

WCAG Edition

(Based on VPAT[®] Version 2.5)

Name of Product/Version:

Progress Learning - K1

Report Date:

June 26, 2025

Prepared by UserWay Inc based on an accessibility audit and validation performed in May 2025

Product Description:

Progress Learning is a K–12 online platform built to help students master their state standards, while also supporting college and career readiness and non-standards-based mastery and preparation.

Contact information:

For more information regarding Progress Learning – K1 accessibility, please contact: Info@progresslearning.com

Notes:

The scope of this VPAT includes the screens of the Progress Learning – Kindergarten and 1st Grade Modules that are listed below:

Sr. No.	Pages (in page links)	URL
1	K1 Landing	https://app.progresslearning.com/kindergarten/home
2	K1 Study Plan	https://app.progresslearning.com/kindergarten/practice/ODAzMQ==/SyBNYXR0/Mg==
3	K1 Choose Game	https://app.progresslearning.com/kindergarten/gameChoose/MzAwNDM2/V3JpdGUgTnVtYmVycw==/S2luZGVyR2FydGVuU3R1ZHIQbGFu/ODAzMQ==/:isRecommendedStandard?s=K%20Math&c=2
4	Multiple Choice Question	https://app.progresslearning.com/kindergarten/studyplan/MzAwNDE4/S2V5JTlwRGV0YWIscw%3D%3D/MTE=/MA==/MQ==/ODAzMA==/Y2Fubm9u/ZmFsc2U=:param&s=K%20Reading&c=1
5	Multiple Choice - Video Modal	https://app.progresslearning.com/kindergarten/studyplan/MzAwNDM0/Q291bnQIMjB0byUyMDEwMA%3D%3D/MTQ=/MA==/MQ==/ODAzMQ==/Y2Fubm9u/ZmFsc2U=:param&s=K%20Math&c=2
6	K1 Alien Avatar Builder Modal	https://app.progresslearning.com/kindergarten/home
7	My Current Ranking Modal	https://app.progresslearning.com/kindergarten/home
8	Progress Report	https://app.progresslearning.com/kindergarten/progressreport/8030
9	Graded Work	https://app.progresslearning.com/kindergarten/gradedWork
10	View Graded Work	https://app.progresslearning.com/kindergarten/studyplan/result/90b8ae89-5833-45e3-bd31-6076b628c327
11	Student Profile	https://app.progresslearning.com/kindergarten/profile
12	Game	https://app.progresslearning.com/kindergarten/studyplan/MzAwNDM2/V3JpdGUIMjB0dW1iZXJz/MA==/MA==/MA==/ODAzMQ==/MA==/:isRecommendedStandard/:param?s=K%20Math&c=2

Evaluation Methods Used:

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

- Manual assessment based on Windows 11 – Chrome 136– NVDA 2024
- Automation: Automation tests using a11y evaluator (UserWay Automated Tool)

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 (Yes) Level AA (Yes) 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 only be used in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 Success Criteria, the criteria are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.2 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A) All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. ● Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Success Criterion 4.1.2 for additional requirements for controls and content that accepts user input.) ● Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.) ● Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. ● Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. ● CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. ● Decoration, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.	Partially Supports	Most Progress Learning - Kindergarten Modules content is provided with appropriate alternative text.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A) For prerecorded audio-only and prerecorded video-only media, the	Supports	Progress Learning - Kindergarten Modules does not contain prerecorded audio-only or video-only media.

following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: ● Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. ● Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.		
1.2.2 Captions (Prerecorded) (Level A) Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.	Does not Support	Progress Learning - Kindergarten Modules does not contain prerecorded synchronized media.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A) Captions are provided for all live audio content in synchronized media.	Supports	Progress Learning - Kindergarten Modules does not contain prerecorded videos that require an audio description or a media alternative.
1.3.1 Info and Relationships (Level A) Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.	Partially Supports	Most of the Progress Learning - Kindergarten Modules have proper information, structure, and relationships.
1.3.2 Meaningful Sequence (Level A) When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.	Supports	Progress Learning - Kindergarten Modules content is presented in a meaningful order and maintains the sequence.
1.3.3 Sensory Characteristics (Level A) Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound. <i>Note:</i> For requirements related to color, refer to Guideline 1.4.	Supports	Instructions on Progress Learning - Kindergarten Modules do not rely solely on sensory characteristics.
1.4.1 Use of Color (Level A) Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. <i>Note:</i> This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.	Partially Supports	Most of the Progress Learning - Kindergarten Modules content conveys information through color alone.
1.4.2 Audio Control (Level A) If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.	Supports	Progress Learning - Kindergarten Modules does not contain audio that plays automatically.

