

# Atomic Learning Website WCAG 2.0 Support Statement

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## Overview

The Atomic Learning website is compliant with the WCAG 2.0 standards with exceptions as noted in this document. The majority of issues found are only low to moderate in severity and frequency, and most have straightforward workarounds. Only a small number of issues might pose a significant challenge to people with disabilities, mostly to people who are blind.

## Testing Methodology

A variety of manual testing methods, object inspection, keyboard-only testing, and testing with the leading screen reader were utilized to perform this high-level audit.

### *Testing Configurations for Atomic Learning website*

Platform	Assistive Technology	Browser
Windows 7	JAWS 14.0	IE 10
Windows 7	JAWS 15.0	IE 11

## Support Information for WCAG 2.0 Checkpoints

*Principle 1: Perceivable - Information and user interface components must be presentable to users in ways they can perceive*

**Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, Braille, speech, symbols or simpler language**

Checkpoint	Support Level	Comments
<p><b>1.1.1 Non-text Content:</b> All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)</p> <ul style="list-style-type: none"> <li>• <b>Controls Input:</b> If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for components and content that accepts user input.)</li> <li>• <b>Time-Based Media:</b> If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.)</li> <li>• <b>Test:</b> If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.</li> <li>• <b>Sensory:</b> If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content.</li> <li>• <b>CAPTCHA:</b> If the purpose non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.</li> <li>• <b>Decoration, Formatting, Invisible:</b> If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.</li> </ul>	<p><b>Supports with Exceptions</b></p>	<p>The majority of images and other non-text elements in the Atomic Learning website provide appropriate text equivalents.</p> <p>On a few pages, elements that expand or collapse sections of content do not indicate this special action or the current state textually.</p> <p>The role and use of the form fields in the simulated controls in the Search page's Advanced Filters are misrepresented to screen readers. The activation and use of a simulated calendar control is also not conveyed to screen reader users.</p> <p>In many cases, links that open simulated menus or dialogs indicate textually that they do so, but in some cases they do not indicate that information textually. Similarly, some simulated dialogs do not properly textually identify the start and end of their content.</p> <p>For data tables with sortable column headers, the sortability and current sort direction are indicated visually by the use of CSS background images but not textually.</p> <p>A background image is also used to render a button that triggers a simulated calendar control in the My Reports pages, but no textual equivalent is provided.</p> <p>The Activity Overview report presents its charts and graphs in Flash, rather than in HTML-based data tables as the other report options do. However, the data in the charts and graphs in the Activity Overview report is not accessible, and no alternative such as an accessible HTML data table is offered as an equivalent.</p> <p>Other isolated cases of images without textual equivalents also occur.</p>

Guideline 1.2 Time-based Media: Provide alternatives for time-based media

Checkpoint	Support Level	Comments
<p><b>1.2.1 Audio-only and Video-only (Prerecorded):</b> For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: (Level A)</p> <ul style="list-style-type: none"> <li>• <b>Prerecorded Audio-only:</b> An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content.</li> <li>• <b>Prerecorded Video-only:</b> 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><b>Not Applicable</b></p>	<p>The Atomic Learning website does not utilize audio-only or video-only media.</p>
<p><b>1.2.3 Audio Description or Media Alternative (Prerecorded):</b> An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)</p>	<p><b>Supports</b></p>	<p>The Atomic Learning website provides captions for its prerecorded videos.</p>
<p><b>1.2.4 Captions (Live):</b> Captions are provided for all live audio content in synchronized media. (Level AA)</p>	<p><b>Not Applicable</b></p>	<p>The Atomic Learning website does not utilize live audio.</p>
<p><b>1.2.5 Audio Description (Prerecorded):</b> Audio description is provided for all prerecorded video content in synchronized media. (Level AA)</p>	<p><b>Supports</b></p>	<p>The Atomic Learning website provides captions for its prerecorded videos.</p>

Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure

Checkpoint	Support Level	Comments
<p><b>1.3.1 Info and Relationships:</b> Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)</p>	<p><b>Supports with Exceptions</b></p>	<p>The vast majority of form fields provide explicit labels. A small number of exceptions occur, including the Start and End Date fields in the My Reports search form.</p> <p>With only isolated exceptions, content headings in the Atomic Learning website are indicated explicitly.</p> <p>In the data tables that render most Individual User Reports, the column header text is outside of the table that contains the data.</p> <p>In the data tables on the My Training page, a few of the column header cells are blank.</p> <p>In a few of the pages that offer elements that expand or collapse sections of content, the CSS before pseudo class is used to insert + and – glyphs into the web pages.</p>
<p><b>1.3.2 Meaningful Sequence:</b> When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)</p>	<p><b>Supports</b></p>	<p>The order of content within the Atomic Learning website is appropriate.</p>
<p><b>1.3.3 Sensory Characteristics:</b> Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)</p> <p>Note: For requirements related to color, refer to Guideline 1.4.</p>	<p><b>Supports</b></p>	<p>The Atomic Learning website does not rely on such sensory characteristics to convey information.</p>

