

# Articulate Storyline 360 Accessibility Conformance Report

We want to empower all learners to have accessible, compelling, and enjoyable e-learning experiences. With that goal in mind, we built Articulate Storyline 360 to support Web Content Accessibility Guidelines (WCAG) and Section 508 accessibility standards, as described in this report. And we continue to refine Storyline 360 so the courses you create go beyond technical compliance with these guidelines to become truly accessible and easy to consume. Keep an eye on our [Feature Roadmap](#) and our [What's New](#) page for all the latest enhancements.

## Based on VPAT® Version 2.4 International Edition

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## Product Information

**Name of Product/Version:** Articulate Storyline 360 (published output)

**Report Date:** June 2020

**Product Description:** Use Storyline 360 to build interactive e-learning courses and assessments.

**Contact Information:** [info@articulate.com](mailto:info@articulate.com)

**Notes:** This report is based on Storyline 360 build [3.41.22450.0](#).

**Evaluation Methods Used:** We test Storyline 360 output with existing product knowledge, web browsers, and assistive technologies, such as screen readers.

**Applicable Standards/Guidelines:** This report covers the degree of conformance for these accessibility standards/guidelines.

Standard/Guideline	Included in Report
<a href="#">Web Content Accessibility Guidelines 2.0</a>	Level A (Yes) Level AA (Yes) Level AAA (Yes)

<a href="#">Web Content Accessibility Guidelines 2.1</a>	Level A (Yes) Level AA (Yes) Level AAA (Yes)
<a href="#">Revised Section 508 standards published January 18, 2017 and corrected January 22, 2018</a>	Yes

**Terms:** We use the following terms to define conformance levels for accessibility criteria.

- **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.

## WCAG 2.1 Report

Tables 1 and 2 also document conformance with Revised Section 508: Chapter 5 – 501.1 Scope, 504.2 Content Creation or Editing, and Chapter 6 – 602.3 Electronic Support Documentation.

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

### Table 1: Success Criteria, Level A

Notes: Storyline 360 output supports all applicable WCAG 2.1 Level A criteria.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.1.1 Non-text Content</a> (Level A)	Supports	Give learners text-based alternatives, such as text boxes or slide notes, for non-text content. You can also use <a href="#">alternative text</a> to describe objects for

<p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>		<p>learners with screen readers.</p>
<p><b>1.2.1 Audio-only and Video-only (Prerecorded)</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>Give learners text-based alternatives, such as text boxes or slide notes, for audio and video content.</p>
<p><b>1.2.2 Captions (Prerecorded)</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p><b>Import caption files</b> or create your own captions with the built-in <b>caption editor</b> in Storyline 360.</p>
<p><b>1.2.3 Audio Description or Media Alternative (Prerecorded)</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>Give learners a separate audio track or a detailed text-based alternative that describes video content that can't be heard in the audio, such as chyrons, character actions, and scene changes.</p>

<p><b>1.3.1 Info and Relationships</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>Here are some ways to meet this criterion:</p> <ul style="list-style-type: none"> <li>● Use the built-in <b>menu</b> or create your own custom menu to convey the structure of your course.</li> <li>● Organize slide text with <b>tables</b>, headings, lists, and blank lines between paragraphs.</li> <li>● Add <b>alternative text</b> and a meaningful <b>tab order</b> to provide context for screen readers.</li> <li>● Provide text alternatives for info that’s only visual, such as color coding.</li> </ul>
<p><b>1.3.2 Meaningful Sequence</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>Customize the <b>tab order</b> for slide objects to convey a meaningful sequence to learners.</p>
<p><b>1.3.3 Sensory Characteristics</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>Provide text-based instructions for content that can only be understood by shape, size, visual location, orientation, or sound.</p>
<p><b>1.4.1 Use of Color</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> </ul>	<p>Supports</p>	<p>Provide alternatives when color is used to convey important information or instructions. Learners with color blindness might not see the differences in your color choices. Here are some ways to meet this criterion:</p> <ul style="list-style-type: none"> <li>● Use icons or text labels. For example, display “Required” to indicate</li> </ul>

