California Open Online Library for Education & Accessibility

COOL4Ed (the California Open Online Library for Education) was created so that faculty can easily find, adopt, utilize, review and/or modify free and open etextbooks for little or no cost. The COOL4Ed accessibility open textbook evaluations can inform faculty, staff, and students how the free and open etextbooks meet 15 accessibility "checkpoints" that could impact the learning of learners with a range of disabilities.

SUMMARY OF ACCESSIBILITY EVALUATION:

Textbook: **Concepts of Biology (OpenStax)**
Format of Textbook: **HTML**

Assistive Technology (AT) Evaluation Score: Overall	**8.7 (Maximum score = 10)**
Assistive Technologies (AT) Evaluations applies specialized tools and software in the accessibility evaluation process. These specialized assistive technologies, see list below, are typically not used or available by the general public into the accessibility evaluation process. • Accessibility features of desktop operating systems (e.g. high-contrast display themes, settings from the Keyboard and Mouse control panels) • Accessibility-related software included with desktop operating systems (e.g. VoiceOver, Microsoft Narrator) • Third-party accessibility software and hardware: • Screen readers (e.g. JAWS, Window Eyes) • Magnification software (e.g. ZoomText Magnifier/Reader, MAGIC Pro with Speech) • Reading software for users with learning disabilities (e.g. Read and Write Gold, Kurzweil 3000) • Refreshable Braille displays	
Non- Assistive Technology (NAT) Evaluation Score: Overall	**7.7 (Maximum score =10)**
Non-Assistive Technologies (NAT) Evaluations applies only native or basic tools and software such as the keyboard and Narrator in the accessibility evaluation process. These non-assistive technologies are readily available and used by the general public.	

COOL4Ed Accessibility Evaluation Methods:

The California State University Accessible Technology Initiative and MERLOT (Multimedia Educational Resources for Learning and Online Teaching) developed the rubric or "checkpoints" for the accessibility evaluation. CAST, a nationally recognized organization with expertise in accessibility and UDL, reviewed and affirmed the appropriateness and value of the accessibility evaluation rubric and contributed the references and support resources to help people learn how best to design, evaluate, and remediate the learning materials to maximize the accessibility of the learning resources for all. The "checkpoints" have been built upon the Section 508 technical standards and has been organized and tailored to the typical characteristics of digital resources used in higher education courses.

The accessibility evaluations were performed by the Center for Usability in Design and Accessibility at California State University, Long Beach; faculty and graduate students with expertise in human factors, usability, and accessibility performed the evaluations of over 150 free and open etextbooks. COOL4ed.org has published the accessibility evaluation rubric and provides a detailed description of the methodology used to evaluate the accessibility of the etextbooks in COOL4ed.

LOOKING FOR DETAILED ACCESSIBILITY REPORTS?

See Detailed Accessibility Evaluation Report using Assistive Technologies

See Detailed Accessibility Evaluation Report using Non-Assistive Technologies

DETAILED ACCESSIBILITY EVALUATION REPORT using Assistive Technologies

Assistive Technologies (AT) Evaluations applies specialized tools and software in the accessibility evaluation process. These specialized assistive technologies, such as Kurzweil and NVDA, are typically not used or available by the general public into the accessibility evaluation process.

1. Accessibility Documentation

A. The organization providing the online materials has a formal accessibility policy.	**Fail**
Additional Information:	**Did not find anything about Open Stax's accessibility policy.**
B. The organization providing the online materials has an accessibility statement.	**Fail**
Additional Information:	**Does not state any legal terms about accessibility.**
C. An Accessibility Evaluation Report is available from an external organization.	**Fail**
Additional Information:	**Did not find anything about their accessibility evaluation report.**

2. Text Access

A. The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality.	**Pass**
Additional Information:	**NVDA was able to read all of the text without skipping any content in Chapters 1, 2, and 3.**