Guideline 1.4 Distinguishable: Make it easier for users to see and hear content, including separating foreground from background

Checkpoint	Support Level	Comments
<p><b>1.4.1 Use of Color:</b> Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.</p>	<p><b>Supports</b></p>	<p>The Atomic Learning website does not utilize color as the sole method of conveying information, selection, or error.</p>
<p><b>1.4.2 Audio Control:</b> If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p><b>Supports</b></p>	<p>Videos play automatically in the Atomic Learning website. However, keyboard focus is set on the Pause button, allowing users to easily pause the video and audio.</p>
<p><b>1.4.3 Contrast (Minimum):</b> The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)</p> <ul style="list-style-type: none"> <li>• Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;</li> <li>• Incidental: 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>• Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</li> </ul>	<p><b>Supports</b></p>	<p>Text and images of text in the Atomic Learning website provide sufficient contrast.</p>
<p><b>1.4.4 Resize Text:</b> Text (but not images of text) can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p>	<p><b>Does Not Support</b></p>	<p>Most fonts used in the website are sized in absolute units; however, standard zoom options function correctly for resizing (e.g. command plus; command minus).</p>

Checkpoint	Support Level	Comments
<p><b>1.4.5 Images of Text:</b> 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: (Level AA)</p> <ul style="list-style-type: none"> <li>• Customizable: The image of text can be visually customized to the user's requirements;</li> <li>• Essential: A particular presentation of text is essential to the information being conveyed.</li> </ul> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p><b>Supports</b></p>	<p>The Atomic Learning website utilizes text instead of images of text except where allowed.</p>

Principle 2: Operable - User interface components and navigation must be operable

Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard

Checkpoint	Support Level	Comments
<p><b>2.1.1 Keyboard:</b> All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)</p> <p>Note 1: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path dependent input but the underlying function (text input) does not.</p> <p>Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p>	<p><b>Supports with Exceptions</b></p>	<p>Most of the Atomic Learning website can be controlled using the keyboard alone or by assistive technology such as screen readers, but some exceptions occur.</p> <p>The role and use of the form fields in the simulated controls in the Search page's Advanced Filters are misrepresented to screen readers. Other instances were also observed, but their effects were of low severity.</p> <p>Two issues occur only in some browsers. In a few pages, the elements that expand or collapse sections of content can be triggered from the keyboard in Firefox, but not in Internet Explorer. Conversely, a problem that occurs in Firefox but not in Internet Explorer involves the elements that add or remove an item from Favorites.</p> <p>Sortable data tables present some tabbing issues.</p> <p>The search form in the My Reports page allows users to enter Start and End Dates manually, while also featuring a simulated calendar control. While its activation and use are reasonably self-evident to many users, screen reader users who are blind could trigger this calendar control by pressing the Down arrow key. Other issues related to descriptions and keyboard control also occur, such as the inability to Tab out of this control.</p>
<p><b>2.1.2 No Keyboard Trap:</b> If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p><b>Supports</b></p>	<p>No keyboard traps occur within the Atomic Learning website.</p>

Guideline 2.2 Enough Time: Provide users enough time to read and use content

Checkpoint	Support Level	Comments
<p><b>2.2.1 Timing Adjustable:</b> For each time limit that is set by the content, at least one of the following is true: (Level A)</p> <ul style="list-style-type: none"> <li>• Turn off: The user is allowed to turn off the time limit before encountering it; or</li> <li>• Adjust: 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>• Extend: 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>• Real-time Exception: 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>• Essential Exception: The time limit is essential and extending it would invalidate the activity; or</li> <li>• 20 Hour Exception: The time limit is longer than 20 hours.</li> </ul> <p>Note 1: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1 which puts limits on changes of content or context as a result of user action.</p>	<p><b>Not Applicable</b></p>	<p>The Atomic Learning website does not enforce time limits.</p>
<p><b>2.2.2 Pause, Stop, Hide:</b> For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A)</p> <ul style="list-style-type: none"> <li>• Moving, blinking, scrolling: 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>• Auto-updating: For any auto-updating information that (1) starts automatically</li> </ul>	<p><b>Supports</b></p>	<p>The Atomic Learning website makes very limited use of animated or automatically-updating content. Specifically, the carousel of training videos and resources automatically rotates between groups, but a link is offered to stop the animation and display all options simultaneously.</p>



