



Really Great Reading Student Module Accessibility Conformance Report WCAG Edition

(Based on VPAT[®] Version 2.5)

Name of Product/Version:

Really Great Reading – Student Module

Report Date:

06/06/2025

Product Description:

Really Great Reading provides materials and professional development that is focused on preventing and remediating decoding weaknesses in students in all grades. We provide educators with the tools and knowledge to teach all students (not just those who learn easily) to read. Our approach to reading instruction is research-based, interactive, explicit, structured, and multisensory. Instruction with Really Great Reading curriculum can be provided in Tier 1 as a supplement to core reading instruction and/or in Tiers 2 & 3 as strategic interventions.

The Reading Playgrounds

Help students independently practice the foundational literacy skills they are learning in Countdown, Blast, and HD Word. Reading Playgrounds include:

- A play-based digital platform that merges learning, formative assessment, and practice.

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- Research-aligned activities are designed to accelerate the acquisition of skills and knowledge necessary to transform unfamiliar words into familiar and instantly recognizable words.
- An adaptive platform that honors the diversity of students' abilities to master their phonics skills at different rates and with different amounts of practice.
- Responsive capabilities, so it can be used across multiple devices and platforms.
- An easy-to-read teacher dashboard, so teachers can monitor individual student performance. Reports can be used in combination with benchmarks to determine the next steps for each student or group of students and ongoing weekly progress monitoring.

Contact Information:

<https://www.reallygreatreading.com/about-rgr/contact-us>

Notes:

This report was created by Deque Systems Inc. upon completion of an accessibility evaluation performed between 01/03/2025 and 01/10/2025, and the validation of issues performed during May 2025.

Evaluation Methods Used:

A combination of automated and manual testing techniques was employed for the accessibility assessment.

- Manual assessment was performed using Chrome/NVDA on Windows 10 and extensive use of keyboard.
- Automated tools used included the Deque axe browser extension & Deque axe Auditor.

Scope of Evaluation

The pages in the following table were evaluated as part of the assessment on which this report is based.

Page Title	URL
Assignments	https://my.rgr.fun/assignments
BOP Baseline Games – Recording	https://my.rgr.fun/games/b5f964f5-d0e8-4c16-9944-c6c0b74ebf24
EOP Summative Games – Landing	https://my.rgr.fun/games/c8f78454-393f-48bf-bc2a-b495b8654ac4
Game Questions	https://my.rgr.fun/games/00a233ab-14b3-441c-800c-217dc68c7d42
Game Questions - Drag & Drop	https://my.rgr.fun/games/c8f78454-393f-48bf-bc2a-b495b8654ac4
Landing Page - Reading Playground	https://my.rgr.fun/units
Login	https://my.rgr.fun/
My Library	https://my.rgr.fun/ebooks/hd_word/library/index.html
Reading Game - U1 - G1	https://my.rgr.fun/games/a59f8e3b-734d-464c-bf75-ac204c4979fe
Reading Game - U1 - G3	https://my.rgr.fun/games/747eb017-84bd-4269-bdb0-68e9870b50f7
Reading Game - U1 - G3 - Language Modal	https://my.rgr.fun/games/747eb017-84bd-4269-bdb0-68e9870b50f7
Reading Game - U2 - G3	https://my.rgr.fun/games/076d2a17-cdd8-4b9b-a7ec-edbacfbfe825

Page Title	URL
Reading Game - U4 - G2	https://my.rgr.fun/games/23048166-49c9-427d-a8b9-68aa3235504c
Reading Game - U4 - G3	https://my.rgr.fun/games/0b2e4036-820e-4488-adee-53d90e7d5cc6
Select Platform	https://my.rgr.fun/platform-select
Sitemap	https://my.rgr.fun/sitemap
Vocabulary Game - U1 - G1	https://my.rgr.fun/games/1dbfe848-5fa4-4200-abd5-9739f9599bc
Vocabulary Game - U1 - G7	https://my.rgr.fun/games/92ffdc4c-130d-4e43-9a87-d055d6cd966a
Vocabulary Game - U7 - G1	https://my.rgr.fun/games/c5a645ba-9255-4677-8c1b-4762f8b02c9a

In addition to the pages listed above, the following components that appear on multiple pages were tested as part of the assessment:

- Student Module Header

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 (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 be used only in WCAG Level AAA criteria.

