

Wolters Kluwer NCLEX Accessibility Conformance Report

(Based on VPAT® Version 2.5)

Name of Product/Version:

Lippincott® Ready for NCLEX®

Report Date:

February 26, 2026

Product Description:

Lippincott® Ready for NCLEX® is an exam solution for undergraduate nursing programs that covers the full curriculum with a focus on preparing for the NCLEX®, which is the certification exam required to practice nursing.

Contact Information:

For questions about the accessibility of this application, please contact: HLPAccessibility@wolterskluwer.com

Notes:

This report was created by Deque Systems Inc. upon completion of an accessibility evaluation performed between 16th July 2024 and 9th January 2026.

"Voluntary Product Accessibility Template" and "VPAT" are registered service marks of the Information Technology Industry Council (ITI)

Evaluation Methods Used:

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

- Manual audit was performed using Chrome v.126.0 on windows 11 and included exclusive use of the keyboard.
- Automated tools used included Axe Auditor and the Axe DevTools browser extension.
- Assistive technologies employed included latest version of NVDA v.2025.1.

Scope of Evaluation

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

Page Title
Adaptive Exam Answer Key
Create Assignment
Assignments due in the next 7 days
Past Assignments
Upcoming Assignments
Begin Assignment
Quiz Question
Content Resources
Content Page by Resource Type
Content Page by Topic
Mastery Level Quiz Configuration
Create Question
Edit Profile
Exam Details
Filter Modal By Nursing Topics
Adaptive Exam Results
thePoint Landing Page
Exam Loading
My Account

My Content
Choose Courses
New User Login Modal
Exams Overview
Project-wide
Question 1 - Multiple Choice
Question 10 - Drag-n-Drop Rationale
Question 11 - Multiple Response (Select all that apply)
Question 12 - Drop-down Rationale
Question 13 - Drag & Drop
Question 14 - Matrix as Multiple Response (Select all that apply)
Question 15 - Grouped Multiple Response
Question 16 - Fill In The Blanks
Question 2 - Graphic Option
Question 3 - Hot Spot
Question 4 - Bow Tie Type
Question 5 - Matrix as Multiple Choice
Question 6 - Drop-Down Table Cloze
Question 7 - Drag-n-Drop Cloze
Question 8 - Multiple Response (Select N)
Question 9 - Highlight Text/Table
Question Library - Landing
Reset Password
Quiz Results
Gradebook
Launch Respondus modal
Return User Login Modal
Mastery Level Quiz assignment
Improvement Plan Details
Adaptive Exam Configuration
Submission History

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

- Change order combo box

- Explanatory section
- Footer
- Header
- Interactive Tutorial
- Left Nav
- Left Navigation
- Manage menu button
- Questions Navigation Bar
- Video player

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 be used only 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

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Partially Supports	Most non-text content has text alternatives or a text alternative that serves an equivalent purpose. The following exceptions exist: - Some images do not have a text alternative, so people who are blind and/or use a screen reader will not be able to access the information available in the image, and if it is an active image, will not understand its function. This occurs in the following component: Interactive Tutorial and following pages: Question 1 - Multiple Choice; Question 2 - Graphic Option; Quiz Question; Question 16 - Fill In The Blanks; Question 13 - Drag & Drop; Question 7 - Drag-n-Drop Cloze; Question 15 - Grouped Multiple Response; Adaptive Exam Answer Key; Adaptive Exam Results. - Some decorative images are not hidden from assistive technologies, so a screen reader will announce them unnecessarily. This occurs on the following pages: Quiz Results; Adaptive Exam Answer Key.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not Applicable	Prerecorded audio-only and video-only files are not present.
1.2.2 Captions (Prerecorded) (Level A)	Not Applicable	Prerecorded videos are not present.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Not Applicable	Prerecorded videos are not present, so the audio description is not required.

Criteria	Conformance Level	Remarks and Explanations
1.3.1 Info and Relationships (Level A)	Partially Supports	Most information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. The following exceptions exist: • Some HTML lists contain elements in the code that are not allowed in a programmatic list, so the structure and/or content of each list is not correctly conveyed to people who are blind and/or use a screen reader or other assistive technology. This occurs in the following components: Left Navigation; Manage menu button. • Some content that is visually presented as a list is not properly marked up as a list, so the structures of those lists are not correctly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs in the following components: Explanatory section; Left Navigation and following pages: Question Library - Landing; Mastery Level Quiz Configuration. • Some content that is visually presented as multiple lists is not marked up as a list, so the presence and structure of each list are not conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: Question 7 - Drag-n-Drop Cloze; Question 4 - Bow Tie Type; Adaptive Exam Answer Key. • Some text that visually functions as a heading is not marked up as a heading, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs in the following component: Left Navigation and following pages: Project-wide; Question 8 - Multiple Response (Select N); Question 4 - Bow Tie Type; Question 12 - Drop-down Rationale; Question 6 - Drop-Down Table Cloze; Create Question; Question 5 - Matrix as Multiple Choice; Question 9 - Highlight Text/Table; Question 1 - Multiple Choice; Question 15 - Grouped Multiple Response; Mastery Level Quiz Configuration; Quiz Question. • Some heading levels are out of order, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: Question Library - Landing; Mastery Level Quiz Configuration; Quiz Results; Submission History; Adaptive Exam Results; Exam Details; Exams Overview. • Some elements' programmatic role requires that the element have a parent element, but the parent element is missing, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose or content of the element