Checkpoint	Support Level	Comments
<p>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.</p> <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note 2: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> <p>Note 3: Content that is updated periodically by software, or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p>		

**Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures**

Checkpoint	Support Level	Comments
<p><b>2.3.1 Three Flashes or Below Threshold:</b> 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. (Level A)</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p><b>Supports</b></p>	<p>The Atomic Learning website does not utilize flashing content.</p>

Guideline 2.4 Navigable: Provide ways to help users navigate, find content and determine where they are

Checkpoint	Support Level	Comments
<b>2.4.1 Bypass Blocks:</b> A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)	<b>Supports</b>	The Atomic Learning website provides a set of skip links as well as headings to facilitate navigation past repetitive blocks.
<b>2.4.2 Page Titled:</b> Web pages have titles that describe topic or purpose. (Level A)	<b>Supports</b>	Pages in the Atomic Learning website provide titles that describe their specific topic or purpose.
<b>2.4.3 Focus Order:</b> If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)	<b>Supports with Exceptions</b>	In some cases, focus is not moved appropriately in response to dynamic content changes. If users close simulated dialogs such as Easy Links, the video player, or Assign Training, focus may remain at the end of the page or be reset to the top of the page, rather than being moved to an appropriate location, such as the element that initially triggered the dialog.  Also, on the My Reports page, if users select the Modify Criteria button, focus is not moved to the form that appears above where the button had been, which may make it difficult for users who are blind to locate the form.
<b>2.4.4 Link Purpose (In Context):</b> The purpose of each link can be determined from the link text alone, or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)	<b>Supports with Exceptions</b>	Most links in the Atomic Learning website properly indicate their purpose in context, including the indication of special actions that they perform. However, some links do not indicate their special actions, such as opening a simulated menu or dialog, or a video player in a simulated dialog.
<b>2.4.5 Multiple Ways:</b> More than one way is available to locate a Web page within a set of pages except where the Web Page is the result of, or a step in, a process. (Level AA)	<b>Supports</b>	The Atomic Learning website provides multiple ways to locate site content.
<b>2.4.6 Headings and Labels:</b> Headings and labels describe topic or purpose. (Level AA)	<b>Supports</b>	Heading and labels in the Atomic Learning website are appropriately descriptive.
<b>2.4.7 Focus Visible:</b> Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)	<b>Supports</b>	Keyboard focus is indicated visually throughout the Atomic Learning website.

Principle 3: Understandable - Information and the operation of user interface must be understandable

Guideline 3.1 Readable: Make text content readable and understandable

Checkpoint	Support Level	Comments
<b>3.1.1 Language of Page:</b> The default human language of each Web page can be programmatically determined. (Level A)	<b>Supports</b>	The default language of pages is specified.
<b>3.1.2 Language of Parts:</b> The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)	<b>Supports</b>	No accessibility impact.

Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways

Checkpoint	Support Level	Comments
<b>3.2.1 On Focus:</b> When any component receives focus, it does not initiate a change of context. (Level A)	<b>Supports with Exceptions</b>	<p>A problem that occurs in Firefox but not in Internet Explorer involves the elements that add or remove an item from Favorites. Merely tabbing through the Favorites icons automatically toggles the selection state (add or remove) without users having activated the element by pressing Enter. When tabbing past an Add to Favorites icon, users might not notice that it has been added; when tabbing past a Remove from Favorites icon, a dialog unexpectedly and inappropriately appears, asking users to confirm its removal.</p> <p>The search form in the My Reports page allows users to enter Start and End Dates manually, while also featuring a simulated calendar control. While its activation and use are reasonably self-evident to many users, screen reader users who are blind could very easily trigger this calendar control without realizing it by pressing one of the most common screen reader navigation commands – the Down arrow key.</p>
<b>3.2.2 On Input:</b> Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)	<b>Supports</b>	No accessibility impact.
<b>3.2.3 Consistent Navigation:</b> 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	<b>Supports</b>	The Atomic Learning website employs consistent navigation mechanisms.

Checkpoint	Support Level	Comments
repeated, unless a change is initiated by the user. (Level AA)		
<b>3.2.4 Consistent Identification:</b> Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	<b>Supports</b>	Components are identified in a consistent manner.