<ul style="list-style-type: none"> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>		<p>required data-entry fields rather than (or in addition to) color formatting, such as red highlights.</p> <ul style="list-style-type: none"> <li>● Use a 3:1 contrast ratio between clickable text and static text so learners can tell the difference.</li> <li>● Use patterns, textures, or text to make different areas of an image stand out. For example, use different patterns or textures for each product on a chart. Or, add on-screen text to identify colors (red, blue, etc.) when asking learners to select one of several color swatches.</li> </ul>
<p><b>1.4.2 Audio Control</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	<p>Use the built-in <b>controls</b>, such as the play/pause button and the volume controller, or create your own controls using <b>buttons</b>, <b>links</b>, and <b>triggers</b>. (All controls can be accessed by keyboards and screen readers.)</p>
<p><b>2.1.1 Keyboard</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Partially Supports	<p>Use only keyboard-accessible features in your course. Most features are keyboard-accessible, except:</p> <ul style="list-style-type: none"> <li>● Drag-and-drop interactions</li> <li>● Likert scale questions</li> </ul> <p>Provide keyboard-accessible alternatives if you use the features listed above.</p>
<p><b>2.1.2 No Keyboard Trap</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> </ul>	Supports	<p>Storyline 360 courses don't trap keyboard focus in subsections of content. Learners can use keyboard navigation without getting stuck.</p>

<ul style="list-style-type: none"> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>		
<p><b>2.1.4 Character Key Shortcuts</b> (Level A 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Course authors can create key-press triggers, which are essentially custom keyboard shortcuts. These triggers only work when specific objects have focus, which meets the purpose of this criterion.
<p><b>2.2.1 Timing Adjustable</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	Don't add time limits to activities unless the time limit is essential to the functionality, such as a timed exam.
<p><b>2.2.2 Pause, Stop, Hide</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	Enable the built-in play/pause button or create your own play/pause button to give learners control over pacing.
<p><b>2.3.1 Three Flashes or Below Threshold</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	<p>Don't use videos or animations that flash or blink more than three times per second.</p> <p><a href="#">Here's a helpful tool</a> that analyzes videos for content that might cause seizures.</p>

<p><b>2.4.1 Bypass Blocks</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software) – Does not apply to non-web software</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>	Supports	Learners can <b>skip repetitive navigation elements</b> to access slide content immediately when tabbing through a course with a screen reader. The skip-navigation feature is automatically enabled in all courses.
<p><b>2.4.2 Page Titled</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	<p>Add a title to each slide in your course and make it the first object in the <b>tab order</b>.</p> <p>We also recommend enabling the built-in course <b>menu</b> or creating your own custom menu to help learners with assistive technologies understand the layout of the course.</p>
<p><b>2.4.3 Focus Order</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	<p>Define a custom <b>tab order</b> so learners who are using keyboard navigation understand the meaning of your content.</p> <p>For example, you wouldn't want learners to tab to a data-entry field before they tab to the instructions for the field. They wouldn't know what to do. By defining your tab order, you can make sure learners tab to the instructions before they tab to the data-entry field.</p>
<p><b>2.4.4 Link Purpose (In Context)</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> </ul>	Supports	Add text to every button and hyperlink so learners know what each one does. It's also a good idea to add <b>alternative text</b> to buttons and hyperlinks for learners with screen readers.

<ul style="list-style-type: none"> <li>602.3 (Support Docs)</li> </ul>		
<p><b>2.5.1 Pointer Gestures</b> (Level A 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Storyline 360 courses support touchscreen <b>gestures</b> , but learners aren't required to use them.
<p><b>2.5.2 Pointer Cancellation</b> (Level A 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Click events happen when learners release the mouse button, not when they press the mouse button down. This helps learners recover if they accidentally click the wrong target. They can move the mouse away from the target before releasing the button if they don't want to activate the target.
<p><b>2.5.3 Label in Name</b> (Level A 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Make sure alternative text matches on-screen labels. This is especially helpful for learners who use speech to navigate web content.
<p><b>2.5.4 Motion Actuation</b> (Level A 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Not Applicable	Storyline 360 courses don't support motion controls. In other words, learners can't control courses by moving their tablets or smartphones.
<p><b>3.1.1 Language of Page</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> <li>504.2 (Authoring Tool)</li> <li>602.3 (Support Docs)</li> </ul>	Supports	A <b>language identifier</b> is automatically added to the published output for screen readers. Set the course language in your player properties (text labels).
<p><b>3.2.1 On Focus</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>501 (Web)(Software)</li> </ul>	Supports	Storyline 360 courses don't change context when learners change focus.



