



Boom Learning Student — Accessibility Conformance Report

Report date: 24 August 2026

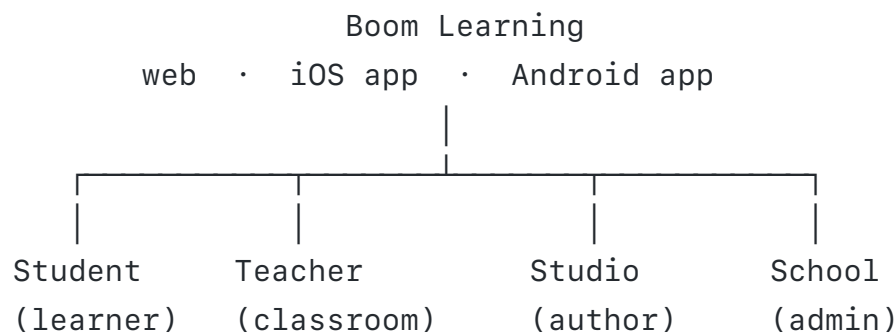
International Edition, based on VPAT® Version 2.5Rev (April 2025)

Field	Value
Name of Product/Version	Boom Learning - Student, browser and Boom Cards native mobile apps
Report Date	24 August 2026
Product Description	Students sign in (including QR and picture passwords), play assigned lessons, and view their own progress. On iOS and Android the student session stays inside the app (no outbound links).
Contact	help@boomlearning.com
Notes	Disclaimer of Representations and Warranties; Player Notes; Boom Cards Catalog Notes; evaluation methods.

How to read this ACR

There are **four** ACRs because four kinds of people use the Boom Learning platform, and each has a different experience.

These ACRs cover web, iOS, and Android. There is no separate mobile ACR.



File	Who	What they do
Student (this file)	Students	Sign in, play assigned lessons, see their own progress
Teacher	Teachers	Classes, assign work, library, store, class reports
Studio	Authors	Build and edit lessons
School	School IT / admins	Teachers, licenses, purchase orders

To evaluate accessibility conformance for students (play and assignments), **this** is the file. The other three ACRs are not substitutes.

What the tables score. Supports and Partially Supports below are for the Student **application**: sign-in, the assignment list, the player, and student progress. That is the software learners use.

Progress charts. Students can open graphic charts of past performance. Those views are visual. We add some annotation, but the annotations are not a full text equivalent of the graph. A few rows in this file say Partially Supports

for that reason. That is about our charts, not about lessons.

Teaching content. Assigned lessons are Boom Cards decks. They are covered in Boom Cards Catalog Notes, not as a fifth ACR. They are **not** supposed to be universally accessible. That is by design. Content creators build materials for a domain or skill. A picture-naming card cannot carry alt text that names the animal — that would give away the answer. Educators choose the right decks for their students' abilities and teaching goals. A "supports" row for the player does not mean every assigned card meets every WCAG criterion.

Send questions or comments to: help@boomlearning.com

Applicable standards

Standard	Included
WCAG 2.0 — Level A and AA	Yes
WCAG 2.1 — Level A and AA	Yes
WCAG 2.2 — Level A and AA	Yes
WCAG 2.0 / 2.1 / 2.2 — Level AAA	No (Not Evaluated)
Revised Section 508 (2017, corrected 2018)	Yes (software and support; hardware not applicable)
EN 301 549 V3.2.1 (2021-03)	Yes (web software and support; hardware not applicable)

WCAG 2.2 Level A and AA is the reporting target. Success Criterion 4.1.1 Parsing is obsolete in WCAG 2.2; it is reported as Supports for 2.0/2.1 and does not apply to 2.2.

Conformance levels

Level	Meaning
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	Used only for WCAG Level AAA in this report.

Platforms

Boom Learning Student is available on the web at [wow.boomlearning.com](https://www.wow.boomlearning.com) and in the Boom Cards apps for iOS and Android. There is no separate mobile ACR. On iOS and Android, the student session stays inside the Boom Cards app.