3. Text Adjustment

A. Text is compatible with assistive technology.	**Pass**
Additional Information:	**3/3 chapters (Chap. 1,2,3) work in adjusting the size of all the text and images.**
B. The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser,	**Pass**

media player, or reader) that offers this functionality).	
Additional Information:	**3/3 chapters (Chap. 1,2,3) work in adjusting the font and background colors while using the Care Your Eyes program.**

4. Reading Layout

A. Text of the digital resource is compatible with assistive technology that allows the user to reflow the text by specifying the margins and line spacing (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**Pass**
Additional Information:	**30/30 webpages have text the properly reflows into the next line. When zoomed in, all text reflows properly on each webpage.**
B. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.	**Pass**
Additional Information:	**30/30 webpages match the PDF file. Though there are no page numbers in the online textbook, the sections of the textbook still match the PDF pages in the PDF file.**

5. Reading Order

A. The reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology.	**Pass**
Additional Information:	**5/5 webpages (Ch. 2.1, 7.2, 10.1, 19.2, 20.2) had good reading order when read aloud by the NVDA assistive technology. No text, figures or graphs were skipped.**

6. *Structural Markup/Navigation*

A. The text of the digital resource includes markup (e.g. tags or styles) that allows for navigation by key structural elements (chapters, headings, pages) using assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**Pass**
Additional Information:	**3/3 chapters (Chap. 10, 12, 14) had good navigation while navigating through the text. I was able to navigate through all of the headings and subheadings with the hotkeys.**
B. The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**Pass**
Additional Information:	**10/10 lists worked with the structural markup. All of the lists that I evaluated throughout the book in the Multiple choice sections of the book all worked. In addition to those lists, however, instead of listing each term in the glossary as part of a list, they listed each term as a list of two with the term being the first part of the list and the definition as the second part of the list. I feel like the terms in the glossary should be one list with each term as part of one list.**
C. If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology.	**N/A**
Additional Information:	

7. Tables

A. Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	**Fail**
Additional Information:	**5/10 tables that I looked at did not pass the table markup (Ch. 6.2, 6.4, 14.1, 14.2, 17.2). These tables were marked as figures instead of tables, therefore, I was not able to navigate through the cells of these tables.**

8. Hyperlinks

A. In-book links take you to a location within the textbook. For example, the table of contents would be considered in-book links and embedded links take you to the correct location in the book.	**N/A**
Additional Information:	
B. Live hyperlinks take you to any website or webpages external to the book.	**Pass**
Additional Information:	**1/50 hyperlinks did not work (Ch. 2). Only one hyperlink opened up to a link that was no longer available.The rest of the links worked fine and were able to open up to places within the textbook and to places outside of the textbook.**
C. Live links take you to the correct webpage that is functioning properly.	**Pass**
Additional Information:	**1/50 hyperlinks did not work (Ch. 2). Only one hyperlink opened up to a link that was no longer available.The rest of the links worked fine and were able to open up to places within the textbook and to places outside of the textbook.**
D. Live links are descriptive enough for the users to know where it should take them.	**Pass**

Additional Information:	**1/50 hyperlinks did not have good description of the hyperlink that it linked to because the link lead to a site that was no longer available. The rest of the links had good descriptions of where the links would go. A user would be able to predict where the link would lead to.**

9. *Color and Contrast*

A. All information within the material that is conveyed using color is also available in a manner that is compatible with those that do not perceive color, and information conveyed by color is also conveyed in other ways.	**Pass**
Additional Information:	**3/3 chapters (Chap. 1, 4, 19) had good color redundancy with their links. However, the color of the links were not easily distinguishable from the rest of the text. You could tell that they were all a different shade of black, but it would have been better if the links were in blue instead.**
B. Information is conveyed from the sub-categories for contrast.	**Pass**
Additional Information:	**3/3 chapters (Chap. 1, 4, 19) had good contrast when I analyzed the headers, text, and simple images.**
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	**Pass**
Additional Information:	**Headers were in black and white. All headers that I evaluated passed the colour contrast analyzer.**
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	**Pass**
Additional Information:	**Text were in black and white. All text that I evaluated passed the colour contrast analyzer.**
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	**Pass**
Additional Information:	**When I evaluated the contrast of some of the simple images with colors other than black and white, the**

	other colors sometimes did not pass the colour contrast analyzer evaluation because the color was too light. However, the borders of the images with color, such as the border of a red or green molecule had black borders which passed the contrast analyzer so you are still able to see the image with no problem.