Criteria	Conformance Level	Remarks and Explanations
		without the context provided by the parent. This occurs in the following components: Change order combo box; Manage menu button and following page: Question 13 - Drag & Drop. • An element's programmatic role requires one or more child element(s) but the child element(s) is/are missing, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose or content of the element or its related content. This occurs on the following page: Create Assignment. • Some blocks of text are marked up as headings but are not headings, so the structure of the content is misrepresented to assistive technologies and people who are blind and/or use a screen reader. This occurs in the following component: Explanatory section and following pages: Question 7 - Drag-n-Drop Cloze; Question 16 - Fill In The Blanks; Project-wide; Create Question; Question 9 - Highlight Text/Table; Quiz Results; Adaptive Exam Results. • Some groups of form controls are not programmatically associated with their group label, so the purpose of individual controls in each group cannot be understood by people who are blind and/or use a screen reader. This occurs on the following pages: Create Question; Content Resources; Create Assignment; Content Page by Topic; Quiz Question. • A layout table is incorrectly marked up as a data table, so people who are blind and/or use a screen reader will perceive the table as presenting relational data rather than simply positioning text on a page. This occurs on the following page: Quiz Question. • Data is arranged visually like a data table, but the programmatic table header markup for some tables is missing or incomplete. People who are blind and/or use a screen reader will not be aware of the association between the headers for these tables and their related data. This occurs on the following pages: Question 16 - Fill In The Blanks; Question 15 - Grouped Multiple Response; Adaptive Exam Results. • Some information, structure, and/or relationships are only presented visually but not conveyed programmatically, so context provided to sighted users is not available to people who are blind. This occurs on the following pages: Question 10 - Drag-n-Drop Rationale; Question 9 - Highlight Text/Table; Question 4 - Bow Tie Type; Adaptive Exam Results. • Some sets of radio buttons are not programmatically grouped, so the group label for each set of radio buttons will not be conveyed to people who are blind and/or use a screen reader, and they will not understand the purpose of the individual radio buttons. This occurs on the

Criteria	Conformance Level	Remarks and Explanations
		following pages: Question 1 - Multiple Choice; Adaptive Exam Answer Key; Adaptive Exam Configuration. • Content that does not visually function as a list is marked up as a list, so the structure of the page is misrepresented to people who are blind and/or use a screen reader or other assistive technology. This occurs in the following component: Left Navigation and following page: Question 10 - Drag-n-Drop Rationale. • A set of checkboxes is not programmatically grouped, so the group label for the set of checkboxes will not be conveyed to people who are blind and/or use a screen reader, and they will not understand the purpose of the individual checkboxes. This occurs on the following page: Filter Modal By Nursing Topics.
<u>1.3.2 Meaningful Sequence</u> (Level A)	Partially Supports	The reading and navigation order of most content is logical and intuitive. The following exceptions exist: • The screen reader skips and does not announce informative static content (text or images), so the intended meaning of the content will be lost or changed for people who are blind and/or use a screen reader. This occurs on the following pages: Question 16 - Fill In The Blanks; Return User Login Modal; New User Login Modal. • The order that the screen reader announces static content does not match the visual order of the content and changes the meaning of that content, so the intended meaning of the content will be lost or changed for people who are blind and/or use a screen reader. This occurs in the following component: Interactive Tutorial and following page: Adaptive Exam Answer Key. • Some visually hidden content is announced by a screen reader, so people who are blind and/or use a screen reader may be misled or confused when hearing content that is not intended to be part of the reading order on the page. This occurs on the following pages: Question 3 - Hot Spot; Mastery Level Quiz Configuration; Exam Details; Content Page by Topic; Exams Overview. • The screen reader skips and does not announce informative static content (text or images), so the intended meaning of that content will be lost or changed for people who are blind and/or use a screen reader. This occurs on the following pages: Question 7 - Drag-n-Drop Cloze; Question 13 - Drag & Drop; Question 16 - Fill In The Blanks.