On the web, use browser zoom. In the Boom Cards apps, pinch-to-zoom is not available; use iOS Zoom or Android magnification.

Disclaimer of Representations and Warranties; Conformance Improvements Are Ongoing and Continuous

This is a voluntary assessment of the named product as of the report date. It is provided in good faith, based on an analysis at the time of review. This assessment does not represent a legally binding representation, warranty, or claim, express or implied, of any kind, including, but not limited to, performance or quality. This ACR is not a certification of compliance, and is not incorporated into claims, representations, or warranties in any agreement. Our conformance activities are ongoing and continuous. Updates to this report are periodic.

Player Notes

The student app does not include a help or “Contact us” link to the Boom Learning platform. A student who needs help asks their teacher. Schools want it that way.

Graphic reports. Individual student performance charts are graphic. They have annotation. The annotations are not a replacement for the chart. Criterion rows that are Partially Supports in this ACR refer to those views.

Boom Cards Catalog Notes

Making every Boom Cards deck meet every WCAG criterion for every disability is an **anti-goal**. The catalog is a library of instructional tasks, including work that is visual, auditory, or motor **on purpose**. A picture-naming card cannot carry alt text that names the animal — that would give away the answer. A contrast-discrimination card that passes contrast minimums is no longer that lesson. A listening item that is fully captioned is no longer a listening item. A fine-motor drag replaced with a large button is no longer that motor task. Some world-language decks must not be localized. Some practice is errorless; some assessment is not.

That is not a defect we failed to close. It is how specific skills are taught. Educators choose the right decks for their students' abilities and teaching goals, including Boom Store filters for motor, auditory, and visual features. The Boom Studio application can add accessibility text and related supports. We do not audit every third-party deck, and we do not claim that every Boom Cards deck is appropriate for every student.

This is WCAG [5.4 Statement of Partial Conformance — Third Party Content](#). It describes **assigned card content**. It is not a mark against the student **application**. The table below is the player, sign-in, and student progress — not an ACR of the catalog.

Evaluation methods used

Accessibility is part engineering and part judgment. A scanner will flag a missing name on a button. It will not tell whether play should move with Tab or with arrows on a card, whether a ding needs a visible pair, or whether a listening item should be captioned. Those are patterns that only show up by using the product.

We treat automated scans (Equal, axe-class tools, Lighthouse) as a **regression gate**. They catch drift. They do not define done. Primary evaluation is using Student: keyboard without assistive technology on web, VoiceOver screen reader technology (Safari and the iOS app), and the actual play path (sign-in, assignment list, card play, student progress). Passing a scanner is necessary but not sufficient.

- Representative flows: student sign-in (including QR / picture password), assignments, play, student progress.
- Browser zoom and reflow on **web**. Native apps: OS magnification (see Platforms).
- Contrast sampling of the student app (not a full audit of every assigned deck).

- Browsers: current Safari, Chrome, and Firefox; WebView in the iOS and Android student apps.
- Customer support site and customer email: see Chapter 6 (not this product's WCAG table).

WCAG 2.2 Report — Level A

Also used for mapped Revised Section 508 and EN 301 549 Chapter 9 (web).

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (A)	Partially Supports	Player controls have text alternatives (visible text, <code>alt</code> , or an accessible name for icon-only controls). Graphic student reports are charts: annotated, not a full text equivalent of the graphic. Assigned card art is author-controlled; see Boom Cards Catalog Notes.
1.2.1 Audio-only and Video-only (Prerecorded) (A)	Supports	The student app does not present audio-only or video-only media as product UI. Assigned cards may include media; that is card content (Boom Cards Catalog Notes).
1.2.2 Captions (Prerecorded) (A)	Supports	The student app does not ship prerecorded video that requires captions. Assigned video is author- or player-controlled (Boom Cards Catalog Notes).
1.2.3 Audio Description or Media Alternative (Prerecorded) (A)	Supports	None in the student app UI. Assigned video is card content (Boom Cards Catalog Notes).