<i>Note:</i> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.		
2.1.1 Keyboard (Level A) All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. <i>Note 1:</i> This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input, but the underlying function (text input) does not. <i>Note 2:</i> This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.	Partially Supports	Most Progress Learning - Kindergarten Modules functionalities can be operated using keyboard only.
2.1.2 No Keyboard Trap (Level A) If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. <i>Note:</i> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.	Supports	Progress Learning - Kindergarten Modules content does not have any keyboard traps.
2.1.4 Character Key Shortcuts (Level A 2.1 only) If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true: • Turn off: A mechanism is available to turn the shortcut off; • Remap: A mechanism is available to remap the shortcut to include one or more non-printable keyboard keys (e.g., Ctrl, Alt); • Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus.	Supports	Progress Learning - Kindergarten Modules does not have character key shortcuts.

2.2.1 Timing Adjustable (Level A) For each time limit that is set by the content, at least one of the following is true: • Turn off: The user is allowed to turn off the time limit before encountering it; or • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or • Essential Exception: The time limit is essential and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours.	Supports	Progress Learning - Kindergarten Modules provides a mechanism to extend time limit.
2.2.2 Pause, Stop, Hide (Level A) For moving, blinking, scrolling, or auto-updating information, all of the following are true: • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. <i>Note 1:</i> For requirements related to flickering or flashing content, refer to Guideline 2.3. <i>Note 2:</i> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.	Supports	Moving, blinking, scrolling, or auto-updating information of the Progress Learning - Kindergarten Modules has a pause/stop mechanism provided.

<i>Note 3:</i> Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so. <i>Note 4:</i> An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.		
2.3.1 Three Flashes or Below Threshold (Level A) Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. <i>Note:</i> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.	Supports	Progress Learning - Kindergarten Modules does not contain flashing content.
2.4.1 Bypass Blocks (Level A) A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.	Partially Supports	Most Progress Learning - Kindergarten Modules provide a means to bypass blocks of repeated content.
2.4.2 Page Titled (Level A) Web pages have titles that describe topic or purpose.	Partially Supports	Most Progress Learning - Kindergarten Modules have programmatic titles that describe the topic or purpose of the page.
2.4.3 Focus Order (Level A) If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.	Partially Supports	Most elements in Progress Learning - Kindergarten Modules are in a logical focus order.
2.4.4 Link Purpose (In Context) (Level A) The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general.	Supports	The purpose of links in Progress Learning - Kindergarten Modules can be programmatically determined from their context.
2.5.1 Pointer Gestures (Level A 2.1 only) All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.	Supports	Progress Learning - Kindergarten Modules does not rely on multipoint or path-based gestures.

2.5.2 Pointer Cancellation (Level A 2.1 only) For functionality that can be operated using a single pointer, at least one of the following is true: • No Down-Event: The down-event of the pointer is not used to execute any part of the function; • Abort or Undo: Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; • Up Reversal: The up-event reverses any outcome of the preceding down-event; • Essential: Completing the function on the down-event is essential.	Supports	In Progress Learning - Kindergarten Modules, functions that use a single pointer are completed only when the user releases the pointer.
2.5.3 Label in Name (Level A 2.1 only) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.	Supports	In Progress Learning - Kindergarten Modules, the user interface components include text or images of text in their name property, ensuring compatibility with assistive technologies.
2.5.4 Motion Actuation (Level A 2.1 only) Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when: • Supported Interface: The motion is used to operate functionality through an accessibility supported interface; • Essential: The motion is essential for the function and doing so would invalidate the activity.	Supports	Progress Learning - Kindergarten Modules does not have functionality operated by device motion or user motion.
3.1.1 Language of Page (Level A) The default human language of each Web page can be programmatically determined.	Supports	In Progress Learning - Kindergarten Modules, the languages are programmatically determined.
3.2.1 On Focus (Level A) When any user interface component receives focus, it does not initiate a change of context.	Supports	Progress Learning - Kindergarten Modules do not initiate a change of context when they receive focus.
3.2.2 On Input (Level A) Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component.	Supports	In Progress Learning - Kindergarten Modules, changes of context do not occur automatically on user input.
3.2.6 Consistent Help (Level A 2.2 only)	Supports	The visual position of the Progress Learning - Kindergarten Modules help is consistent across pages.
3.3.1 Error Identification (Level A) If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text.	Supports	Errors are automatically detected, and identified, and an error message is provided as text on Progress Learning - Kindergarten Modules.

3.3.2 Labels or Instructions (Level A) Labels or instructions are provided when content requires user input.	Supports	Labels are provided for input fields in Progress Learning - Kindergarten Modules.
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	In Progress Learning - Kindergarten Modules, previous values are auto populated or selectable.
4.1.1 Parsing (Level A) In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. <i>Note:</i> Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.	Supports	All pages in Progress Learning - Kindergarten Modules parse appropriately.
4.1.2 Name, Role, Value (Level A) For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. <i>Note:</i> This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.	Partially Supports	Most Progress Learning - Kindergarten Modules have appropriate names, roles, values, states, and properties.