WCAG 2.1 Report

Note: When reporting on conformance with the WCAG 2.1 Success Criteria, the criteria 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)	Supports	Non-text content has text alternatives or a text alternate that serves an equivalent purpose.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Partially Supports	<p>Most prerecorded audio-only files (such as mp3 files and audio podcasts) have a descriptive text transcript. The following exception exists:</p> <ul style="list-style-type: none"> A transcript for an audio file is missing, so all essential dialogue, sound effects, and the identity of the speakers are not available for people who are deaf or hard of hearing. This occurs on the following pages: Vocabulary Game - U1 - G1; Reading Game - U4 - G2; Reading Game - U1 - G1; Reading Game - U4 - G3; Student Module Header; Vocabulary Game - U7 - G1; Vocabulary Game - U1 - G7; Reading Game - U2 - G3.
1.2.2 Captions (Prerecorded) (Level A)	Not Applicable	Prerecorded videos are not present.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Not Applicable	Prerecorded videos are not present, so audio description is not required.
1.3.1 Info and Relationships (Level A)	Supports	Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.
1.3.2 Meaningful Sequence (Level A)	Supports	The reading and navigation order is logical and intuitive.
1.3.3 Sensory Characteristics (Level A)	Supports	Instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, and visual location.

Criteria	Conformance Level	Remarks and Explanations
1.4.1 Use of Color (Level A)	Supports	Color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements.
1.4.2 Audio Control (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.
2.1.1 Keyboard (Level A)	Supports	Functionality is available using only the keyboard (unless that functionality cannot be accomplished in any known way using a keyboard), If shortcut keys and accesskeys are present, they do not conflict with existing browser and screen reader shortcuts, and functionality based on custom gestures is available when a screen reader is turned on.
2.1.2 No Keyboard Trap (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user is able to navigate to and from all navigable elements using only a keyboard.
2.1.4 Character Key Shortcuts (Level A 2.1)	Supports	If a single character key shortcut exists, then the single character key shortcut can be turned off or remapped, or it is only active when the relevant user interface component is in focus.
2.2.1 Timing Adjustable (Level A)	Supports	If a time limit exists, the user is given options to turn off, adjust, or extend that time limit.
2.2.2 Pause, Stop, Hide (Level A)	Supports	Moving, blinking, scrolling, or auto-updating information can be paused, stopped, hidden, or otherwise controlled by the user.
2.3.1 Three Flashes or Below Threshold (Level A)	Not Applicable	The tested application does not contain flashing content.
2.4.1 Bypass Blocks (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
2.4.2 Page Titled (Level A)	Supports	Pages have descriptive and informative titles.
2.4.3 Focus Order (Level A)	Supports	The navigation order of interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability.
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 and its programmatic context.

Criteria	Conformance Level	Remarks and Explanations
2.5.1 Pointer Gestures (Level A 2.1)	Supports	All functionality that can be operated with a pointer can be operated with single-point actions.
2.5.2 Pointer Cancellation (Level A 2.1)	Supports	<p>For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> • The action is not triggered on the down event. • The action triggers on the up event, and a mechanism is available to abort the function before completion or to undo the function after completion. • The up-event reverses any outcome of the preceding down-event. • Completing the function on the down-event is essential.
2.5.3 Label in Name (Level A 2.1)	Supports	For each user interface component that includes a visible text label, the accessible name matches (or includes) the visible text in the label.
2.5.4 Motion Actuation (Level A 2.1)	Supports	Functionality that can be triggered by device motion or user motion detected by a device can be disabled, and the functionality can be operated without using motion.
3.1.1 Language of Page (Level A)	Supports	The language of each page is correct and can be determined programmatically.
3.2.1 On Focus (Level A)	Supports	When an element receives focus, a change in context (such as a substantial change to the page, the spawning of a pop-up window, or a change in focus) that may disorient the user does not occur.
3.2.2 On Input (Level A)	Supports	When a user inputs information or interacts with a control, it does not result in a substantial change to the page that could disorient the user unless the user is informed about the change ahead of time.
3.3.1 Error Identification (Level A)	Supports	For form controls where an input error is automatically detected, a text message or alert is provided that identifies the field/control where the error was detected and describes the error.