Guideline 3.3 Input Assistance: Help users avoid and correct mistakes

Checkpoint	Support Level	Comments
<b>3.3.1 Error Identification:</b> If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)	<b>Supports</b>	The Atomic Learning website's forms identify errors appropriately.
<b>3.3.2 Labels or Instructions:</b> Labels or instructions are provided when content requires user input. (Level A)	<b>Supports</b>	Forms provide instructions when appropriate.
<b>3.3.3 Error Suggestion:</b> If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)	<b>Supports</b>	Form errors suggest corrective actions as appropriate.
<b>3.3.4 Error Prevention (Legal, Financial, Data):</b> For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA) <ul style="list-style-type: none"> <li>• Reversible: Submissions are reversible.</li> <li>• Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</li> <li>• Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</li> </ul>	<b>Not Applicable</b>	No accessibility impact.

*Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies*

**Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies**

Checkpoint	Support Level	Comments
<p><b>4.1.1 Parsing:</b> In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)</p> <p>Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p>	<p><b>Supports</b></p>	<p>No accessibility impact.</p>
<p><b>4.1.2 Name, Role, Value:</b> For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)</p> <p>Note: This success criterion is primarily for Web developers who develop or script their own user interface components. For example, standard HTML components already meet this success criterion when used according to specification.</p>	<p><b>Supports with Exceptions</b></p>	<p>The vast majority of form fields provide explicit labels. A small number of exceptions occur, including the Start and End Date fields in the My Reports search form.</p> <p>In most cases, elements that trigger simulated menus indicate this special action, but in a few cases they do not.</p> <p>More issues result from incorrect implementations of ARIA markup. The role and use of the form fields in the simulated controls in the Search page's Advanced Filters are misrepresented to screen readers. The activation and use of a simulated calendar control is also not conveyed to screen reader users. Other instances of flawed ARIA implementations were also observed, but their effects were of low severity.</p> <p>In isolated cases, buttons do not provide appropriate alternative text, such as the button that triggers a simulated calendar control in the My Reports pages.</p> <p>Most frames used within the Atomic Learning website are appropriately titled, but in isolated cases the titles are either missing or not meaningful.</p> <p>The Flash objects that are used to render charts and graphs in the Activity Overview report are not embedded into the web page in the manner that exposes their content to assistive technology.</p>

## Appendix A - Conformance Requirements

In order for a Web page to conform to WCAG 2.0, all of the following conformance requirements must be satisfied:

- 1. Conformance Level:** One of the following levels of conformance is met in full.
  - **Level A:** For Level A conformance (the minimum level of conformance), the [Web page satisfies](#) all the Level A Success Criteria, or a [conforming alternate version](#) is provided.
  - **Level AA:** For Level AA conformance, the Web page satisfies all the Level A and Level AA Success Criteria, or a Level AA conforming alternate version is provided.
  - **Level AAA:** For Level AAA conformance, the Web page satisfies all the Level A, Level AA and Level AAA Success Criteria, or a Level AAA conforming alternate version is provided.

*Note 1:* Although conformance can only be achieved at the stated levels, authors are encouraged to report (in their claim) any progress toward meeting success criteria from all levels beyond the achieved level of conformance.

*Note 2:* It is not recommended that Level AAA conformance be required as a general policy for entire sites because it is not possible to satisfy all Level AAA Success Criteria for some content.

- 2. Full pages:** [Conformance](#) (and conformance level) is for full [Web page\(s\)](#) only, and cannot be achieved if part of a Web page is excluded.

*Note 1:* For the purpose of determining conformance, alternatives to part of a page's content are considered part of the page when the alternatives can be obtained directly from the page, e.g., a long description or an alternative presentation of a video.

*Note 2:* Authors of Web pages that cannot conform due to content outside of the author's control may consider a [Statement of Partial Conformance](#).

- 3. Complete processes:** When a [Web page](#) is one of a series of Web pages presenting a [process](#) (i.e., a sequence of steps that need to be completed in order to accomplish an activity), all Web pages in the process conform at the specified level or better. (Conformance is not possible at a particular level if any page in the process does not conform at that level or better.)

*Example:* An online store has a series of pages that are used to select and purchase products. All pages in the series from start to finish (checkout) conform in order for any page that is part of the process to conform.