10.Language

A. The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology.	**Pass**
Additional Information:	**English is the language markup.**
B. If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a manner that is compatible with assistive technology.	**N/A**
Additional Information:	

11.Images

A. Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**Pass**
Additional Information:	**4/10 non-decorative images were not given extra detail other than the captions (Ch. 1 Fig. 7, 8; Ch. 2 Fig. 1, 2). Figures from other chapters, such as chapter 4 had non-decorative images with good descriptions that explained what were in the figures in more detail than what was written in the captions.**
B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.	**N/A**

Additional Information:	
C. Complex images, charts, and graphs have longer text descriptions that are compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader) that offers this functionality).	**Pass**
Additional Information:	**10/10 complex images were described by the NVDA assistive technology aside from what was written in the captions in chapters 1, 2, and 4. A person reading the book with visual problems would be able to understand what was in each complex image.**

12.Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	**N/A**
Additional Information:	
B. A transcript is provided with all audio content.	**N/A**
Additional Information:	
C. Audio/video content is delivered via a media player that is compatible with assistive technology. This includes support for all criteria listed in Section 15 below.	**N/A**
Additional Information:	

13.Flickering

A. The digital resource content does not contain anything that flashes more than three times in any one-second period.	**Pass**
Additional Information:	**No flickering content.**

14.Science, Technology, Engineering, and Math (STEM)

A. STEM figures have appropriate markup that indicates that the image is a figure.	**Pass**
Additional Information:	**10/10 figures were marked up properly as figures.**
B. STEM graphs have appropriate markup that indicates that the image is a graph.	**Fail**
Additional Information:	**0/10 of the graphs were properly marked as graphs (Ch. 5.2, Fig. 2; Ch. 7.3, Fig. 3; Ch. 11.1, Fig. 5; Ch. 13.3, Fig. 3; Ch. 16.1, Fig. 1; Ch. 16.2, Fig. 5; Ch. 17.3, Fig. 7; Ch. 19.1, Fig. 1; Ch. 19.2, Fig. 1, 2). These graphs were all marked as figures in more detail than what was written in the captions.**
C. STEM equations have appropriate markup that indicates that the image is an equation.	**Fail**
Additional Information:	**0/7 STEM equations that I found were not read aloud by the NVDA assistive technology. They were skipped.**
D. STEM tables have appropriate markup that indicates the image is a table.	**Fail**
Additional Information:	**5/10 STEM tables were not marked as tables. They were marked as figures instead. (Ch. 6.2, 6.4, 14.1, 14.2, 17.2)**
E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	**Pass**
Additional Information:	**10/10 figures had good notation in the captions as well as additional information when the figures were read aloud using the NVDA assistive technology.**
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	**Pass**
Additional Information:	**10/10 of the graphs had proper notation in the captions of the figures. They were also read in more detail by the NVDA assistive technology. A person**

	reading the textbook can easily understand what is in the graphs based on what is read to them. NVDA read how high lines on the graphs went and other important details about each graph.
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	**Fail**
Additional Information:	**0/7 STEM equations that I found were not read aloud by the NVDA assistive technology. They were skipped.**
H. Assistive technology used can access the content from the STEM tables.	**Pass**
Additional Information:	**10/10 STEM tables had proper notation and were read properly by the NVDA assistive technology. A person reading the textbook could easily navigate through the cells of the tables.**