<ul style="list-style-type: none"> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>		
<p><b>3.2.2 On Input</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	Explain to learners what will happen before they perform an action that changes context.
<p><b>3.3.1 Error Identification</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	Storyline 360 automatically warns learners when they leave questions blank. And you can use <b>triggers</b> , <b>states</b> , and <b>layers</b> to create custom validation and error messages.
<p><b>3.3.2 Labels or Instructions</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	Give learners instructions when they need to interact with slide content. For example, provide on-screen instructions when learners need to type information in a data-entry field so they know what's expected of them.
<p><b>4.1.1 Parsing</b> (Level A)</p> <p>Also applies to Revised Section 508</p>	Supports	<p>Storyline 360 generates well-formed HTML output.</p> <p>If you add custom JavaScript triggers to your course, make sure your code is properly formatted.</p>

<ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>		
<p><b>4.1.2 Name, Role, Value</b> (Level A)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	<p>The Storyline 360 <b>player</b> uses distinct semantic groups, ARIA landmarks, and structured controls that follow a consistent order and hierarchy.</p> <p>Authors should make sure slide objects are labeled correctly so learners with screen readers know what they are and how to interact with them. Use on-screen text or <b>alternative text</b> to describe objects throughout your course.</p> <p>Check out our <b>free accessibility e-book</b> for tips on writing good alt text.</p>

## Table 2: Success Criteria, Level AA

Notes: Storyline 360 output supports all applicable WCAG 2.1 Level AA criteria, except 1.3.5 Identify Input Purpose and 3.1.2 Language of Parts.

Criteria	Conformance Level	Remarks and Explanations
<p><b>1.2.4 Captions (Live)</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Not Applicable	Storyline 360 doesn't use real-time broadcasts.
<p><b>1.2.5 Audio Description (Prerecorded)</b> (Level AA)</p>	Supports	Give learners text or audio descriptions as alternatives to video content. Use text boxes or slide notes for text-based descriptions. Record narration or

<p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>		<p>import audio files for audio descriptions, then synchronize them with the video content.</p>
<p><b>1.3.4 Orientation</b> (Level AA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	<p>Supports</p>	<p>Courses work in both landscape and portrait modes.</p>
<p><b>1.3.5 Identify Input Purpose</b> (Level AA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	<p>Does Not Support</p>	<p>Storyline 360 doesn't currently support programmatic input-field identification or auto-filling forms.</p>
<p><b>1.4.3 Contrast (Minimum)</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>Use a contrast ratio of 4.5:1 or higher for on-screen text so learners with low vision can read it. <a href="#">Here's a helpful contrast checker</a> to determine your contrast ratio.</p> <p>The built-in player themes meet this criterion.</p>
<p><b>1.4.4 Resize text</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>When authors use the <b>modern player</b> style, learners can switch to <b>modern player zoom mode</b> and use the zoom settings in desktop browsers to make slides bigger and easier to see. On mobile devices, learners can use pinch-to-zoom gestures.</p> <p>When authors use the classic player style (locked at optimal size), learners can use the zoom settings in desktop browsers to make slides bigger and easier to see. On mobile devices, learners can use pinch-to-zoom gestures.</p>