1.3.1 Info and Relationships (A)	Partially Supports	Play uses semantic HTML: headings, native controls, labels. We do not add redundant ARIA that overrides visible names. Graphic reports do not expose the full chart as a data table. Assigned card layout is author-controlled (Boom Cards Catalog Notes).
1.3.2 Meaningful Sequence (A)	Supports	Reading and focus order in play follow a meaningful sequence.
1.3.3 Sensory Characteristics (A)	Supports	Student app instructions do not rely on shape, color, or sound alone. Play feedback pairs sound with a visible state. Sensory-only <i>lessons</i> are card content (Boom Cards Catalog Notes).
1.4.1 Use of Color (A)	Supports	The student app does not use color as the only means of conveying information. Correct/incorrect has visible state, not color alone.
1.4.2 Audio Control (A)	Supports	Two short feedback sounds (correct / incorrect), each under three seconds, with visual feedback. No separate stop control is required under this criterion.
2.1.1 Keyboard (A)	Supports	The student app on web is operable with a keyboard without assistive technology. iOS and Android use the same UI through VoiceOver screen reader technology / TalkBack screen reader technology and switch control. Assigned cards that are motor-skill tasks by design are card content (Boom Cards Catalog Notes), not a keyboard gap in the player chrome.
2.1.2 No Keyboard Trap	Supports	Focus can be moved away with standard keys. Dialogs release focus when dismissed.

(A)		
2.1.4 Character Key Shortcuts (A, 2.1 and 2.2)	Not Applicable	The student app does not implement single-character keyboard shortcuts.
2.2.1 Timing Adjustable (A)	Supports	No session time limits on play beyond ordinary authentication.
2.2.2 Pause, Stop, Hide (A)	Supports	The student app does not auto-play moving information as the only way to use play. Embedded video in a card follows the third-party player (Boom Cards Catalog Notes).
2.3.1 Three Flashes or Below Threshold (A)	Supports	The student app does not flash.
2.4.1 Bypass Blocks (A)	Supports	Repeated chrome is skipped via heading structure. Play is a short, task-focused path.
2.4.2 Page Titled (A)	Supports	Pages have titles that describe topic or purpose (assignments, play, progress).
2.4.3 Focus Order (A)	Supports	Focus order follows a meaningful sequence. Errors take focus and restore it when dismissed.
2.4.4 Link Purpose (In Context) (A)	Supports	Controls in play have a purpose from the accessible name and context.
2.5.1 Pointer Gestures (A, 2.1 and 2.2)	Supports	The student app does not require multipoint or path-based gestures. Path-based <i>lessons</i> are card content (Boom Cards Catalog Notes).
2.5.2 Pointer Cancellation (A, 2.1 and 2.2)	Supports	Native controls follow platform cancellation.

2.5.3 Label in Name (A, 2.1 and 2.2)	Supports	Visible labels are included in the accessible name. <code>aria-label</code> is for icon-only or terse controls, not a second conflicting name.
2.5.4 Motion Actuation (A, 2.1 and 2.2)	Not Applicable	Play does not require device motion.
3.1.1 Language of Page (A)	Supports	Document language is set from the signed-in student's language.
3.2.1 On Focus (A)	Supports	Focus alone does not change context.
3.2.2 On Input (A)	Supports	Changing a field does not change context unless the student activates a control whose name indicates that (for example Next).
3.2.6 Consistent Help (A, 2.2 only)	Supports	The student app does not include a Boom Learning help or Contact us link. Students get help from their teacher. That is consistent throughout the student session.
3.3.1 Error Identification (A)	Supports	Sign-in and play errors are identified in text near the field.
3.3.2 Labels or Instructions (A)	Supports	Student app inputs have labels. Card prompts are author-controlled (Boom Cards Catalog Notes).
3.3.7 Redundant Entry (A, 2.2 only)	Supports	The student app does not require re-entry of information already provided in the same process.
4.1.1 Parsing	Supports (WCAG 2.0 and 2.1).	The student app emits well-formed HTML

(A)	Does not apply (WCAG 2.2)	with unique IDs in our templates. WCAG 2.2 removed this criterion.
4.1.2 Name, Role, Value (A)	Supports	Play prefers native elements so name, role, and value come from the browser.

