 'Edit Avatar' tooltip is not hoverable and dismissible. 2. Add a Post > Tooltips of toolbar controls are not dismissible through Esc key.
<p>2.5.4 Motion Actuation (Level A)</p>	<p>Not Applicable</p>	<p>This application does not contain functionality that requires device motion or user motion.</p>
<p>2.4.5 Multiple Ways (Level AA)</p>	<p>Supports</p>	<p>All application sections are directly accessible via the navigation menu located at the top of the page, and there is a navigation menu available on the left side of the page to access all features.</p>
<p>2.4.6 Headings and Labels (Level AA)</p>	<p>Partially Supports</p>	<p>Headings and labels throughout the application are generally descriptive, providing clear context and purpose. Most user</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>interface components are appropriately labeled. However, there are a few exceptions where labels are not descriptive.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. View your own profile > Learner Leaderboard > Headings are not descriptive. 2. Regular users > Writing Assignments > Any Particular Assignment > Start Assignment > 'Review' buttons require descriptive and unique accessible name.
<p>2.4.7 Focus Visible (Level AA)</p>	<p>Partially Supports</p>	<p>Most of the interactive elements receive a clear visual focus indicator while using the keyboard. Users are able to identify the currently focused element while navigating the page using the Tab key. However, there are a few exceptions where focus indicator is not visible on elements.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. [Global] Login > Focus indicator is not proper on 'Packback' logo link present in header section of the page. 2. View their own global profile > Focus is not visible properly on 'Close' icon (X) control. 3. Discussion Feed > Focus is not visible properly on 'Preview Post' links. 4. Join Community > Checkout > Focus is not visible properly on 'Autofill' link.
<p>2.4.11 Focus Not Obscured (Minimum) (Level AA)</p>	<p>Partially Supports</p>	<p>Most of the user interface components are clearly visible when they receive keyboard focus, which helps keyboard users, low vision users, and people with attention limitations to locate the components easily. However, there are</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>exceptions where the currently focused elements are not visible.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Join Community > Checkout > 'Add new credit card' radio button is not visible while focused. 2. View your own profile > Polls > Closed Assignments > Specific Poll Assignment > Poll Options radio buttons are not visible while receiving keyboard focus. 3. Professor users > Interact with any post > Give Feedback > 'Praise' and 'Coach' radio buttons are not visible while focused.
2.5.7 Dragging Movements (Level AA)	Not Applicable	Application does not have any author created draggable components.
2.5.8 Target Size (Minimum) (Level AA)	Supports	All the interactive elements available in the application have target size of 24 by 24 or above for the pointer inputs, that helps users with dexterity impairment to activate these controls independently while using specialized inputs or touch interfaces.
3.1.2 Language of Parts (Level AA)	Partially Supports	For most of the content present in language other than English, an appropriate lang attribute is provided. However, there is global issue on the Discussion Feed page where Lang attribute is missing for links and texts available in different language.
3.2.3 Consistent Navigation (Level AA)	Supports	Repeated components, such as navigation links, are occurring in the same order on every page of the

Criteria	Conformance Level	Remarks and Explanations
		application, which helps the user predict the location of various UI elements on every screen.
3.2.4 Consistent Identification (Level AA)	Partially Supports	<p>Most of the elements that have the same functionality across multiple pages in the application are identified with the same label and role. However, there are exceptions where a component having the same functionality is not defined consistently.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. View their own global profile > Links and buttons are not consistently identified on page. 2. [Global] Admin users > Writing Lab > New Draft > 'Saved' and 'Unsaved' buttons are visually appearing as static text.
3.3.3 Error Suggestion (Level AA)	Supports	All the Feedback/ Error messages available in the application are descriptive enough to understand and correct the errors. However, there is an exception (Contact Us) where the error messages are not descriptive.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Not Applicable	This success criterion pertains to legal commitments, financial data, and other areas that carry significant risks if users are not given the opportunity to review or revert to their data before submission. However, this application does not include any forms associated with such risks.
3.3.8 Accessible Authentication (Minimum) (Level AA)	Supports	The authentication process of the application is not dependent solely upon the cognitive function test such as remembering the password or solving the puzzle. Users with cognitive disabilities can enter the login credentials by pasting them from the clipboard, by using the browser autofill service, or using the password managers.