<p><b>1.4.5 Images of Text</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>	Supports	Use on-screen text to convey important information rather than images of text, which can't be read by assistive tools.
<p><b>1.4.10 Reflow</b> (Level AA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Courses are presented in a two-dimensional layout that doesn't require scrolling in either direction. For the best results, use the <a href="#">modern player</a> , which scales content to fit the learner's browser.
<p><b>1.4.11 Non-text Contrast</b> (Level AA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	<p>Use a contrast ratio of 3:1 or higher for images and background elements so learners with low vision can see them. For example, make sure buttons and icons are easily distinguishable from the slide background. <a href="#">Here's a helpful contrast checker</a> to determine your contrast ratio.</p> <p>Storyline's player features meet this requirement.</p>
<p><b>1.4.12 Text Spacing</b> (Level AA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Not Applicable	Courses are slide-based presentations rather than web pages. Changes to text spacing won't affect slide content but will adjust sidebar text, such as the menu, glossary, and notes.
<p><b>1.4.13 Content on Hover or Focus</b> (Level AA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Partially Supports	<p>Interactive <a href="#">markers</a> are hoverable, persistent, and dismissible.</p> <p>Interactive <a href="#">states</a> are hoverable and persistent but can't be dismissed by pressing a key.</p> <p>Tooltips in Likert scale questions are persistent, but they aren't hoverable or dismissible.</p>
<p><b>2.4.5 Multiple Ways</b> (Level AA)</p>	Supports	Use the built-in <a href="#">navigation features</a> , such as the course menu, search field, and previous and next buttons. Or, create your own custom navigation

<p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software) – Does not apply to non-web software</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>		<p>features with interactive objects, such as <a href="#">buttons</a>, <a href="#">hyperlinks</a>, <a href="#">layers</a>, <a href="#">lightboxs</a>, and <a href="#">triggers</a>.</p>
<p><b>2.4.6 Headings and Labels</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>Storyline 360 player controls are properly labeled and identified. We're working on a better heading structure to make courses easier to understand and navigate.</p> <p>Authors should use text boxes to add headings and labels to slide content. And authors should give slide objects a meaningful <a href="#">tab order</a> for learners using keyboard navigation and assistive technologies.</p>
<p><b>2.4.7 Focus Visible</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Supports</p>	<p>A rectangle highlights the object that currently has focus when learners use keyboard navigation. The focus rectangle defaults to yellow, and you can <a href="#">change the color</a> to complement your course design.</p>
<p><b>3.1.2 Language of Parts</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	<p>Does Not Support</p>	<p>You can set the <a href="#">course language</a> in your player properties (text labels). However, Storyline 360 doesn't currently support different screen reader languages for different objects in the same course.</p>

<p><b>3.2.3 Consistent Navigation</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software) – Does not apply to non-web software</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>	Supports	The built-in navigation elements appear in the same location throughout a course. When you use custom navigation elements, create them in the same order and location on each slide.
<p><b>3.2.4 Consistent Identification</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software) – Does not apply to non-web software</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>	Supports	<p>When you use an object or interaction more than once, identify it the same way each time.</p> <p>For example, if you use a clickable icon to let learners download a resource, use the same icon for all downloadable resources in the course. And label it consistently—e.g., on-screen text or alternative text might read “Download” followed by the title of the document.</p>
<p><b>3.3.3 Error Suggestion</b> (Level AA)</p> <p>Also applies to Revised Section 508</p> <ul style="list-style-type: none"> <li>● 501 (Web)(Software)</li> <li>● 504.2 (Authoring Tool)</li> <li>● 602.3 (Support Docs)</li> </ul>	Supports	Give learners feedback or instructions when they respond incorrectly so they know what’s expected of them.
<p><b>3.3.4 Error Prevention (Legal, Financial, Data)</b> (Level AA)</p> <p>Also applies to Revised Section 508</p>	Supports	Ask learners to confirm their responses before submitting them. For example, when learners are required to enter text in a data-entry field, ask them if the information they entered is correct and give them the opportunity to change it before moving on. You might display a Yes/No

<ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>		confirmation question on a <b>layer</b> . If learners click Yes to confirm that the information is correct, proceed to the next slide. If learners click No, close the layer and allow them to change their responses before continuing.
<b>4.1.3 Status Messages</b> (Level AA 2.1 only)  Doesn't apply to Revised Section 508	Not Applicable	Status messages don't appear without a change in context.

**Table 3: Success Criteria, Level AAA**

Notes: Storyline 360 output supports all applicable WCAG 2.1 Level AAA criteria, except 1.4.8 Visual Presentation.