WCAG 2.2 Report — Level AA

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (AA)	Not Applicable	The student app does not provide live audio/video.
1.2.5 Audio Description (Prerecorded) (AA)	Supports	No prerecorded video in student app UI that requires audio description.
1.3.4 Orientation (AA, 2.1 and 2.2)	Supports	Play does not lock to a single orientation.
1.3.5 Identify Input Purpose (AA, 2.1 and 2.2)	Supports	Student sign-in is labeled. Picture passwords and QR do not require transcribing a typed password.
1.4.3 Contrast (Minimum) (AA)	Supports	Student app UI is maintained against 4.5:1 (or 3:1 for large text) as a design and scanner gate. Card art contrast is card content (Boom Cards Catalog Notes).
		Web: browser zoom (including Ctrl/Cmd +/-)

1.4.4 Resize Text (AA)	Supports	up to 200% without loss of play. iOS/Android: OS magnification; WebView pinch-zoom is locked (Platforms). Equivalent facilitation via the OS.
1.4.5 Images of Text (AA)	Supports	Student app UI uses real text, except incidental branding. Cards may use images of text as the lesson (Boom Cards Catalog Notes).
1.4.10 Reflow (AA, 2.1 and 2.2)	Supports	Web: student UI reflows at a width equivalent to 320 CSS pixels except content that needs two dimensions (a card canvas). Native: layout follows device width (Platforms).
1.4.11 Non-text Contrast (AA, 2.1 and 2.2)	Supports	Student app component contrast is part of the same gate as 1.4.3.
1.4.12 Text Spacing (AA, 2.1 and 2.2)	Supports	Student app text can take user spacing without loss of play UI. Card layouts may clip if spacing is forced (Boom Cards Catalog Notes).
1.4.13 Content on Hover or Focus (AA, 2.1 and 2.2)	Supports	Additional UI on hover or focus can be dismissed (Escape) and is not pointer-only.
2.4.5 Multiple Ways (AA)	Supports	Assignments and play are reached from the student home path. Sign-in is required by design.
2.4.6 Headings and Labels (AA)	Supports	Headings and labels in the student app describe sections and controls. Card prompts are author-controlled (Boom Cards Catalog Notes).
2.4.7 Focus Visible (AA)	Supports	Keyboard focus is visible on student app controls, not only the caret in a field.

2.4.11 Focus Not Obscured (Minimum) (AA, 2.2 only)	Supports	Focused student app controls are not entirely hidden by author overlays.
2.5.7 Dragging Movements (AA, 2.2 only)	Supports	The student app UI does not require dragging. Drag <i>lessons</i> are card content (Boom Cards Catalog Notes).
2.5.8 Target Size (Minimum) (AA, 2.2 only)	Supports	Student app targets meet 24 by 24 CSS pixels or an equivalent spacing exception. Small targets as a <i>skill</i> are card content (Boom Cards Catalog Notes).
3.1.2 Language of Parts (AA)	Supports	The student app matches the language of the page. Mixed-language cards are content (Boom Cards Catalog Notes).
3.2.3 Consistent Navigation (AA)	Supports	Repeated student navigation stays in the same relative order.
3.2.4 Consistent Identification (AA)	Supports	Controls with the same function (next, close) are identified consistently.
3.3.3 Error Suggestion (AA)	Supports	Student app input errors describe what to fix (for example sign-in). Assessment cards may omit "fix this" by design (Boom Cards Catalog Notes).
3.3.4 Error Prevention (Legal, Financial, Data) (AA)	Not Applicable	Students do not enter legal or financial data.
3.3.8		

Accessible Authentication (Minimum) (AA, 2.2 only)	Supports	Students can sign in with QR codes or picture passwords and are not required to transcribe a typed password.
4.1.3 Status Messages (AA, 2.1 and 2.2)	Supports	Play feedback and errors are exposed to assistive technology, not sound-only.