Table 2: Success Criteria, Level AA

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA) Captions are provided for all live audio content in synchronized media.	Supports	Progress Learning - Kindergarten Modules does not contain live synchronized media.
1.2.5 Audio Description (Prerecorded) (Level AA) Audio description is provided for all prerecorded video content in synchronized media.	Supports	All prerecorded video content is provided with audio description on Progress Learning - Kindergarten Modules.
1.3.4 Orientation (Level AA 2.1 only) Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.	Supports	Progress Learning - Kindergarten Modules content does not restrict its view and operation to a single display orientation.

1.3.5 Identify Input Purpose (Level AA 2.1 only) The purpose of each input field collecting information about the user can be programmatically determined when: • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data.	Supports	Progress Learning - Kindergarten Modules does not contain Input fields that collect personal information.
1.4.3 Contrast (Minimum) (Level AA) The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no contrast requirement.	Partially Supports	Most elements in Progress Learning - Kindergarten Modules meet the necessary color contrast requirements.
1.4.4 Resize text (Level AA) Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.	Supports	Content of Progress Learning - Kindergarten Modules can be resized to 200% without loss of content or functionality.
1.4.5 Images of Text (Level AA) If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. <i>Note:</i> Logotypes (text that is part of a logo or brand name) are considered essential.	Partially Supports	Most of the Progress Learning - Kindergarten Modules use text rather than images of text.
1.4.10 Reflow (Level AA 2.1 only) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for: • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels; Except for parts of the content which require two-dimensional layout for usage or meaning.	Supports	Progress Learning - Kindergarten Modules reflow to fit horizontally within the viewpoint when page width is adjusted to 320px.

1.4.11 Non-text Contrast (Level AA 2.1 only) The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): • User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; • Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.	Partially Supports	In Progress Learning - Kindergarten Modules, most of the meaningful non-text elements, e.g., visual boundaries, focus indicators and element states, graphical objects, and icons, have a minimum 3:1 luminosity contrast ratio.
1.4.12 Text Spacing (Level AA 2.1 only) In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property: • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size. Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.	Partially Supports	Most of the Progress Learning - Kindergarten Module elements have appropriate text spacing.
1.4.13 Content on Hover or Focus (Level AA 2.1 only) Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true: • Dismissible: A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content; • Hoverable: If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; • Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.	Partially Supports	Most content on the Progress Learning - Kindergarten Module triggered by hover or focus, it becomes hoverable, dismissible, and persistent in a manner that meets this criterion.

2.4.5 Multiple Ways (Level AA) More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process.	Supports	In Progress Learning - Kindergarten Module, there is more than one way to locate a Web page within a set of Web pages.
2.4.6 Headings and Labels (Level AA) Headings and labels describe topic or purpose.	Supports	Headings and labels on Progress Learning - Kindergarten Module are descriptive of the website.
2.4.7 Focus Visible (Level AA) Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.	Supports	Active elements in Progress Learning - Kindergarten Modules have proper focus indicators.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Supports	Progress Learning - Kindergarten Modules contain a focus indicator that is consistently visible and not obscured by other elements.
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	Progress Learning - Kindergarten Modules content doesn't rely on dragging for user actions.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	Targets of the Progress Learning - Kindergarten Modules are provided with sufficient size and spacing.
3.1.2 Language of Parts (Level AA) The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.	Supports	Within each page or modal of Progress Learning - Kindergarten Modules, the language of each portion of the page or modal is programmatically determinable.
3.2.3 Consistent Navigation (Level AA) Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user.	Supports	Progress Learning - Kindergarten Modules provide consistent and repeatable navigation across all screens.
3.2.4 Consistent Identification (Level AA) Components that have the same functionality within a set of Web pages are identified consistently.	Supports	Within Progress Learning - Kindergarten Module, components with the same functionality are consistently identified.
3.3.3 Error Suggestion (Level AA) If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.	Supports	When an error is automatically detected within a data entry form on Progress Learning - Kindergarten Module, all the resulting error messages provide suggestions for correction.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: • Reversible: Submissions are reversible.	Supports	When data is being deleted from Progress Learning - Kindergarten Module, the user is notified to confirm their choice.

• Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.		
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Supports	Progress Learning - Kindergarten Module provides an easy-to-use method for users to securely log in to an existing account.
4.1.3 Status Messages (Level AA 2.1 only) In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.	Supports	Status messages in Progress Learning - Kindergarten Modules are appropriately exposed.

Table 3: Success Criteria, Level AAA

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

“Voluntary Product Accessibility Template” and “VPAT” are registered.