Criteria	Conformance Level	Remarks and Explanations
<b>1.2.6 Sign Language (Prerecorded)</b> (Level AAA)  Doesn't apply to Revised Section 508	Supports	One way to meet this criterion is to add a video of a sign-language interpreter that's synchronized with audio.
<b>1.2.7 Extended Audio Description (Prerecorded)</b> (Level AAA)  Doesn't apply to Revised Section 508	Supports	Authors can add an extended description to a video. One way to accomplish this is to use <b>triggers</b> to temporarily pause the video at specific points and show a layer with audio and text descriptions about the video content. When the audio description is complete, hide the layer and resume the video.
<b>1.2.8 Media Alternative (Prerecorded)</b> (Level AAA)  Doesn't apply to Revised Section 508	Supports	Provide text-based alternatives for multimedia content. For example, add a button or link that displays a <b>layer</b> with a text-based description of the media.

<p><b>1.2.9 Audio-only (Live)</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Not Applicable	Storyline 360 doesn't use live audio streams.
<p><b>1.3.6 Identify Purpose</b> (Level AAA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	The Storyline 360 <b>player</b> uses ARIA landmarks to identify regions.
<p><b>1.4.6 Contrast Enhanced</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	To achieve the highest level of accessibility, use a contrast ratio of 7:1 or higher for on-screen text so learners with low vision can read it. <a href="#">Here's a helpful contrast checker</a> to determine your contrast ratio.
<p><b>1.4.7 Low or No Background Audio</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Don't use background audio when narration is playing. Or, give learners the option to mute background audio (e.g., a button that stops playing background audio).
<p><b>1.4.8 Visual Presentation</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Does Not Support	Storyline 360 doesn't support this criterion.
<p><b>1.4.9 Images of Text (No Exception) Control</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Use on-screen text to convey important information rather than images of text, which can't be read by assistive tools.
<p><b>2.1.3 Keyboard (No Exception)</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Partially Supports	<p>Use only keyboard-accessible features in your course. Most features are keyboard-accessible, except:</p> <ul style="list-style-type: none"> <li>• Drag-and-drop interactions</li> <li>• Likert scale questions</li> </ul> <p>If your course must meet this criterion, don't use the interactions listed</p>



		above.
<p><b>2.2.3 No Timing</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Use the built-in play/pause button or create your own play/pause button to give learners control over pacing. And avoid using quiz timers; give learners the time they need to complete assessments.
<p><b>2.2.4 Interruptions</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Not Applicable	Storyline 360 courses don't auto-update. To meet this criterion, don't embed web content that refreshes or updates frequently, such as stock quotes or weather data.
<p><b>2.2.5 Re-authenticating</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	<p>Storyline 360 doesn't log learners out of a course after a period of inactivity, but your learning management system (LMS) might. Enable the <b>resume feature</b> in Storyline 360 so learners can pick up where they left off.</p> <p>And avoid using quiz timers so learners with impairments have the time they need to complete assessments.</p>
<p><b>2.2.6 Timeouts</b> (Level AAA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Courses don't time out when idle, but your learning management system (LMS) might. Be sure to enable the <b>resume feature</b> in Storyline 360 so learners can pick up where they left off.
<p><b>2.3.2 Three Flashes</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	<p>Don't use videos or animations that flash or blink more than three times per second.</p> <p><b>Here's a helpful tool</b> that analyzes videos for content that might cause seizures.</p>
<p><b>2.3.3 Animation from Interactions</b> (Level AAA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Avoid using animations for nonessential content. Or, give learners an option to turn them off. For example, you could use a true/false <b>variable</b> to track whether learners want to see animations or not. Then display a <b>layer</b> with animations or a different layer without animations, depending on the

		learner's choice.
<p><b>2.4.8 Location</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Use the built-in <b>menu</b> to give learners context on where they're located in the course.
<p><b>2.4.9 Link Purpose (Link Only)</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Add text to every button and hyperlink so learners know what each one does. It's also a good idea to add alternative text to buttons and hyperlinks for learners with screen readers.
<p><b>2.4.10 Section Headings</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	<p>Use title placeholders and text boxes to add headings throughout your course.</p> <p>We're also working on a better heading structure in the HTML output to make courses easier to understand and navigate.</p>
<p><b>2.5.5 Target Size</b> (Level AAA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Make sure clickable areas, such as buttons, are at least 44 pixels wide and 44 pixels tall.
<p><b>2.5.6 Concurrent Input Mechanisms</b> (Level AAA 2.1 only)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Learners can navigate courses with a mouse, a keyboard, and touchscreen gestures interchangeably.
<p><b>3.1.3 Unusual Words</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Use the built-in <b>glossary</b> feature or create your own custom glossary interaction.
<p><b>3.1.4 Abbreviations</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	Supports	Use the built-in <b>glossary</b> feature or create your own custom glossary interaction.