Criteria	Conformance Level	Remarks and Explanations
1.3.3 Sensory Characteristics (Level A)	Partially Supports	On most pages, instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, and visual location. The following exception exists: Some instructions require the ability to see shape, color, size, visual location, or orientation, so they will be difficult or impossible to understand for people who are blind or have low vision. This occurs on the following pages: Question 9 - Highlight Text/Table; Project-wide.
1.4.1 Use of Color (Level A)	Partially Supports	For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist: - Color is used as the only method to convey the state (such as "checked," "pressed," or "selected") of some controls, so that information will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs in the following components: Left Navigation; Explanatory section; Manage menu button and following page: Content Page by Topic. - Color is used as the only method to convey information so that information will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs on the following pages: Question 10 - Drag-n-Drop Rationale; Quiz Question. - Color is the only visual method used to identify a link, and a link text's contrast ratio with the color of the surrounding text is less than 3:1, so people who are colorblind or have low vision may not be able to identify the link. This occurs on the following page: Question 1 - Multiple Choice.
1.4.2 Audio Control (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.
2.1.1 Keyboard (Level A)	Partially Supports	On most pages, all functionality is available using only the keyboard (unless that functionality cannot be accomplished in any known way using a keyboard). If shortcut keys and access keys are present, some may conflict with existing browser and screen reader shortcuts, and some functionality based on custom gestures may not be available when a screen reader is turned on. The following exception exists:

Criteria	Conformance Level	Remarks and Explanations
		Multiple functions cannot be performed using only the keyboard, so people who use the keyboard alone to navigate and operate content cannot use these functions. This occurs in the following components: Explanatory section; Questions Navigation Bar; Left Navigation; Manage menu button and following pages: Question Library - Landing; Create Question; Mastery Level Quiz Configuration; Quiz Question; New User Login Modal.
<u>2.1.2 No Keyboard Trap</u> (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user can navigate to and from all navigable elements using only a keyboard.
<u>2.1.4 Character Key Shortcuts</u> (Level A 2.1 and 2.2)	Supports	If a single-character key shortcut exists, then the single-character key shortcut can be turned off or remapped, or it is only active when the relevant user interface component is in focus.
<u>2.2.1 Timing Adjustable</u> (Level A)	Partially Supports	In most cases, when a time limit exists, the user is given an option to turn off, adjust, or extend the time limit. The following exception exists: Some content visually appears and disappears with no ability to adjust how long the content is visible, potentially preventing people who are blind, have low vision, or have mobility or cognitive disabilities from locating or reading the content. This occurs on the following page: Begin Assignment.
<u>2.2.2 Pause, Stop, Hide</u> (Level A)	Supports	Moving, blinking, scrolling, or auto-updating information can be paused, stopped, hidden, or otherwise controlled by the user.
<u>2.3.1 Three Flashes or Below Threshold</u> (Level A)	Not Applicable	The tested application does not contain flashing content.
<u>2.4.1 Bypass Blocks</u> (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
<u>2.4.2 Page Titled</u> (Level A)	Partially Supports	Most pages have descriptive and informative titles. The following exception exists: The page's programmatic title does not identify the purpose of the page, so people who use a screen reader will not know the purpose of the page without reading its content. This occurs on the following page: Mastery Level Quiz Configuration.

Criteria	Conformance Level	Remarks and Explanations
2.4.3 Focus Order (Level A)	Partially Supports	The navigation order of most interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability. The following exceptions exist: • Keyboard focus is lost or misplaced as a result of user interaction or content update, or refresh, so people who use the keyboard to navigate content (including screen reader users) will become disoriented. This occurs in the following component: Video player and following page: Create Question. • Keyboard focus is not moved to a modal when the modal opens, so people who use the keyboard to navigate content (including screen reader users) may not be able to use the modal, and in some cases may not know it is present on the page. This occurs in the following component: Video player. • The focus order is not logical and presents content in an order that misrepresents its meaning or operability, so people who use a keyboard, switch control, or other assistive technology to navigate content may become disoriented or confused. This occurs in the following components: Interactive Tutorial; Left Nav and following pages: Quiz Results; Adaptive Exam Results; Quiz Question. • Keyboard focus or touch screen swiping goes to multiple elements that are hidden or empty, so people who use the keyboard to navigate content (including screen reader users) may become disoriented or confused. This occurs on the following pages: Question 1 - Multiple Choice; Content Page by Topic; Exam Details; Exams Overview. • When a modal closes, keyboard focus is not returned to the control that opened the modal or to another logical location, so people who use the keyboard to navigate content (including screen reader users) may become disoriented on the page. This occurs in the following components: Left Navigation; Video player. • Keyboard focus is not confined within multiple modals, so people who use the keyboard to navigate content (including screen reader users) will be able to navigate outside of the modal, which may cause them to become disoriented. This occurs on the following pages: Question 3 - Hot Spot; Filter Modal By Nursing Topics; Question 16 - Fill In The Blanks.
2.4.4 Link Purpose (In Context) (Level A)	Partially Supports	The purpose of most links can be determined from the link text alone or from the link text and its programmatic context. The following exceptions exist:

Criteria	Conformance Level	Remarks and Explanations
		• The purpose of the link is not made clear by its text or the context provided by the content that immediately surrounds it, so people who are blind and/or use a screen reader will not know where the link goes. This occurs on the following page: Adaptive Exam Results. • Multiple links have identical link text but different destinations, and the context provided by the content that immediately surrounds each link does not provide any clarification, so people who are blind and/or use a screen reader will not know or may be confused about where each link goes. This occurs in the following component: Explanatory section and following pages: Adaptive Exam Answer Key; Quiz Question; Adaptive Exam Results.
<u>2.5.1 Pointer Gestures</u> (Level A 2.1 and 2.2)	Supports	All functionality that can be operated with a pointer can be operated with single-point actions.
<u>2.5.2 Pointer Cancellation</u> (Level A 2.1 and 2.2)	Supports	For functionality that can be operated using a single pointer, at least one of the following is true: • The action is not triggered on the down event. • The action triggers on the up event, and a mechanism is available to abort the function before completion or to undo the function after completion. • The up-event reverses any outcome of the preceding down-event. • Completing the function on the down-event is essential.
<u>2.5.3 Label in Name</u> (Level A 2.1 and 2.2)	Partially Supports	For most user interface components that include visible text labels, the accessible name matches (or includes) the visible text in the label. The following exceptions exist: • Multiple interactive elements (such as links, buttons, or form inputs) do not have an accessible name because their visible labels are not programmatically associated with the elements, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs on the following pages: Create Question; Mastery Level Quiz Configuration; Adaptive Exam Configuration. • The accessible name of multiple interactive elements (such as links, buttons, or form inputs) does not contain the visible label, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs in the following components: Change order combo box; Explanatory section and following pages: Question 12 - Drop-down Rationale; Create Question; Question 6 - Drop-Down Table Cloze; Question 1 - Multiple Choice; Quiz Results; Mastery Level Quiz Configuration; Adaptive Exam Configuration.

Criteria	Conformance Level	Remarks and Explanations
<u>2.5.4 Motion Actuation</u> (Level A 2.1 and 2.2)	Supports	Functionality that can be triggered by device motion or user motion detected by a device can be disabled, and the functionality can be operated without using motion.
<u>3.1.1 Language of Page</u> (Level A)	Supports	The language of each page is correct and can be determined programmatically.
<u>3.2.1 On Focus</u> (Level A)	Supports	When an element receives focus, a change in context (such as a substantial change to the page, the spawning of a pop-up window, or a change in focus) that may disorient the user does not occur.
<u>3.2.2 On Input</u> (Level A)	Partially Supports	In most cases, when a user inputs information or interacts with a control, it does not result in a substantial change to the page that could disorient the user, or the user is informed about the change ahead of time. The following exception exists: When a user changes the setting of a user interface control (such as entering text in an input field or selecting a checkbox or radio button), it results in an unanticipated context change (such as opening a new window, moving focus to another element, or submitting a form), so people who have cognitive disabilities and others may be confused or disoriented. This occurs in the following component: Change order combo box.
<u>3.2.6 Consistent Help</u> (Level A 2.2 only)	Supports	On web pages that contain help features (including human or automated contact options or self-help options), those features occur in the same order relative to other page content unless the user changes that order.
<u>3.3.1 Error Identification</u> (Level A)	Supports	For form controls where an input error is automatically detected, a text message or alert is provided that identifies the field/control where the error was detected and describes the error.
<u>3.3.2 Labels or Instructions</u> (Level A)	Partially Supports	For most form controls/input fields requiring user input, labels, instructions, and/or error messages are provided to identify the controls/input fields in the form so that users know what input data is expected. The following exception exists: The label of an element is not persistent (always visible on the page), so the element's purpose may be difficult to discover. This occurs on the following page: Create Question.
<u>3.3.7 Redundant Entry</u> (Level A 2.2 only)	Supports	If information previously entered by, or provided to, the user is required to be entered again in the same process, that information is either automatically populated or available for the user to select