15.Interactive Elements

A. Each interactive element (e.g. menu, hyperlink, button) and function (e.g. annotations) allows keyboard-only operation both with and without assistive technology.	**N/A**
Additional Information:	
B. Each interactive element conveys information to assistive technology regarding the element's name, type, and status (e.g. "Play, button, selected").	**N/A**
Additional Information:	
C. All instructions, prompts, and error messages necessary to complete forms are conveyed as text to assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	**N/A**
Additional Information:	

DETAILED ACCESSIBILITY EVALUATION REPORT using Non-Assistive Technologies

Non-Assistive Technologies (NAT) Evaluations applies only native or basic tools and software such as the keyboard and Narrator in the accessibility evaluation process. These non-assistive technologies are readily available and used by the general public.

1. *Accessibility Documentation*

A. The organization providing the online materials has a formal accessibility policy.	**Fail**
Additional Information:	**No accessibility policy found.**
B. The organization providing the online materials has an accessibility statement.	**Fail**
Additional Information:	**No accessibility statement found.**
C. An Accessibility Evaluation Report is available from an external organization.	**Fail**
Additional Information:	**No accessibiltiy evaluation report found.**

2. *Text Access*

A. The text of the digital resource is available to assistive technology that allows the user to enable text-to-speech (TTS) functionality.	**Pass**
Additional Information:	**Chapter 10 - 12: Read everything clearly and paused after each sentence. Stopped and paused after each major header before starting the paragraph text.**

3. *Text Adjustment*

A. Text is compatible with assistive technology.	**Fail**
Additional Information:	**Chapter 1-3, 9: Zoom at 250% or higher -- the text gets cut off and only the content index is shown. You cannot scroll to the right to see the cut off text. Zoom at 200% -- chapter 9.1 - When zoomed in the charts do not wrap around, instead it cuts off the text and you cannot scroll to the right to see the rest of the**

	text. Zoom at 200% - Chapter 1-3 - when zoomed in, the text, pictures and captions all wrap around to the next line. chapter 3.3 - has a table that is not cut off unlike the table in chapter 9.1.
B. The resource allows the user to adjust the font size and font/background color (or is rendered by an application such as a browser, media player, or reader) that offers this functionality).	**Fail**
Additional Information:	**Chapter 4 - 6 -- the chapters do not change color at all when I switch to night mode.**

4. Reading Layout

A. Text of the digital resource is compatible with assistive technology that allows the user to reflow the text by specifying the margins and line spacing (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**Pass**
Additional Information:	**All pages wrap around to the next line so no need to scroll horizontally.**
B. If the digital resource is an electronic alternative to printed materials, the page numbers correspond to the printed material.	**N/A**
Additional Information:	**Page numbers are not provided in HTML format.**

5. Reading Order

A. The reading order for digital resource content logically corresponds to the visual layout of the page when rendered by assistive technology.	**N/A**
Additional Information:	**Need assistive technology to use.**

6. Structural Markup/Navigation

A. The text of the digital resource includes markup (e.g. tags or styles) that allows for navigation by key structural elements (chapters, headings, pages) using assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**N/A**
Additional Information:	**Need assistive technology to use.**
B. The text of the digital resource includes markup for bullets and numbered lists that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**N/A**
Additional Information:	**Need assistive technology to use.**
C. If the text of the digital resource is delivered within an ebook reader application, a method is provided that allows users to bypass the reader interface and move directly to the text content that is compatible with assistive technology.	**N/A**
Additional Information:	**Need assistive technology to use.**

7. Tables

A. Data tables include markup (e.g. tags or styles) that identifies row and column headers in a manner that is compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	**N/A**
Additional Information:	**No table markups found.**