<p><b>3.1.5 Reading Level</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	<p>Supports</p>	<p>Write content as clearly and simply as possible. It should require no more than eight years of school to read and understand. If your course has difficult or complex text, such as scientific information or medical data, provide a summary or supplemental content that's easier to understand.</p> <p><a href="#">See this article</a> for a complete description of this criterion, including examples, resources, and techniques.</p> <p>Here's a quick tip. If you have Microsoft Word, you can easily <a href="#">test the readability</a> of your text.</p>
<p><b>3.1.6 Pronunciation</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	<p>Supports</p>	<p>Use the built-in <a href="#">glossary</a> feature or create your own custom glossary interaction. Or, use audio files to pronounce difficult or ambiguous words.</p>
<p><b>3.2.5 Change on Request</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	<p>Supports</p>	<p>Don't automatically switch slides, open layers, launch new windows, etc. Let learners control when these events occur so they have time to read text, complete activities, and answer questions.</p>
<p><b>3.3.5 Help</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	<p>Supports</p>	<p>Use <a href="#">slide notes</a>, <a href="#">layers</a>, or interactive <a href="#">markers</a> to give learners helpful information throughout your course.</p>
<p><b>3.3.6 Error Prevention (All)</b> (Level AAA)</p> <p>Doesn't apply to Revised Section 508</p>	<p>Supports</p>	<p>As with criterion 3.3.4, ask learners to confirm their responses before submitting them. And give them options to review and retry individual questions or an entire quiz. Review and retry options are built right into Storyline 360.</p>

# Revised Section 508 Report

Notes: Storyline 360 output supports all applicable Revised Section 508 accessibility guidelines, as described in the following tables.

## Chapter 3: Functional Performance Criteria (FPC)

Notes:

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Supports	Storyline 360 output supports screen readers and keyboard navigation.
302.2 With Limited Vision	Supports	Storyline 360 output supports screen readers and keyboard navigation. The course player conforms to minimum contrast guidelines.
302.3 Without Perception of Color	Supports	Authors can create content that's understood by learners who don't perceive color.
302.4 Without Hearing	Supports	Storyline 360 supports <b>closed captions</b> for audio and video content. Authors can also provide visual alternatives for audio-dependent content.
302.5 With Limited Hearing	Supports	Storyline 360 supports <b>closed captions</b> for audio and video content. Authors can also provide visual alternatives for audio-dependent content.
302.6 Without Speech	Supports	Storyline 360 doesn't require speech input.
302.7 With Limited Manipulation	Partially Supports	Use only keyboard-accessible features in your course. Most features are keyboard-accessible, except:

		<ul style="list-style-type: none"> <li>• Drag-and-drop interactions</li> <li>• Likert scale questions</li> </ul> <p>Provide keyboard-accessible alternatives if you use the features listed above.</p>
302.8 With Limited Reach and Strength	Supports	Courses can be navigated via mouse, keyboard, and mobile touchscreen gestures. Authors can create content that's suitable for learners with limited reach and strength.
302.9 With Limited Language, Cognitive, and Learning Abilities	Supports	<p>Create content that's easily accessible for learners with limited language, cognitive, and learning abilities. For example, use visual elements rather than text to tell your story when it makes sense to do so.</p> <p>Write content as clearly and simply as possible. It should require no more than eight years of school to read and understand. If your course has difficult or complex text, such as scientific information or medical data, provide a summary or supplemental content that's easier to understand. Tip: If you have Microsoft Word, you can <a href="#">test the readability</a> of your text.</p>

## Chapter 4: [Hardware](#)

Notes: This chapter isn't applicable to Storyline 360 output since it doesn't have hardware components.