Criteria	Conformance Level	Remarks and Explanations
		unless the previously entered information is no longer valid or re-entering the information is essential or required to ensure security.
4.1.2 Name, Role, Value (Level A)	Does Not Support	The name, role, state, and/or value of most, if not all, user interface components cannot be programmatically determined. The following issues exist: - Multiple form input elements do not have a programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to determine the name of each element and may not understand its purpose or how to interact with it. This occurs on the following pages: Improvement Plan Details; Content Resources; Exam Details; Content Page by Topic; Assignments due in the next 7 days; Exams Overview. - An element has an invalid attribute in its HTML code that is intended to provide its programmatic role to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of the element or how to interact with it. This occurs on the following page: Adaptive Exam Answer Key. - Multiple buttons do not have a programmatic name, so each button's name (such as "Submit" or "Cancel") is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following pages: Filter Modal By Nursing Topics; Quiz Question; Adaptive Exam Configuration. - Multiple elements that appear and function like a set of tabs with their associated tab panels do not have the required attributes in its HTML code needed to provide its programmatic role, name, state, and other properties to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the element's name, purpose, content, structure, or current state or how to interact with the tabs and their associated content. This occurs in the following component: Questions Navigation Bar and following pages: Question 7 - Drag-n-Drop Cloze; Question 13 - Drag & Drop; Question 12 - Drop-down Rationale; Question 4 - Bow Tie Type; Question 6 - Drop-Down Table Cloze; Question 14 - Matrix as Multiple Response (Select all that apply); Question 8 - Multiple Response (Select N); Question 5 - Matrix as Multiple Choice; Question 15 - Grouped Multiple Response; Question 16 - Fill In The Blanks; Question 11 - Multiple Response (Select all that

Criteria	Conformance Level	Remarks and Explanations
		apply); Question 9 - Highlight Text/Table; Question 10 - Drag-n-Drop Rationale; Adaptive Exam Answer Key. • An iframe does not have a programmatic title that is conveyed to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose or content of the iframe without browsing its content. This occurs on the following page: Adaptive Exam Configuration. • A select element does not have a programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of the select control. This occurs on the following pages: Mastery Level Quiz Configuration; Adaptive Exam Configuration. • The content of multiple tooltips cannot be accessed using a screen reader, so people who are blind and others who use a screen reader will not be able to read this content. This occurs on the following pages: Content Page by Resource Type; Create Assignment. • A control that expands or collapses an accordion (to show or hide its content) is missing one or more attributes in its HTML code that provides its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or current state of the control or how to interact with it. This occurs on the following page: Question Library - Landing. • Multiple elements have an invalid attribute in its HTML code that is intended to provide its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of each element or how to interact with it. This occurs in the following component: Explanatory section and following pages: Question 13 - Drag & Drop; Question 10 - Drag-n-Drop Rationale; Question 1 - Multiple Choice; Quiz Results; Adaptive Exam Answer Key. • An element does not have an attribute in its HTML code that will provide its programmatic role to assistive technology or the role assigned is not correct (like assigning a button the role of "checkbox"), so people who are blind and/or use a screen reader or other assistive technology

Criteria	Conformance Level	Remarks and Explanations
		may not be able to understand the name, purpose, or content of the element or how to interact with it. This occurs in the following component: Manage menu button. - Multiple links do not have a programmatic role, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose and function of each link or how to interact with it. This occurs on the following pages: Adaptive Exam Answer Key; Content Resources. - The HTML code for a link or button is nested inside the code of another link or button, so assistive technologies may not be able to determine the function of the element. This occurs on the following page: Quiz Results. - Multiple form fields are missing a programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of each form field or what input it requires. This occurs on the following pages: Create Question; Adaptive Exam Configuration. - Multiple buttons do not have a programmatic role, so each button's role (usually button, but sometimes link or something else) is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs in the following component: Explanatory section and following pages: Mastery Level Quiz Configuration; Quiz Question. - When a control is disabled, its disabled state is not conveyed programmatically, so people who are blind and/or use a screen reader or other assistive technology will not be informed that the control is disabled. This occurs in the following component: Explanatory section. - The "application" role is incorrectly applied to an element or group of elements, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, structure, or content of the element(s) or how to interact with it. This occurs on the following page: Create Question. - A button does not have a programmatic role and name, so its role (usually button, but sometimes link or something else) and its name (such as "Submit" or "Cancel") are not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following page: Mastery Level Quiz Configuration.

Criteria	Conformance Level	Remarks and Explanations
		- Multiple elements do not have an attribute in their HTML code that will provide its programmatic state (such as "checked"/"not checked") to assistive technology or the state assigned is not correct, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the current state of the element or how to interact with it. This occurs on the following pages: Question 1 - Multiple Choice; Create Assignment. - For some elements that allow a user either to select or not select a single option (like a checkbox or radio buttons) or to select from among 2 or more options (like a select dropdown), the state (such as checked/unchecked or selected/not selected) is not conveyed to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of each element, the options available, and whether the element or an option is currently checked. This occurs in the following component: Interactive Tutorial and following pages: Adaptive Exam Answer Key; Content Page by Topic. - State: Expand/collapse state of the element is missing or incorrect. This occurs in the following components: Explanatory section; Manage menu button and following pages: Quiz Results; Mastery Level Quiz Configuration; Adaptive Exam Answer Key; Adaptive Exam Results; Quiz Question; Return User Login Modal.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
1.2.5 Audio Description (Prerecorded) (Level AA)	Not Applicable	Prerecorded multimedia files are not present, so audio descriptions are not required.
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Orientation of the content is not locked to either landscape or portrait unless a specific orientation is essential for the functionality.

