EDPUZZLE ACCESSIBILITY CONFORMANCE REPORT
(based on VPAT® Version 2.5Rev)

Name(s) of Product(s):

- Edpuzzle Website

Latest Update: October 9, 2026

Product Description: The Edpuzzle instructional software accessible at https://edpuzzle.com, allows teachers to transform a variety of content types (e.g. videos, quizzes, slides, or documents), as applicable, and turn them into an interactive lesson by embedding content such as, but not limited to, questions and notes, fostering deeper understanding and engagement by students. Teachers may receive, from the completed lesson, insightful data analytics on student progress enabling personalized feedback and informed decisions.

- Edpuzzle Website :
  https://edpuzzle.com
  https://support.edpuzzle.com/hc/en-us/articles/360024281491-What-is-Edpuzzle-

Applicable Standards/Guidelines:

- Web Content Accessibility Guidelines (WCAG) 2.2 (W3C Recommendation 12 December 2024) on Levels A and AA
- Revised Section 508, as published on January 18, 2017, and corrected on January 22, 2018, at www.Section508.gov.

Document History:

DATE	REMARKS
September 30, 2019	Initial release
September 14, 2023	Revision 1 (update based on VPAT® Version 2.4Rev)
April 10, 2025	Revision 2 (update based on VPAT® Version 2.5)
July 2, 2026	Revision 3 (update based on VPAT® Version 2.5Rev)
October 9, 2026	Revision 3.1 (update based on VPAT® Version 2.5Rev)

Tables:

- Table 1 and Table 2 provide conformance level information on accessibility standards set by WCAG 2.2 on Levels A and AA, respectively. Both tables also document conformance with Revised Section 508: Chapter 5 – 501.1 (Scope), 504.2 (Content Creation or Editing) and Chapter 6 – 602.3 (Electronic Support Documentation).

- Table 3 provides conformance level information with Section 508.

Terms used: The terms used in the Conformance Level information are "supports", "partially supports", "does not support", and "not applicable (n/a)".

- 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 (N/A): The criterion is not relevant to the product.

Evaluation Methods Used: the Edpuzzle website was evaluated in October 2026 against WCAG 2.1 and 2.2 Levels A and AA and the Revised Section 508 standards. The evaluation combined automated testing, including keyboard testing, testing with assistive technology, and a manual review of the product's source code.

Testers: testing was performed by Edpuzzle's engineering team.

Automated testing:

- Full-product scan: we ran Deque's axe-core accessibility engine (version 4.10) across our full end-to-end regression suite of more than 1,100 tests, using Playwright in Chromium. The scan checks every page and dialog the tests reach, for both teachers and students, including content embedded in learning management systems (LTI and Google Classroom). It checks the WCAG 2.1 and 2.2 Level A and AA rules, and also runs at key moments in the student experience, such as while a question is open or after an answer is submitted.
- Keyboard tests: automated end-to-end tests using only the keyboard.
- Accessible name tests: the same tests verify that every interactive control on those screens has an accessible name, so screen readers can announce it.
- Component tests: unit tests locate interface elements by their accessible role and name, the way assistive technologies do.
- Code checks: checks on every code change block new accessibility issues, such as missing accessible names, misused landmarks or removed focus indicators, before the change can be merged.

Manual review:

Engineers reviewed the source code of the web app criterion by criterion against WCAG, assisted by Anthropic's Claude Code, an AI coding tool. It traced how each interface component renders and behaves, and engineers verified its findings in the code and the running product. The review covered areas that automated tools cannot fully assess, including keyboard operation and focus order, how status messages are announced, the names of controls, page titles and language, and

color contrast. Each conformance level in this report is based on that review together with the automated results.

Assistive technology testing:

Teacher and student workflows are tested manually with VoiceOver on macOS, with the screen reader as the only way of navigating.

Test method: no single published test method was followed. Criteria were evaluated against the W3C's *Understanding WCAG 2.2* and *Techniques for WCAG 2.2* (https://www.w3.org/WAI/WCAG22/Understanding/), using Deque's axe-core rules (https://github.com/dequelabs/axe-core) for automated checks.

Similar products: not applicable.