## Chapter 5: [Software](#)

Notes:

Criteria	Conformance Level	Remarks and Explanations
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501.1 Scope – Incorporation of WCAG 2.0 AA	<a href="#">See WCAG 2.1 section</a>	See information in the WCAG 2.1 section above.
<b>502 Interoperability with Assistive Technology</b>	See 502.2.1-502.2.2	
502.2.1 User Control of Accessibility Features	Not Applicable	This criterion applies to platform software, such as Microsoft Windows and Google Chrome, rather than the HTML output that Storyline 360 publishes for these platforms. <a href="#">Click here</a> for a list of operating systems and web browsers that are supported with Storyline 360 output.
502.2.2 No Disruption of Accessibility Features	Supports	Courses don't disrupt platform accessibility features in the learner's operating system or web browser.
502.3 Accessibility Services	Not Applicable	Criteria 502.3.1-502.3.14 apply to platform software, such as Microsoft Windows and Google Chrome, rather than the HTML output that Storyline 360 publishes for these platforms. <a href="#">Click here</a> for a list of operating systems and web browsers that are supported with Storyline 360 output.
502.4 Platform Accessibility Features	Not Applicable	This criterion applies to platform software, such as Microsoft Windows and Google Chrome, rather than the HTML output that Storyline 360 publishes for these platforms. <a href="#">Click here</a> for a list of operating systems and web browsers that are supported with Storyline 360 output.
<b>503 Applications</b>	See 503.2-503.3	
503.2 User Preferences	Not Applicable	Storyline 360 output is designed by the author with specific fonts, colors, contrast, and tab order. These design elements aren't controlled by user preferences in the learner's operating system or web browser.
503.3 Alternative User Interfaces	Supports	Courses support platform accessibility services, such as screen readers.

503.4 User Controls for Captions and Audio Description	See 503.4.1-5.3.4.2	
503.4.1 Caption Controls	Supports	The course player includes a volume control and closed-captioning button at the same menu level.
503.4.2 Audio Description Controls	Supports	Authors can add an extended description to a video. One way to accomplish this is to use <b>triggers</b> to temporarily pause the video at specific points and show a layer with audio and text descriptions about the video content. When the audio description is complete, hide the layer and resume the video.
<b>504 Authoring Tools</b>	See 504.2-504.4	
504.2 Content Creation or Editing	<b>See WCAG 2.1 section</b>	See information in the WCAG 2.1 section above.
504.2.1 Preservation of Information Provided for Accessibility in Format Conversion	Supports	Storyline 360 preserves alt text when importing content from other Articulate apps and PowerPoint.
504.2.2 PDF Export	Not Applicable	Storyline 360 doesn't export projects to PDF files.
504.3 Prompts	Supports	The built-in <b>media library</b> has a visual indicator for closed captions so authors know which audio/video resources are missing closed captions.  The <b>tab order</b> window shows authors which slide objects are missing alt text.
504.4 Templates	Supports	<b>Content Library 360 templates</b> provide full access to all accessibility tools, such as <b>tab order</b> , <b>alt text</b> , and <b>closed captions</b> .

## Chapter 6: Support Documentation and Services

Notes:

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope		
<b>602 Support Documentation</b>	See 602.2-602.4	
602.2 Accessibility and Compatibility Features	Supports	All features are documented in the <a href="#">Storyline 360 user guide</a> . Additional knowledge base articles can be found on our <a href="#">support site</a> .
602.3 Electronic Support Documentation	<a href="#">See WCAG 2.1 section</a>	See information in the WCAG 2.1 section above.
602.4 Alternate Formats for Non-Electronic Support Documentation	Not Applicable	<a href="#">Storyline 360 features</a> are documented electronically.
<b>603 Support Services</b>	See 603.2-603.3	
603.2 Information on Accessibility and Compatibility Features	Supports	We provide support via <a href="#">emails</a> , <a href="#">live text-based chats</a> , <a href="#">forum discussions</a> , <a href="#">training webinars</a> , <a href="#">user guides</a> , and <a href="#">knowledge base articles</a> .
603.3 Accommodation of Communication Needs	Supports	Although this report covers Storyline 360 output (not the authoring interface), we strive to accommodate everyone's communication needs. We can be reached 24/7 via <a href="#">email</a> . Let us know if you have specific communication requirements.