Criteria	Conformance Level	Remarks and Explanations
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Partially Supports	The purpose of most input fields that collect an individual's personal data is programmatically defined based on the WCAG list of Input Purposes for User Interface Components. The following exception exists: No programmatic purpose is provided for some input elements (like text input fields), so browsers or assistive technology are not able to automatically suggest information to fill in the inputs. This occurs on the following pages: Reset Password; Return User Login Modal; Edit Profile.
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist: - The color contrast ratio between text and its background is less than 4.5:1 (or less than 3:1 for large text), so people who are colorblind or have low vision may have difficulty reading the text. This occurs in the following component: Questions Navigation Bar and following pages: Question 9 - Highlight Text/Table; Quiz Results; Adaptive Exam Answer Key; Adaptive Exam Results; Quiz Question; Adaptive Exam Configuration; My Content. - The color contrast ratio between text and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text. This occurs on the following pages: Question 7 - Drag-n-Drop Cloze; Question 16 - Fill In The Blanks; Create Question; Question 15 - Grouped Multiple Response; Question 12 - Drop-down Rationale; Question 11 - Multiple Response (Select all that apply); Question 9 - Highlight Text/Table; Question 6 - Drop-Down Table Cloze; Question 8 - Multiple Response (Select N); Question 3 - Hot Spot; Question 5 - Matrix as Multiple Choice; Question 13 - Drag & Drop; Question 4 - Bow Tie Type; Question 10 - Drag-n-Drop Rationale; Question 2 - Graphic Option; Question 14 - Matrix as Multiple Response (Select all that apply); Quiz Results; Quiz Question; Begin Assignment; Content Page by Topic; Adaptive Exam Results; Return User Login Modal; Reset Password; New User Login Modal; Edit Profile. - The color contrast ratios on hover or focus between the text labels of some controls and their background are less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text label of each control. This occurs on the following pages: Content Page by Topic; My Account; Reset Password; Edit Profile.

Criteria	Conformance Level	Remarks and Explanations
		- The color contrast ratio between text placed over an image and that image is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text. This occurs on the following page: Question 1 - Multiple Choice. - The color contrast ratio between placeholder text in an input and the input's background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the placeholder text. This occurs on the following page: Create Question.
1.4.4 Resize text (Level AA)	Partially Supports	Most content is readable and functional when browser zoom is set to 200% of its initial size. The following exceptions exist: - Content is lost, clipped, or obscured when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to that content. This occurs in the following component: Explanatory section and following pages: Question 13 - Drag & Drop; Project-wide; Mastery Level Quiz Configuration; Quiz Results; Create Assignment; Quiz Question; Mastery Level Quiz assignment; Adaptive Exam Results. - Functionality is lost when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to this functionality. This occurs on the following pages: Adaptive Exam Results; Mastery Level Quiz assignment; Quiz Question.
1.4.5 Images of Text (Level AA)	Partially Supports	On most pages, when content can be presented visually using only text, an image of text is not used to present that text. The following exception exists: Text on the page is text embedded in an image instead of actual text. An image of text is difficult to zoom or otherwise modify, so people who have low vision and need to enlarge text to read it may not be able to read the text. People with other disabilities that need to otherwise modify text to read it also may not be able to read this text. This occurs on the following page: Question 1 - Multiple Choice.
1.4.10 Reflow (Level AA 2.1 and 2.2)	Partially Supports	The content of most pages is viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following exceptions exist: When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content does not fit horizontally, so it cannot be viewed without scrolling. People with low vision who increase the size of text and other content using the