Tools used:

1. Automated testing: Deque axe-core 4.10, with Playwright in Chromium
2. Assistive technology: VoiceOver on macOS
3. Code review: Anthropic Claude Code, an AI coding tool, with engineer verification
4. Code checks: oxlint with jsx-a11y rules

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TABLE 1: Success Criteria, WCAG 2.2 – Level A

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A): Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except in situations listed in WCAG 2.2 1.1.1.	Partially Supports	Images that teachers upload to questions have no detailed text alternative yet.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) For prerecorded audio-only and prerecorded video-only media, the 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.	Supports	
1.2.2 Captions (Prerecorded) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	YouTube videos display the captions provided by their creators. Videos uploaded by teachers receive automatically generated captions. Teachers and students can request a correction to any caption through Edpuzzle support.

Criteria	Conformance Level	Remarks and Explanations
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such.	Supports	Edpuzzle provides the chance to enrich videos with custom audio notes or voiceovers, and relies on the teacher to pick or upload the content that best suits their audience.
1.3.1 Info and Relationships (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.	Supports	
1.3.2 Meaningful Sequence (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.	Supports	
1.3.3 Sensory Characteristics (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound.	Supports	

Criteria	Conformance Level	Remarks and Explanations
1.4.1 Use of Color (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.	Supports	Green, red and orange may be used ONLY to emphasize correct, incorrect and almost correct answers, but the grade will always be displayed at the same time.
1.4.2 Audio Control (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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	Neither videos or audios play automatically.
2.1.1 Keyboard (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	

Criteria	Conformance Level	Remarks and Explanations
2.1.2 No Keyboard Trap (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2) 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 use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc); - *Active only on focus*: The keyboard shortcut for a user interface component is only active when that component has focus.	Supports	Keyboard shortcuts are only available for the video player, active only on focus.

Criteria	Conformance Level	Remarks and Explanations
2.2.1 Timing Adjustable (Level A) Also applies to: Revised Section 508 ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) For each time limit that is set by the content, at least one of the following is true: – *Turn off*: User is allowed to turn off 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	Teachers can choose no time limit for any question, and can turn time limits off for an entire quiz or presentation when assigning it. Sessions last 7 days and renew automatically while the user is active, which exceeds the 20-hour exception. Schools may configure a shorter inactivity timeout for security reasons.

Criteria	Conformance Level	Remarks and Explanations
2.2.2 Pause, Stop, Hide (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	Automatic focus and auto-updating, where present, are always essential.
2.3.1 Three Flashes or Below Threshold (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	Edpuzzle relies on the teacher to pick the best content available for their audience, which may or may not contain more than three flashes in a one-second period.
2.4.1 Bypass Blocks (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.	Supports	Any pop-up that may appear during the navigation can be closed by clicking on “Esc”, unless it is mandatory to fill it in for the proper functioning of the service.

Criteria	Conformance Level	Remarks and Explanations
2.4.2 Page Titled (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Web pages have titles that describe topic or purpose.	Supports	Edpuzzle is a single page app, thus all pages will have the same <title> tag.
2.4.3 Focus Order (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	While navigating our site with only the keyboard always makes sense, there are a few complex interfaces that might become cumbersome when only using the Tab key.
2.4.4 Link Purpose (In Context) (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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	
2.5.1 Pointer Gestures (Level A 2.1and 2.2) 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	No multipoint or path-based gestures beyond the native scroll page for our mobile apps.
2.5.2 Pointer Cancellation (Level A 2.1and 2.2) 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;	Supports	All interactions occur on the up-event.

Criteria	Conformance Level	Remarks and Explanations
- *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.		
2.5.3 Label in Name (Level A 2.1 and 2.2) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.	Supports	
2.5.4 Motion Actuation (Level A 2.1 and 2.2) 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	Full screen mode on our mobile apps can be enabled/disabled both through motion (tilting) and interface components.
3.1.1 Language of Page (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) The default human language of each Web page can be programmatically determined.	Supports	Every page declares its language in the lang attribute, and it updates to match the interface language the user chooses, so screen readers apply the right pronunciation rules.
3.2.1 On Focus (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	