WCAG 2.2 Report — Level AAA

Not Evaluated.

Revised Section 508

Hardware (Chapter 4) is Not Applicable.

Chapter 3: Functional performance criteria

Criteria	Conformance Level	Remarks and Explanations
302.1 Without Vision	Partially Supports	Play works with VoiceOver screen reader technology; TalkBack screen reader technology on the same WebView UI. Graphic reports are not fully non-visual. Assigned card content varies (Boom Cards Catalog Notes).
302.2 With Limited Vision	Supports	Web zoom, app contrast, structure. Native: OS magnification (Platforms).

302.3 Without Perception of Color	Supports	Play does not rely on color alone.
302.4 Without Hearing	Supports	Play feedback is not sound-only.
302.5 With Limited Hearing	Supports	Same as 302.4. App sounds are short.
302.6 Without Speech	Supports	Speech input is not required.
302.7 With Limited Manipulation	Supports	Keyboard on web; switch/AT; student app targets. Motor-skill <i>cards</i> are content (Boom Cards Catalog Notes).
302.8 With Limited Reach and Strength	Supports	Software only.
302.9 With Limited Language, Cognitive, and Learning Abilities	Supports	Student navigation and labels are consistent. Fit of a <i>lesson</i> to a learner is an educator assignment choice (Boom Cards Catalog Notes).

Chapter 5: Software

Criteria	Conformance Level	Remarks and Explanations
501.1 Scope — Incorporation of WCAG 2.0	See WCAG tables	Reported through WCAG 2.2 AA.
502 Interoperability		

with Assistive Technology	Supports	Student play uses platform web APIs via semantic HTML.
503 Applications	Supports	No separate closed accessibility UI. Preferences follow the browser or OS (native zoom: Platforms).
504 Authoring Tools	Not Applicable	Students do not author. See the Studio ACR .

Chapter 6: Support documentation and services

Criteria	Conformance Level	Remarks and Explanations
602.2 Accessibility and compatibility features	Supports	Accessibility of the apps and of Boom Cards decks (including accessibility text) is documented in Help Center articles and in this ACR.
602.3 Electronic support documentation	Partially Supports	Public FAQs, support, and marketing pages are HTML on the Boom Learning website. Pages use site templates with contrast and text-size settings. Automated scans of those pages pass. The same manual keyboard and screen-reader pass used on the apps is not complete.
602.4 Alternate formats for non-electronic support documentation	Not Applicable	Support is electronic.
603.2 Information on accessibility		Contact help@boomlearning.com . Help

and compatibility features	Supports	Center and this ACR describe accessibility features.
603.3 Accommodation of communication needs	Supports	Support is text (help desk and email). Outbound customer email templates have been through accessibility QA (structure and contrast in common clients). Mail clients differ; we do not claim identical rendering in every inbox.

EN 301 549

Chapter	Conformance Level	Remarks and Explanations
4 Functional performance	See Section 508 Chapter 3	Same approach as 302.x.
5 Generic requirements	See WCAG tables	Open web software.
6 ICT with two-way voice communication	Not Applicable	Not telephony.
7 Video capabilities	Supports	No first-party broadcast video in the student app.
8 Hardware	Not Applicable	No ICT hardware.
9 Web	See WCAG tables	Chapter 9 via WCAG 2.2 A and AA.
10 Non-web documents	Not Applicable	Software, not a document format.

11 Software	See WCAG tables	Native apps are WebView wrappers of this product (Platforms).
12 Documentation and support	See 508 Chapter 6	Website, Help Center, email, this ACR.
13 Relay or emergency service access	Not Applicable	Not a relay product.

Marks

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