- 4. Only Accessibility-Supported Ways of Using Technologies:** Only [accessibility-supported](#) ways of using [technologies](#) are [relied upon](#) to satisfy the success criteria. Any information or functionality that is provided in a way that is not accessibility supported is also available in a way that is accessibility supported. (See [Understanding accessibility support](#).)
- 5. Non-Interference:** If [technologies](#) are used in a way that is not [accessibility supported](#), or if they are used in a non-conforming way, then they do not block the ability of users to access the rest of the page. In addition, the [Web page](#) as a whole continues to meet the conformance requirements under each of the following conditions:
  - a. when any technology that is not [relied upon](#) is turned on in a user agent,
  - b. when any technology that is not [relied upon](#) is turned off in a user agent, and
  - c. when any technology that is not [relied upon](#) is not supported by a user agent

In addition, the following success criteria apply to all content on the page, including content that is not otherwise relied upon to meet conformance, because failure to meet them could interfere with any use of the page:

- **1.4.2 - Audio Control,**
- **2.1.2 - No Keyboard Trap,**
- **2.3.1 - Three Flashes or Below Threshold,** and
- **2.2.2 - Pause, Stop, Hide.**

*Note:* If a page cannot conform (for example, a conformance test page or an example page), it cannot be included in the scope of conformance or in a conformance claim.

For more information including examples, see [Understanding Conformance Requirements](#).

## Conformance Claims (Optional)

Conformance is defined only for [Web pages](#). However, a conformance claim may be made to cover one page, a series of pages, or multiple related Web pages.

### Required Components of a Conformance Claim

Conformance claims are **not required**. Authors can conform to WCAG 2.0 without making a claim. However, if a conformance claim is made, then the conformance claim **must** include the following information:

1. **Date** of the claim
2. **Guidelines title, version and URI** "Web Content Accessibility Guidelines 2.0 at <http://www.w3.org/TR/2008/REC-WCAG20-20081211/>"
3. **Conformance level** satisfied: (Level A, AA or AAA)
4. **A concise description of the Web pages**, such as a list of URIs for which the claim is made, includes whether subdomains are included in the claim.

*Note 1:* The Web pages may be described by list or by an expression that describes all of the URIs included in the claim.

*Note 2:* Web-based products that do not have a URI prior to installation on the customer's Web site may have a statement that the product would conform when installed.

5. A list of the **Web content technologies relied upon**.

*Note:* If a conformance logo is used, it would constitute a claim and must be accompanied by the required components of a conformance claim listed above.

### Optional Components of a Conformance Claim

In addition to the required components of a conformance claim above, consider providing additional information to assist users. Recommended additional information includes:

- A list of success criteria beyond the level of conformance claimed that have been met. This information should be provided in a form that users can use preferably machine-readable metadata.
- A list of the specific technologies that are "*used but not [relied upon](#)*."
- A list of user agents, including assistive technologies that were used to test the content.
- Information about any additional steps taken that go beyond the success criteria to enhance accessibility.
- A machine-readable metadata version of the list of specific technologies that are [relied upon](#).
- A machine-readable metadata version of the conformance claim.

*Note 1:* Refer to [Understanding Conformance Claims](#) for more information and example conformance claims.

*Note 2:* Refer to [Understanding Metadata](#) for more information about the use of metadata in conformance claims.

### Statement of Partial Conformance - Third Party Content

Sometimes, Web pages are created that will later have additional content added to them. For example, an email programs, a blog, an article that allows users to add comments, or applications supporting user-contributed content. Another example would be a page, such as a portal or news site, composed of content aggregated from multiple contributors, or sites that automatically insert content from other sources over time, such as when advertisements are inserted dynamically.

In these cases, it is not possible to know at the time of original posting what the uncontrolled content of the pages will be. It is important to note that the uncontrolled content can affect the accessibility of the controlled content as well. Two options are available:

1. A determination of conformance can be made based on best knowledge. If a page of this type is monitored and repaired (non-conforming content is removed or brought into conformance) within two business days, then a determination or claim of conformance can be made since, except for errors in externally contributed content which are corrected or removed when encountered, the page conforms. No conformance claim can be made if it is not possible to monitor or correct non-conforming content;

**OR**

2. A "statement of partial conformance" may be made that the page does not conform, but could conform if certain parts were removed. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at level X if the following parts from uncontrolled sources were removed." In addition, the following would also be true of uncontrolled content that is described in the statement of partial conformance:
  - a. It is not content that is under the author's control.
  - b. It is described in a way that users can identify (e.g., they cannot be described as "all parts that we do not control" unless they are clearly marked as such.)

A "statement of partial conformance due to language" may be made when the page does not conform, but would conform if [accessibility support](#) existed for (all of) the language(s) used on the page. The form of that statement would be, "This page does not conform, but would conform to WCAG 2.0 at level X if accessibility support existed for the following language(s):"

*Web Content Accessibility Guidelines 2.0,  
W3C World Wide Web Consortium Recommendation*

<http://www.w3.org/TR/200X/REC-WCAG20-20081211/>  
Latest version at <http://www.w3.org/TR/WCAG20/>