Criteria	Conformance Level	Remarks and Explanations
		browser zoom may have difficulty accessing the content that can only be seen by horizontal scrolling. This occurs on the following pages: Mastery Level Quiz Configuration; Quiz Results; Content Resources; Submission History; Adaptive Exam Answer Key. - When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content overlaps and cannot be seen or understood, so the overlapping content is not available to people with low vision who increase the size of text and other content using the browser zoom. This occurs in the following components: Questions Navigation Bar; Left Navigation and following pages: Question 4 - Bow Tie Type; Question 14 - Matrix as Multiple Response (Select all that apply); Upcoming Assignments; Quiz Question; Exam Details; Adaptive Exam Results; Content Page by Topic; Mastery Level Quiz assignment; Exam Loading; Exams Overview. - When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content or functionality becomes unavailable, so people with low vision who increase the size of text and other content using the browser zoom will not be able to access all of the page's content and/or functionality. This occurs in the following components: Explanatory section; Video player; Interactive Tutorial and following pages: Question 12 - Drop-down Rationale; Question 13 - Drag & Drop; Question 2 - Graphic Option; Question 10 - Drag-n-Drop Rationale; Question 6 - Drop-Down Table Cloze; Question 15 - Grouped Multiple Response; Project-wide; Question 5 - Matrix as Multiple Choice; Question 9 - Highlight Text/Table; Question 8 - Multiple Response (Select N); Mastery Level Quiz assignment; Adaptive Exam Results; Quiz Question.
<u>1.4.11 Non-text Contrast</u> (Level AA 2.1 and 2.2)	Partially Supports	Most of the boundaries and indicators of the visual state(s) of each active user component and any graphics required to understand content have a 3:1 color contrast ratio with adjacent color(s) or their background. The following exceptions exist: The visual boundaries of some interactive elements (like a radio button or input fields) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty in perceiving the boundaries of the interactive element. This occurs on the following pages: Question 1 - Multiple Choice; Question 16 - Fill In The Blanks; Create Question.

Criteria	Conformance Level	Remarks and Explanations
		• The focus indicators of some interactive elements (like buttons or input fields) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving when each interactive element is receiving focus. This occurs in the following component: Video player and following pages: Create Question; Content Resources; Content Page by Topic. • The indicators for the state of some interactive elements (like checkboxes or radio buttons) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty in perceiving the state of the interactive elements. This occurs on the following pages: Content Page by Topic; Return User Login Modal. • Some images or graphics (like a chart) or parts of the image/graphic required to understand its content do not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are colorblind or have low vision may not be able to understand the information presented by the image/graphic. This occurs in the following component: Video player and following page: Adaptive Exam Answer Key. • Some icons (or parts of an icon required to understand its content) do not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are colorblind or have low vision may not be able to understand the information presented by each icon. This occurs on the following pages: Question 1 - Multiple Choice; Question 9 - Highlight Text/Table; Question 8 - Multiple Response (Select N); Question 3 - Hot Spot; Question 15 - Grouped Multiple Response; Create Question; Question 11 - Multiple Response (Select all that apply); Question 10 - Drag-n-Drop Rationale; Question 5 - Matrix as Multiple Choice; Question 4 - Bow Tie Type; Question 14 - Matrix as Multiple Response (Select all that apply); Question 12 - Drop-down Rationale; Filter Modal By Nursing Topics; Question 2 - Graphic Option; Question 6 - Drop-Down Table Cloze; Quiz Results; Adaptive Exam Answer Key; Mastery Level Quiz assignment; Adaptive Exam Results.
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Partially Supports	For most content, the spacing between letters, words, lines of text, and paragraphs can be adjusted with no loss of content or functionality. The following exceptions exist: • When text spacing is adjusted to help people with vision, reading, and/or cognitive disabilities, some content cannot be seen because it is cut off. This occurs in the following component:

Criteria	Conformance Level	Remarks and Explanations
		Header and following pages: Question 11 - Multiple Response (Select all that apply); Question 10 - Drag-n-Drop Rationale; Mastery Level Quiz Configuration. When text spacing is adjusted to help people with vision, reading, and/or cognitive disabilities, some or all of the content cannot be read because it overlaps with other content. This occurs on the following pages: thePoint Landing Page; Return User Login Modal.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Partially Supports	In most cases, when additional content is triggered by pointer hover or keyboard focus, that additional content can be dismissed and hovered over, and the content persists until the user dismisses it. The following exceptions exist: - Content that appears on mouse hover or keyboard focus (such as tooltips, drop-down menus, or popups) is not dismissible, so it obscures all or part of the original content on the page. This occurs on the following page: Quiz Question. - Content that appears on mouse hover (such as tooltips, drop-down menus, or popups) disappears when the mouse pointer is moved over that content, meaning people with disabilities, especially people with low vision who need to magnify text, may not be able to read the additional content. This occurs on the following pages: Create Assignment; Quiz Question.
2.4.5 Multiple Ways (Level AA)	Supports	Multiple ways are available to find other pages on the site.
2.4.6 Headings and Labels (Level AA)	Partially Supports	Most headings and labels for form and interactive controls are informative. The following exceptions exist: - Multiple buttons have identical programmatic labels but different functionality, and there is no programmatic context, so people who are blind and/or use a screen reader will not know or may be confused or misled about what each button does. This occurs in the following components: Change order combo box; Questions Navigation Bar; Explanatory section and following pages: Create Question; Adaptive Exam Answer Key; Adaptive Exam Results. - Multiple programmatic labels for controls or form input fields do not convey the purpose of the control or input, so people who are blind and/or use a screen reader may not understand what a control does or what data to enter. This occurs in the following component: Manage