Criteria	Conformance Level	Remarks and Explanations
When any user interface component receives focus, it does not initiate a change of context.		
3.2.2 On Input (Level A) Also applies to: Revised Section 508 ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) 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 forms, some parts may change as users select or fill in fields, but the overall structure remains the same.
3.2.6 Consistent Help (Level A 2.2 only) If a Web page contains any of the following help mechanisms, and those mechanisms are repeated on multiple Web pages within a set of Web pages, they occur in the same order relative to other page content, unless a change is initiated by the user: - Human contact details; - Human contact mechanism; - Self-help option; - A fully automated contact mechanism.	Supports	From a user account, a quick access to the “Help Center” can always be found at the header of the pages, below the (?) icon. For public pages, a ‘Help Center” link can be found at the footer of the website. From our mobile apps, there’s a navigation bar always visible at the bottom of the screen, with a quick access to the Profile tab - where students will find a link to our “Help Center”. In the Help Center, users can browse through all our articles or just click on “Contact Us”
3.3.1 Error Identification (Level A) Also applies to: Revised Section 508 ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) If an input error is automatically detected, the item that is experiencing the error is identified and the error is described to the user in text.	Supports	

Criteria	Conformance Level	Remarks and Explanations
3.3.2 Labels or Instructions (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Labels or instructions are provided when content requires user input.	Supports	
3.3.7 Redundant Entry (Level A 2.2 Only) Information previously entered by or provided to the user that is required to be entered again in the same process is either: - auto-populated, or - available for the user to select. Except when: - re-entering the information is essential, - the information is required to ensure the security of the content, or - previously entered information is no longer valid.	Supports	
4.1.1 Parsing (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	
4.1.2 Name, Role, Value (Level A) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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	Supports	

Criteria	Conformance Level	Remarks and Explanations
available to user agents, including assistive technologies.		

TABLE 2: Success Criteria, WCAG 2.2 – Level AA

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Captions are provided for all live audio content in synchronized media.	Not Applicable (N/A)	Edpuzzle does not work with real-time video content.
1.2.5 Audio Description (Prerecorded) (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Audio description is provided for all prerecorded video content in synchronized media.	Partially Supports	Some Edpuzzle Originals videos may not include audio description for visual information that the narration doesn't cover.
1.3.4 Orientation (Level AA 2.1 and 2.2) 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	Devices can be used in any orientation.

Criteria	Conformance Level	Remarks and Explanations
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2) 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	
1.4.3 Contrast (Minimum) (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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 minimum contrast requirement.	Supports	All essential texts follow the minimum contrast ratio.
1.4.4 Resize text (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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	

Criteria	Conformance Level	Remarks and Explanations
1.4.5 Images of Text (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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.	Supports	Edpuzzle only uses images of text with logotypes or decorative images.
1.4.10 Reflow (Level AA 2.1 and 2.2) 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	Our interfaces are fully responsive, although some data tables might need two-dimensional scroll.
1.4.11 Non-text Contrast (Level AA 2.1 and 2.2) 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.	Supports	

Criteria	Conformance Level	Remarks and Explanations
1.4.12 Text Spacing (Level AA 2.1 and 2.2) 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.	Supports	Content adapts perfectly to custom line, letter and word spacings.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2) Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true: - *Dismissable*: 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.	Supports	Edpuzzle doesn't rely much on showing content on hover or focus, but when it does it's hoverable, persistent and covers white space and decorative elements only.

Criteria	Conformance Level	Remarks and Explanations
2.4.5 Multiple Ways (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs 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	Navigation through links or in a sequential manner is possible. Search engines are also available to find videos.
2.4.6 Headings and Labels (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Headings and labels describe topic or purpose.	Supports	
2.4.7 Focus Visible (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.	Supports	Focus indicator is operable through tab navigation; however some browser focus indicators were removed if the visual burden was excessive. Some assistive technologies add their own focus indication, making the browser's focus indication redundant.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only) When a user interface component receives keyboard focus, the component is not entirely hidden due to author-created content.	Supports	

Criteria	Conformance Level	Remarks and Explanations
2.5.7 Dragging Movements (Level AA 2.2 only) All functionality that uses a dragging movement for operation 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.	Partially Supports	Some lists can only be reordered by dragging or with the keyboard, not with single clicks.
2.5.8 Target Size (Minimum) (Level AA 2.2 only) The size of the target for pointer inputs is at least 24 by 24 CSS pixels, except where: - Spacing: Undersized targets (those less than 24 by 24 CSS pixels) are positioned so that if a 24 CSS pixel diameter circle is centered on the bounding box of each, the circles do not intersect another target or the circle for another undersized target; - Equivalent: The function can be achieved through a different control on the same page that meets this criterion; - Inline: The target is in a sentence or its size is otherwise constrained by the line-height of non-target text; - User agent control: The size of the target is determined by the user agent and is not modified by the author; - Essential: A particular presentation of the target is essential or is legally required for the information being conveyed.	Supports	