Criteria	Conformance Level	Remarks and Explanations
3.3.2 Labels or Instructions (Level A)	Supports	For form controls/input fields requiring user input, labels, instructions, and/or error messages are provided to identify the controls/input fields in the form so that users know what input data is expected.
4.1.1 Parsing (Level A)	Supports	For the WCAG 2.0, 2.1, EN 301 549, and Revised 508 Standards, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata . This criterion was removed from WCAG 2.2.
4.1.2 Name, Role, Value (Level A)	Supports	The name, role, state, and value of each user interface components can be programmatically determined.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
1.2.5 Audio Description (Prerecorded) (Level AA)	Not Applicable	Prerecorded multimedia files are not present, so audio descriptions are not required.
1.3.4 Orientation (Level AA 2.1)	Supports	Orientation of the content is not locked to either landscape or portrait unless a specific orientation is essential for the functionality.
1.3.5 Identify Input Purpose (Level AA 2.1)	Supports	The purpose for each input field that collects an individual's personal data is programmatically defined based on the WCAG list of Input Purposes for User Interface Components.

Criteria	Conformance Level	Remarks and Explanations
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	<p>Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist:</p> <ul style="list-style-type: none"> • The color contrast ratio between text and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text. This occurs on the following page: Landing Page - Reading Playground. • The color contrast ratio on hover or focus between a control's text label and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text label of the control. This occurs on the following page: Landing Page - Reading Playground.
1.4.4 Resize text (Level AA)	Supports	Content is readable and functional when browser zoom is set to 200% of its initial size.
1.4.5 Images of Text (Level AA)	Supports	When content can be presented visually using only text, an image of text is not used to present that text.
1.4.10 Reflow (Level AA 2.1)	Supports	The content of each page is viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide.
1.4.11 Non-text Contrast (Level AA 2.1)	Supports	The boundaries and indicators of the visual state(s) of each active user component and any graphics required to understand content have a 3:1 color contrast ratio with adjacent color(s) or their background.
1.4.12 Text Spacing (Level AA 2.1)	Supports	The spacing between letters, words, lines of text and paragraphs can be adjusted with no loss of content or functionality.
1.4.13 Content on Hover or Focus (Level AA 2.1)	Supports	When additional content is triggered by pointer hover or keyboard focus, that additional content can be dismissed and hovered over, and the content persists until the user dismisses it.

Criteria	Conformance Level	Remarks and Explanations
2.4.5 Multiple Ways (Level AA)	Supports	Multiple ways are available to find other pages on the site.
2.4.6 Headings and Labels (Level AA)	Supports	Headings and labels for form and interactive controls are informative.
2.4.7 Focus Visible (Level AA)	Supports	It is visually apparent which page element is currently receiving keyboard focus.
3.1.2 Language of Parts (Level AA)	Supports	The language of each section of content that is different from the default language of the page is correctly identified and can be determined programmatically.
3.2.3 Consistent Navigation (Level AA)	Supports	Navigation patterns that are repeated on web pages are presented in the same relative order each time they appear and do not change order when navigating through the site.
3.2.4 Consistent Identification (Level AA)	Supports	Labels, names, and text alternatives for content that have the same functionality across multiple web pages are consistently identified.
3.3.3 Error Suggestion (Level AA)	Supports	If input errors are automatically detected, suggestions are provided in text for correcting the input in a timely and accessible manner before the data is submitted to the server.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	If the user can change or delete legal transactions, financial transactions, student exam responses, or data transactions that are unrecoverable or unintentionally modify or delete data, the changes and/or deletions are reversible, verified, or confirmed.
4.1.3 Status Messages (Level AA 2.1)	Partially Supports	<p>In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exceptions exist:</p> <ul style="list-style-type: none"> • A status message is not automatically announced by the screen reader, so people who are blind and/or use a screen reader or other assistive technology may completely miss the status message or they may not hear

Criteria	Conformance Level	Remarks and Explanations
		it in a timely fashion. This occurs on the following pages: Reading Game - U4 - G3; Reading Game - U1 - G3.

Table 3: Success Criteria, Level AAA

Notes: Level AAA success criterions are not within the scope of this conformance evaluation.

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