Criteria	Conformance Level	Remarks and Explanations
4.1.3 Status Messages (Level AA)	Partially Supports	<p>Most of the dynamic changes and alerts are automatically identified by assistive technology (screen readers). However, there are a few exceptions where status messages are not announced by assistive technology.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. View their own global profile > Status message "0 matching results" are not announced by screen reader. 2. Admin users > Content Library > Use Template Modal > Status message appearing on adding correct entry in 'Community Id' input field is not announced by assistive technology. 3. Sign up page > Screen reader does not automatically announce the inline error message.

Revised Section 508 Report

Notes

Chapter 3: [Functional Performance Criteria \(FPC\)](#)

Notes:

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Partially Supports	<p>The application has good support for users with visual disabilities as they can access most of the web content using screen readers. For example, most of the headings, links, paragraphs, etc. elements have been tagged using HTML semantic markup; appropriate name, role, value, and state is defined for most of the</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>custom-built user interface components; screen reader programmatically notifies some dynamic updates on the web pages. However, there are a few exceptions, where some web elements/features are not properly accessible using the screen readers.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. [Global] Join Community > Checkout > The separators used for decorative purpose are not hidden from assistive technology. 2. Sign up page > Instructions present below 'Password' edit field are not associated with it. 3. Professor users > Settings > Course Goals > Page Title is not unique. 4. Add a Post > 'Read More' link requires descriptive aria-label. 5. Professor users > Roaster > Add students by file upload > Screen reader does not notify about the error automatically. 6. View their own global profile > My Work > Delete Post Modal > No instruction is given to screen reader users that input data 'Delete' is required to be filled in CAPS. 7. View your own profile > Learner Leaderboard > Headings are not descriptive. 8. View their own global profile > Status message "0 matching results" are not announced by screen reader. 9. View their own global profile > Incorrect role as 'img' is defined for decorative icons present with 'Home', 'Discussion Feed' and 'Polls'.

Criteria	Conformance Level	Remarks and Explanations
302.2 With Limited Vision	Partially Supports	<p>Most of the components on web pages are easily readable/operable when the content is magnified up to 200% browser zoom, and application also has good support for text reflow on many pages. The color contrast ratio of most of the text elements is equal to or greater than the standard ratio of 4.5:1. However, there are a few exceptions where people with limited vision face difficulties in accessing the page content.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Professor users > Gradebook > Automated Grading Period Reports > Generate Report Modal > Color contrast ratio fails for 'Assignment Name' placeholder text. 2. View their own global profile > My Grades > At 200% browser zoom, table content is lost/cropped. 3. [Global] Sign up > At 400% browser zoom, error message is cropped on page. 4. Homepage > 'View Activity Profile' links are not visible properly while text spacing is applied on page. 5. Discussion Feed > At 400% browser zoom settings, order of content is changed.
302.3 Without Perception of Color	Partially Supports	<p>The application has good support for users without color perception. Most of the information conveyed through color is also presented with text-based alternatives. This approach allows users to interpret the same information without relying on color alone,</p>