Criteria	Conformance Level	Remarks and Explanations
3.1.2 Language of Parts (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) 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	Edpuzzle's own interface text is always in the interface language, which is identified on every page based on the user's preferred language. Content written by teachers and students, such as questions and answers, is authored by them and is not marked with a language of its own; screen readers read it with the interface language.
3.2.3 Consistent Navigation (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs 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	
3.2.4 Consistent Identification (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs Components that have the same functionality within a set of web pages are identified consistently.	Supports	
3.3.3 Error Suggestion (Level AA) Also applies to: Revised Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the	Supports	

Criteria	Conformance Level	Remarks and Explanations
user, unless it would jeopardize the security or purpose of the content.		
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) Also applies to: Revised Section 508 ● 501 (Web)(Software) ● 504.2 (Authoring Tool) ● 602.3 (Support Docs) 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: 1. Reversible: Submissions are reversible. 2. Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. 3. Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.	Supports	Due to the nature of our product, students' responses can be edited and resubmitted only if allowed by their teacher.
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only) A cognitive function test (such as remembering a password or solving a puzzle) is not required for any step in an authentication process unless that step provides at least one of the following: - Alternative: Another authentication method that does not rely on a cognitive function test. - Mechanism: A mechanism is available to assist the user in completing the cognitive function test. - Object Recognition: The cognitive function test is to recognize objects. - Personal Content: The cognitive function test is to identify non-text content the user provided to the Web site.	Supports	The authentication process might request completing a Captcha in case we suspect there's a bot behind it. In the unlikely event that human intervention is required, the Captcha widget supports assistive technologies and is optimized for users with limitations in vision, hearing, and motor control.

Criteria	Conformance Level	Remarks and Explanations
4.1.3 Status Messages (Level AA 2.1 and 2.2) 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	

TABLE 3: Revised Section 508 Report

Chapter 3: Functional Performance Criteria

Criteria	Conformance Level	Remarks and Explanations
301 General.		
301.1 Scope. The requirements of Chapter 3 shall apply to Information and Communications Technology (ICT) where required by 508 Chapter 2 (Scoping Requirements), 255 Chapter 2 (Scoping Requirements), and where otherwise referenced in any other chapter of the Revised 508 Standards or Revised 255 Guidelines.		
302 Functional Performance Criteria.		
302.1 Without Vision. Where a visual mode of operation is provided, ICT shall provide at least one mode of operation that does not require user vision.	Supports	Operable using a screen reader.
302.2 With Limited Vision. Where a visual mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited vision.	Supports	
302.3 Without Perception of Color. Where a visual mode of operation is provided, ICT shall provide at least one visual mode of operation that does not require user perception of color.	Supports	
302.4 Without Hearing. Where an audible mode of operation is provided, ICT shall provide at least one mode of operation that does not require user hearing.	Supports	Edpuzzle provides automatically generated closed captions for YouTube and uploaded videos.
302.5 With Limited Hearing. Where an audible mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited hearing.	Supports	Edpuzzle provides automatically generated closed captions for YouTube and uploaded videos.

Criteria	Conformance Level	Remarks and Explanations
302.6 Without Speech. Where speech is used for input, control, or operation, ICT shall provide at least one mode of operation that does not require user speech.	Supports	Questions and responses can be both in audio and text format.
302.7 With Limited Manipulation. Where a manual mode of operation is provided, ICT shall provide at least one mode of operation that does not require fine motor control or simultaneous manual operations.	Supports	Operable with keyboard.
302.8 With Limited Reach and Strength. Where a manual mode of operation is provided, ICT shall provide at least one mode of operation that is operable with limited reach and limited strength.	Supports	Operable with keyboard.
302.9 With Limited Language, Cognitive, and Learning Abilities. ICT shall provide features making its use by individuals with limited cognitive, language, and learning abilities simpler and easier.	Supports	

Chapter 4: Hardware

Notes: not applicable to Edpuzzle.