8. Hyperlinks

A. In-book links take you to a location within the textbook. For example, the table of contents would be considered in-book links and embedded links take you to the correct location in the book.	**N/A**
Additional Information:	**N/A**
B. Live hyperlinks take you to any website or webpages external to the book.	**Fail**
Additional Information:	**Live hyperlinks pass on functionality (20/20), but fails for description (3/20).**
C. Live links take you to the correct webpage that is functioning properly.	**Pass**
Additional Information:	**20/20 live links work.**
D. Live links are descriptive enough for the users to know where it should take them.	**Fail**
Additional Information:	**3/20 links pass hyperlink description. 2.1 (1) - link is poor described, states "site" but does not explain which site or where the site goes it. 2.2 (2) - description poorly described, doesn't state where the link goes to or what it is. 2.3 (2), 3.1 (1) - poor description 3.5 (2), 3.6 (1), 9.1 (1), 9.2 (1) - somewhat descriptive link - states tutorial but link doesn't specifc tutorial on what specifically. 9.4 (1), 10.1 (1), 10.2 (1) - link clear states exactly what the link goes to. 10.3 (1), 11.2 (1) - link states "site" but does not state a url link to what site specifically. 14.2 (1), 14.4 (1)- website only. 14.3 (1), 15.1 (1) - video only.**

9. Color and Contrast

A. All information within the material that is conveyed using color is also available in a manner that is compatible with those that do not perceive color, and information conveyed by color is also conveyed in other ways.	**Pass**

Additional Information:	**Chapter 12-14: all live links are underlined and colored blue so it passes on color redundancy.**
B. Information is conveyed from the sub-categories for contrast.	**Pass**
Additional Information:	**Chapter: 9-11: All headers, text and simple images have a contrast ratio higher than 4:5:1.**
C. Contrast for headers passed WCAG AA standards for large texts (contrast ratio 3:1).	**Pass**
Additional Information:	**Chapter 9-11: Passes - has a contrast ratio higher than 4:5:1. 9.3 - images are light text with dark backgrounds and dark text with light backgrounds. 11.3 - images are dark black text on light white backgrounds making for strong contrast ratios.**
D. Contrast for text passed WCAG AA standards for normal texts (contrast ratio of 4.5:1).	**Pass**
Additional Information:	**Chapter 9-11: Passes - has a contrast ratio higher than 4:5:1 .**
E. Contrast for simple images (for example, images of atoms) passed WCAG AA standards (contrast ratio of 4.5:1).	**Pass**
Additional Information:	**Chapter 9-11: Passes - has a contrast ratio higher than 4:5:1. 9.3 - images are light text with dark backgrounds and dark text with light backgrounds. 11.3 - images are dark black text on light white backgrounds making for strong contrast ratios.**

10.Language

A. The text of the digital resource includes markup that declares the language of the content in a manner that is compatible with assistive technology.	**Pass**
Additional Information:	**Language markup lange = "en" was found.**
B. If the digital resource includes passages in a foreign language, these passages include markup that declares the language in a	**N/A**

manner that is compatible with assistive technology.	
Additional Information:	**No second language found within this book.**

11.Images

A. Non-decorative images have alternative text that is compatible with assistive technology (or is rendered by an application such as a browser, media player, or reader that offers this functionality).	**Pass**
Additional Information:	**16/16 images pass for non-decorative images. All images have clear description of the image that is clear and concise. 5.1(1) - clear description describes what the image is and explains the purpose. 15.2-Fig. 7 - images are clear and concise. Image is of a box jelly and the description states a box jelly. Fig. 6 - clear and concise, explains the image clearly in one sentence. 16.1 - image could be more clear, describing how the system works since the image is a photo explaining how the human body system works. 16.2-fig. 1,3,4 - all figures clear and explains the image in detail. 16.6- figure 3,4,5. 17.2 - fig. 2,3, 4 - all images are clear and specifically describe the image in detail. 17.4 fig. 1,3,4 - all images clearly describe the image in detail with specific terms and body parts to explain the image.**
B. Decorative images are marked with null alternate text or contain markup that allows them to be ignored by assistive technology.	**Pass**
Additional Information:	**No decorative images found.**
C. Complex images, charts, and graphs have longer text descriptions that are compatible with assistive technology (or are rendered by an application such as a browser, media player, or reader) that offers this functionality).	**Pass**