Criteria	Conformance Level	Remarks and Explanations
		menu button and following pages: Create Question; Question 12 - Drop-down Rationale; Question 1 - Multiple Choice; Question 6 - Drop-Down Table Cloze.
<u>2.4.7 Focus Visible</u> (Level AA)	Partially Supports	In most cases, it is visually apparent which page element is currently receiving keyboard focus. The following exception exists: Multiple interactive elements (such as links, buttons, or form inputs) do not have a visual focus indicator, so sighted people who use a keyboard to navigate content will not know when those elements are receiving focus. This occurs in the following components: Manage menu button; Explanatory section and following pages: Question 12 - Drop-down Rationale; Question 6 - Drop-Down Table Cloze; Mastery Level Quiz Configuration; Return User Login Modal.
<u>2.4.11 Focus Not Obscured (Minimum)</u> (Level AA 2.2 only)	Partially Supports	When most user interface components receive keyboard focus, each component is not entirely hidden due to author-created content. The following exception exists: A focused element is completely covered by other author-created content, which may cause people who use the keyboard to navigate content to become disoriented. This occurs on the following page: Question 16 - Fill In The Blanks.
<u>2.5.7 Dragging Movements</u> (Level AA 2.2 only)	Partially Supports	Most functionality that uses a dragging movement can be achieved by a single pointer without dragging, unless dragging is essential or the functionality is determined by the user agent and not modified by the author. The following exception exists: Some functionality relies on a dragging movement with no single-pointer, single-touch alternative, making it difficult or impossible for persons with motor difficulties and users of assistive technology to perform the gesture. This occurs on the following pages: Create Question; Quiz Question.
<u>2.5.8 Target Size (Minimum)</u> (Level AA 2.2 only)	Partially Supports	The size of the target for most clickable controls is at least 24 by 24 CSS pixels, except where the target size is determined by the user agent; there is a different control with equivalent functionality; the target is in line with text; the presentation of the target is essential to the function or otherwise exempted under the rule; or each control is spaced such that a 24-pixel circle placed around the

Criteria	Conformance Level	Remarks and Explanations
		bounding box of the control will not intersect any similar circle for another control. The following exception exists: Multiple target hit areas do not meet a minimum 24x24 pixel size or spacing. making it difficult for users with hand tremors and those who have difficulty with fine motor movement to activate them accurately. This occurs on the following pages: Mastery Level Quiz Configuration; Quiz Question; Adaptive Exam Results.
<u>3.1.2 Language of Parts</u> (Level AA)	Supports	The language of each section of content that is different from the default language of the page is correctly identified and can be determined programmatically.
<u>3.2.3 Consistent Navigation</u> (Level AA)	Supports	Navigation patterns that are repeated on web pages are presented in the same relative order each time they appear and do not change order when navigating through the site.
<u>3.2.4 Consistent Identification</u> (Level AA)	Supports	Labels, names, and/or text alternatives for content that have the same functionality across multiple web pages are consistently identified.
<u>3.3.3 Error Suggestion</u> (Level AA)	Supports	If input errors are automatically detected, suggestions are provided in text for correcting the input in a timely and accessible manner before the data is submitted to the server.
<u>3.3.4 Error Prevention (Legal, Financial, Data)</u> (Level AA)	Supports	If the user can change or delete legal transactions, financial transactions, student exam responses, or data transactions that are unrecoverable or unintentionally modify or delete data, the changes and/or deletions are reversible, verified, or confirmed.
<u>3.3.8 Accessible Authentication (Minimum)</u> (Level AA 2.2 only)	Supports	A cognitive function test (such as remembering a password or solving a puzzle) is not required for any step in an authentication process unless either another method is available that does not rely on a cognitive function test; help is available to assist the user in completing the test; or the test is to recognize objects or identify non-text content the user provided to the website.
<u>4.1.3 Status Messages</u> (Level AA 2.1 and 2.2)	Partially Supports	In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exception exists: Some status messages are not automatically announced by the screen reader, so people who are blind and/or use a screen reader or other assistive technology may completely miss

Criteria	Conformance Level	Remarks and Explanations
		the status messages, or they may not hear them in a timely fashion. This occurs in the following component: Explanatory section and following pages: Question 16 - Fill In The Blanks; Question 1 - Multiple Choice; Create Question; Project-wide; Choose Courses; Quiz Results; Exam Loading; Mastery Level Quiz assignment; Begin Assignment; Return User Login Modal.

Table 3: Success Criteria, Level AAA

Notes: Not Applicable. Website was not audited for WCAG 2.2 AAA conformance.

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