Chapter 5: Software

Criteria	Conformance Level	Remarks and Explanations
501.1 Scope – Incorporation of WCAG 2.0 AA The requirements of Chapter 5 shall apply to software where required by 508 Chapter 2 (Scoping Requirements), 255 Chapter 2 (Scoping Requirements), and where otherwise referenced in any other chapter of the Revised 508 Standards or Revised 255 Guidelines. EXCEPTION: Where Web applications do not have access to platform accessibility services and do not include components that have access to platform accessibility services, they shall not be required to conform to 502 or		

Criteria	Conformance Level	Remarks and Explanations
503 provided that they conform to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 (incorporated by reference, see 702.10.1).		
502 Interoperability with Assistive Technology		
502.1 General. Software shall interoperate with assistive technology and shall conform to 502.		
502.2 Documented Accessibility Features. Software with platform features defined in platform documentation as accessibility features shall conform to 502.2.		
502.2.1 User Control of Accessibility Features. Platform software shall provide user control over platform features that are defined in the platform documentation as accessibility features.	Supports	
502.2.2 No Disruption of Accessibility Features. Software shall not disrupt platform features that are defined in the platform documentation as accessibility features.	Supports	
502.3 Accessibility Services. Platform software and software tools that are provided by the platform developer shall provide a documented set of accessibility services that support applications running on the platform to interoperate with assistive technology and shall conform to 502.3. Applications that are also platforms shall expose the underlying platform accessibility services or implement other documented accessibility services.		
502.3.1 Object Information. The object role, state(s), properties, boundary, name, and description shall be programmatically determinable.	Supports	

Criteria	Conformance Level	Remarks and Explanations
502.3.2 Modification of Object Information. States and properties that can be set by the user shall be capable of being set programmatically, including through assistive technology.	Supports	
502.3.3 Row, Column, and Headers. If an object is in a data table, the occupied rows and columns, and any headers associated with those rows or columns, shall be programmatically determinable.	Supports	
502.3.4 Values. Any current value(s) and any set or range of allowable values associated with an object shall be programmatically determinable.	Supports	
502.3.5 Modification of Values. Values that can be set by the user shall be capable of being set programmatically, including through assistive technology.	Supports	
502.3.6 Label Relationships. Any relationship that a component has as a label for another component, or of being labeled by another component, shall be programmatically determinable.	Supports	
502.3.7 Hierarchical Relationships. Any hierarchical (parent-child) relationship that a component has as a container for, or being contained by, another component shall be programmatically determinable.	Supports	
502.3.8 Text. The content of text objects, text attributes, and the boundary of text rendered to the screen, shall be programmatically determinable.	Supports	
502.3.9 Modification of Text. Text that can be set by the user shall be capable of being set programmatically, including through assistive technology.	Supports	
502.3.10 List of Actions. A list of all actions that can be executed on an object shall be programmatically determinable.	Supports	

Criteria	Conformance Level	Remarks and Explanations
502.3.11 Actions on Objects. Applications shall allow assistive technology to programmatically execute available actions on objects.	Supports	
502.3.12 Focus Cursor. Applications shall expose information and mechanisms necessary to track focus, text insertion point, and selection attributes of user interface components.	Supports	
502.3.13 Modification of Focus Cursor. Focus, text insertion point, and selection attributes that can be set by the user shall be capable of being set programmatically, including through the use of assistive technology.	Supports	
502.3.14 Event Notification. Notification of events relevant to user interactions, including but not limited to, changes in the component's state(s), value, name, description, or boundary, shall be available to assistive technology.	Supports	
502.4 Platform Accessibility Features. Platforms and platform software shall conform to the requirements in ANSI/HFES 200.2, Human Factors Engineering of Software User Interfaces — Part 2: Accessibility (2008) (incorporated by reference, see 702.4.1) listed below: A. Section 9.3.3 Enable sequential entry of multiple (chorded) keystrokes; B. Section 9.3.4 Provide adjustment of delay before key acceptance; C. Section 9.3.5 Provide adjustment of same-key double-strike acceptance; D. Section 10.6.7 Allow users to choose visual alternative for audio output; E. Section 10.6.8 Synchronize audio equivalents for visual events; F. Section 10.6.9 Provide speech output services; and G. Section 10.7.1 Display any captions provided.	Supports	