Criteria	Conformance Level	Remarks and Explanations
		<p>enhancing accessibility. However, there are a few exceptions where color is used solely to convey information.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Manage Account > Edit Avatar > Color is used as only means to highlight currently selected radio button under 'Change Face'. 2. Regular users > Writing Assignments > Any Particular Assignment > Start Assignment > Keyboard focus is indicated only by color on 'Delete' and 'Submit' buttons. 3. Add a Post > Feedback Tab > Curiosity Score Modal > Color is used as only means to highlight currently selected slide picker control.
302.4 Without Hearing	Not Applicable	The application does not contain any multimedia content.
302.5 With Limited Hearing	Not Applicable	The application does not contain any multimedia content.
302.6 Without Speech	Not Applicable	Speech is not required to complete any task or activity in this application.
302.7 With Limited Manipulation	Not Applicable	There are no such complicated keyboard actions required in the application to perform any task, which requires simultaneous actions or fine motor control.
302.8 With Limited Reach and Strength	Partially Supports	Application has good support for people with limited mobility. Most of the interactive elements like buttons, links, are operable using keyboard or keyboard

Criteria	Conformance Level	Remarks and Explanations
		<p>interfaces; focus order is logical in many instances; And TAB focus indicator is visible for most of the active user interface elements. However, there are a few exceptions, where keyboard operation is not adequate.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. Add a Post > Keyboard focus is trapped inside 'Add Code' input field. 2. Professor users > Interact with any post > Reassign Post Modal> More than one radio button is getting selected within a group on receiving keyboard focus. 3. Homepage > 'Edit Avatar' tooltip is not hoverable and dismissible. 4. Join Community > Checkout > 'Add new credit card' radio button is not visible while focused. 5. Professor users > Roster > Tab focus does not move to slider.
302.9 With Limited Language, Cognitive, and Learning Abilities	Partially Supports	<p>Most of the application content has good support for user with cognitive disabilities due to following reasons:</p> <ol style="list-style-type: none"> 1. Application does not have any moving text/images/animations, which disrupts reading. 2. Application does not have any multimedia, which plays automatically and confuses the user. 3. Application does not have any flashing object, which

Criteria	Conformance Level	Remarks and Explanations
		<p>causes seizure for the persons with photosensitive epilepsy.</p> <p>However, there are a few exceptions where users with certain cognitive limitations would face difficulties.</p> <p>Few Exceptions:</p> <ol style="list-style-type: none"> 1. [Global] Discussion Feed > Lang attribute is missing for links and texts available in different language. 2. View their own global profile > Links and buttons are not consistently identified on page. 3. [Global] Login > Tooltip is missing for 'Show Password' icon control. 4. Admin users > My Communities > Publish and Share Course > Tooltip is missing for 'Copy to clipboard' icon control

Chapter 6: [Support Documentation and Services](#)

Notes:

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope	Heading cell – no response required	Heading cell – no response required
602 Support Documentation	Heading cell – no response required	Heading cell – no response required
602.2 Accessibility and Compatibility Features	Supports	An 'Accessibility' link is provided in the footer section, outlining Packback's commitment to creating an inclusive experience for all users. Additionally, a 'Support Center' link is available, offering students

Criteria	Conformance Level	Remarks and Explanations
		access to information and assistance for addressing accessibility-related concerns and challenges.
602.3 Electronic Support Documentation	See WCAG 2.2 section	See information in WCAG 2.2 section
602.4 Alternate Formats for Non-Electronic Support Documentation	Not Applicable	Since the application provides information in the digital medium, it allows users to access the 'Support Services' feature for further help regarding digital content and documentation. There is no such requirement for alternate formats for non-electronic support documentation as support services are available electronically.
603 Support Services	Heading cell – no response required	Heading cell – no response required
603.2 Information on Accessibility and Compatibility Features	Supports	The application includes an Accessibility link in the footer section, directing users to a dedicated Support Center for addressing accessibility-related queries. Additionally, a chatbot feature is available to assist users in resolving their questions and accessing support more efficiently.
603.3 Accommodation of Communication Needs	Supports	The application provides an Accessibility link in the footer that directs users to a dedicated Support Center designed to address accessibility-related inquiries. Additionally, a chatbot feature is available to assist users in navigating the platform and resolving queries, helping to accommodate diverse communication needs effectively.