Additional Information:	**35/35 images pass for complex images. All images have clear description of that image that explains the image in detail. 15.1 (1) - clear description describes what the image is and explains the purpose. 15.1 (1) - poor description, unclear and too vague . 15.1 - figure 1,3,4,5,6 clear. 15.4 -figure 1,2,3,6 clear. 16.3 -- fig. 1,2,3,4. 16.2 -fig. 2; 16.4 - fig 1-7 17.1 -fig 1- 6 all images are clear and clearly describe what the image is. 17/3 - fig. 1,3,4,5,6,7 - all images clear and detailed enough to explain image. 17.4 - fig. 2 image clear and detailed enough to describe image.**

12.Multimedia

A. A synchronized text track (e.g. open or closed captions) is provided with all video content.	**N/A**
Additional Information:	**No text track content found.**
B. A transcript is provided with all audio content.	**N/A**
Additional Information:	**No transcript content found.**
C. Audio/video content is delivered via a media player that is compatible with assistive technology. This includes support for all criteria listed in Section 15 below.	**N/A**
Additional Information:	**No assistive player found.**

13.Flickering

A. The digital resource content does not contain anything that flashes more than three times in any one-second period.	**Pass**
Additional Information:	**No flickering content.**

14.Science, Technology, Engineering, and Math (STEM)

A. STEM figures have appropriate markup that indicates that the image is a figure.	**Pass**

Additional Information:	**10/10 figures pass. 2.3- fig 1, 2,3,4,6,7,8,9,10,11. - has markup notations.**
B. STEM graphs have appropriate markup that indicates that the image is a graph.	**Pass**
Additional Information:	**3 graphs found throughout the book. 3/3 graphs have markup. 19.1 (2), 21.3(1) - have markups.**
C. STEM equations have appropriate markup that indicates that the image is an equation.	**Fail**
Additional Information:	**7/7 equations do not have markup. Only 7 equations found throughout the book. 4,1 (2), 4.4 (1), 5.3 (2), 19.1 (2) - no markup notations provided.**
D. STEM tables have appropriate markup that indicates the image is a table.	**Fail**
Additional Information:	**4/6 tables have markup.6.4(1), 8.2(1)- no markup provided. 18.3(2), 19.1(1), 21.1(1)- markup provided.**
E. STEM figures have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	**Pass**
Additional Information:	**10/10 figures pass. 2.3 (fig - 1,2,3,4,6,7,8,10,11) - all figures are described in detail and is stated in a way that makes it easy to understand.**
F. STEM graphs have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	**Pass**
Additional Information:	**3/3 graphs pass. 19.1 (2), 21.3(1) - clear and very detailed where you can easily understand the graph.**
G. STEM equations have appropriate notation markup that conveys both the notation (presentation) and meaning (semantics) of the STEM content.	**Fail**
Additional Information:	**7/7 equations fail. 4.1 (2), 4.4 (1), 5.3 (2), 19.1 (2) - no notation provided.**

H. Assistive technology used can access the content from the STEM tables.	**Fail**
Additional Information:	**2/6 tables have notations. 6.4 (1), 8.2 (1), 18.3 (2), - no notation provided. 19.1 (1), 21.1 (1) - provides enough details that readers can understand what the table is.**

15.Interactive Elements

A. Each interactive element (e.g. menu, hyperlink, button) and function (e.g. annotations) allows keyboard-only operation both with and without assistive technology.	**N/A**
Additional Information:	**No keyboard content found.**
B. Each interactive element conveys information to assistive technology regarding the element's name, type, and status (e.g. "Play, button, selected").	**N/A**
Additional Information:	**No markup content found.**
C. All instructions, prompts, and error messages necessary to complete forms are conveyed as text to assistive technology (or are rendered by an application such as a browser, media player, or reader that offers this functionality).	**N/A**
Additional Information:	**No text prompts found.**