Criteria	Conformance Level	Remarks and Explanations
503 Applications		
503.1 General. Applications shall conform to 503.		
503.2 User Preferences. Applications shall permit user preferences from platform settings for color, contrast, font type, font size, and focus cursor.	Supports	Edpuzzle relies on the browser and OS settings.
503.3 Alternative User Interfaces. Where an application provides an alternative user interface that functions as assistive technology, the application shall use platform and other industry standard accessibility services.	Supports	
503.4 User Controls for Captions and Audio Description. Where ICT displays video with synchronized audio, ICT shall provide user controls for closed captions and audio descriptions conforming to 503.4.		
503.4.1 Caption Controls. Where user controls are provided for volume adjustment, ICT shall provide user controls for the selection of captions at the same menu level as the user controls for volume or program selection.	Supports	
503.4.2 Audio Description Controls. Where user controls are provided for program selection, ICT shall provide user controls for the selection of audio descriptions at the same menu level as the user controls for volume or program selection.	Supports	
504 Authoring Tools		
504.1 General. Where an application is an authoring tool, the application shall conform to 504 to the extent that information required for accessibility is supported by the destination format.		

Criteria	Conformance Level	Remarks and Explanations
504.2 Content Creation or Editing. Authoring tools shall provide a mode of operation to create or edit content that conforms to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 for all supported features and, as applicable, to file formats supported by the authoring tool. Authoring tools shall permit authors the option of overriding information required for accessibility. EXCEPTION: Authoring tools shall not be required to conform to 504.2 when used to directly edit plain text source code.	See WCAG 2.0 section.	See WCAG 2.0 section.
504.2.1 Preservation of Information Provided for Accessibility in Format Conversion. Authoring tools shall, when converting content from one format to another or saving content in multiple formats, preserve the information required for accessibility to the extent that the information is supported by the destination format.	Supports	
504.2.2 PDF Export. Authoring tools capable of exporting PDF files that conform to ISO 32000-1:2008 (PDF 1.7) shall also be capable of exporting PDF files that conform to ANSI/AIIM/ISO 14289-1:2016 (PDF/UA-1) .	Not Applicable	No PDF export.
504.3 Prompts. Authoring tools shall provide a mode of operation that prompts authors to create content that conforms to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 for supported features and, as applicable, to file formats supported by the authoring tool.	Supports	Edpuzzle provides teachers with the proper tools (add voiceover, insert audio notes, enable closed captions, etc.) to make their content accessible based on their audience needs.
504.4 Templates. Where templates are provided, templates allowing content creation that conforms to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0 shall be provided for a range of template uses for supported features and, as applicable, to file formats supported by the authoring tool.	Not Applicable	No templates provided by Edpuzzle.

Chapter 6: Support Documentation and Services

Criteria	Conformance Level	Remarks and Explanations
601 General		
601.1 Scope The technical requirements in Chapter 6 shall apply to ICT support documentation and services where required by 508 Chapter 2 (Scoping Requirements), 255 Chapter 2 (Scoping Requirements), and where otherwise referenced in any other chapter of the Revised 508 Standards or Revised 255 Guidelines.		
602 Support documentation		
602.1. General. Documentation that supports the use of ICT shall conform to 602.		
602.2 Accessibility and Compatibility Features. Documentation shall list and explain how to use the accessibility and compatibility features required by Chapters 4 and 5. Documentation shall include accessibility features that are built-in and accessibility features that provide compatibility with assistive technology.	Supports	
602.3 Electronic Support Documentation. Documentation in electronic format, including web-based self-service support, shall conform to Level A and Level AA Success Criteria and Conformance Requirements in WCAG 2.0.	See WCAG 2.0 section	See WCAG 2.0 section
602.4 Alternate Formats for Non-Electronic Support Documentation. Where support documentation is only provided in non-electronic formats, alternate formats usable by individuals with disabilities shall be provided upon request.	Not Applicable	Support documentation is only provided in electronic formats..
603 Support Services.		

Criteria	Conformance Level	Remarks and Explanations
603.1 General. ICT support services including, but not limited to, help desks, call centers, training services, and automated self-service technical support, shall conform to 603.		
603.2 Information on Accessibility and Compatibility Features. ICT support services shall include information on the accessibility and compatibility features required by 602.2.	Supports	
603.3 Accommodation of Communication Needs. Support services shall be provided directly to the user or through a referral to a point of contact. Such ICT support services shall accommodate the communication needs of individuals with disabilities.	Supports	

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