



# Intuit for Education Portal Accessibility Conformance Report WCAG Edition

(Based on VPAT® Version 2.5Rev)

## Name of Product/Version:

Intuit for Education portal

## Report Date:

September 18, 2025

## Product Description:

The Intuit for Education portal is an online resource that hosts free and interactive curriculum and uses real-world tools to help students become financially capable.

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## Notes:

This report was created by Deque Systems Inc. upon completion of an accessibility evaluation performed between 09/08/25 and 09/18/25.

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## Evaluation Methods Used:

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

- Manual assessment was performed using Chrome Version 140.0.7339.128 (Official Build) (64-bit) on Windows 11 Pro and included exclusive use of the keyboard.
- Automated tools used included Axe Auditor and the Axe DevTools browser extension.
- Assistive technologies employed included NVDA Version 2023.3.4.

## Scope of Evaluation

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

Page Title	URL
Address and phone number	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
All Simulations	<a href="https://education.intuit.com/home/simulations">https://education.intuit.com/home/simulations</a>
Calculators	<a href="https://education.intuit.com/home/filter?type=calculators">https://education.intuit.com/home/filter?type=calculators</a>
Courses	<a href="https://education.intuit.com/learner/filter?type=courses">https://education.intuit.com/learner/filter?type=courses</a>
Federal Taxes	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Feedback modal	<a href="https://education.intuit.com/home">https://education.intuit.com/home</a>
Final review	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Guided Personal Finance - Economic Cycles	<a href="https://education.intuit.com/home/course/personal_finance_guided/economics/economic_cycles">https://education.intuit.com/home/course/personal_finance_guided/economics/economic_cycles</a>

Page Title	URL
Home – Learner	<a href="https://education.intuit.com/home">https://education.intuit.com/home</a>
Introduction	<a href="https://education.intuit.com/learner/course/personal_finance/importance_of_financial_literacy">https://education.intuit.com/learner/course/personal_finance/importance_of_financial_literacy</a>
Let's check for some other situations	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Let's find other tax breaks that might apply	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Let's review the rest	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Login	<a href="https://education.intuit.com/login">https://education.intuit.com/login</a>
Personal info	<a href="https://education.intuit.com/learner/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/learner/simulation/turbotax/sasha_green_tax_simulation</a>
Personal Profile	<a href="https://education.intuit.com/learner/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/learner/simulation/turbotax/sasha_green_tax_simulation</a>
Professional Development	<a href="https://www.intuit.com/solutions/education/resources/professional-development/">https://www.intuit.com/solutions/education/resources/professional-development/</a>
Ready to test your knowledge	<a href="https://education.intuit.com/learner/course/personal_finance/importance_of_financial_literacy/becoming_financially_literate/congratulations/becoming_financially_literate_measure_your_growth">https://education.intuit.com/learner/course/personal_finance/importance_of_financial_literacy/becoming_financially_literate/congratulations/becoming_financially_literate_measure_your_growth</a>
Register	<a href="https://education.intuit.com/register">https://education.intuit.com/register</a>
Self-Paced Course - Economic Cycles	<a href="https://education.intuit.com/learner/course/personal_finance/economics/exploring_economic_cycles">https://education.intuit.com/learner/course/personal_finance/economics/exploring_economic_cycles</a>
Settings	<a href="https://education.intuit.com/home/settings">https://education.intuit.com/home/settings</a>
State Standards modal	<a href="https://education.intuit.com/home">https://education.intuit.com/home</a>
State Standard PDF Viewer	<a href="http://127.0.0.1:5500/Alabama.pdf">http://127.0.0.1:5500/Alabama.pdf</a>
State Taxes	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Tax breaks covered	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
TaxCaster	<a href="https://education.intuit.com/home/calculator/taxcaster">https://education.intuit.com/home/calculator/taxcaster</a>

Page Title	URL
Taxes with Sasha	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Thanks for choosing	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>
Your W-2 summary	<a href="https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation">https://education.intuit.com/home/simulation/turbotax/sasha_green_tax_simulation</a>

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

- Header
- Footer
- Breadcrumb
- Left navigation
- Personal info - step indicator
- Personal Info Bottom Navigation
- Personal info header
- Personal Info Right Navigation
- Video

## Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standards/guidelines:

Standard/Guideline	Included In Report
<a href="#">Web Content Accessibility Guidelines 2.0</a>	Level A (Yes) Level AA (Yes) Level AAA (No)
<a href="#">Web Content Accessibility Guidelines 2.1</a>	Level A (Yes) Level AA (Yes) Level AAA (No)
<a href="#">Web Content Accessibility Guidelines 2.2</a>	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.

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
<a href="#">1.1.1 Non-text Content</a> (Level A)	Partially Supports	<p>Most non-text content has text alternatives or a text alternative that serves an equivalent purpose. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• A decorative image is not hidden from screen readers, so people who are blind and/or use a screen reader will have to navigate through unnecessary and duplicative text. This occurs on the following pages: TaxCaster; Let's find other tax breaks that might apply; State Taxes; Taxes with Sasha.</li> <li>• An image has a text alternative that is different from what the image represents, so people who are blind and/or use a screen reader will be given different information than sighted users. This occurs on the following pages and components: Courses; Guided Personal Finance - Economic Cycles; Home - Learner; All Simulations; Personal info header.</li> <li>• A media file is missing alternative text, so people who use screen readers may not know the title and subject of the file before playing it. This occurs on the following component: Video.</li> <li>• An image does 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 on the following pages: All</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>Simulations; Register Self-Paced Course - Economic Cycles; Taxes with Sasha.</p> <ul style="list-style-type: none"> <li>An image does not have a text alternative that contains essential text from the visual image, so people who are blind and/or use a screen reader will not understand the information available in the image. This occurs on the following pages: Professional Development.</li> </ul>
<a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a> (Level A)	Not Applicable	Prerecorded audio-only files are not present.
<a href="#">1.2.2 Captions (Prerecorded)</a> (Level A)	Supports	Prerecorded multimedia files have text-based synchronized captions.
<a href="#">1.2.3 Audio Description or Media Alternative (Prerecorded)</a> (Level A)	Supports	Prerecorded multimedia files containing essential information that is only conveyed visually have either a full-text alternative describing the important visual details or an audio description track.
<a href="#">1.3.1 Info and Relationships</a> (Level A)	Does Not Support	<p>Most information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>A group of form controls is not programmatically associated with their group label, so the purpose of individual controls in the group cannot be understood by people who are blind and/or use a screen reader. This occurs on the following pages: Let's check for some other situations; Federal Taxes.</li> <li>A heading level is 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: TaxCaster; Final review; State Taxes;</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>Guided Personal Finance - Economic Cycles; Federal Taxes; Tax breaks covered.</p> <ul style="list-style-type: none"> <li>• Content that is visually presented as a list is not properly marked up as a list, so the structure of the list is not correctly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page and components: Professional Development; Personal Info Right Navigation; and Left navigation.</li> <li>• A block of text is marked up as a heading but is not a heading, so the structure of the content is misrepresented to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: TaxCaster; Courses; Personal info; Home - Learner.</li> <li>• 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 on the following pages and component: TaxCaster; Register; Professional Development; Ready to test your knowledge; Self-Paced Course - Economic Cycles; Courses; Final review; State Taxes; Guided Personal Finance - Economic Cycles; Settings; Taxes with Sasha; Home - Learner; Feedback modal; All Simulations; Your W-2 summary; Thanks for choosing; Personal Profile; Tax breaks covered; Introduction; Personal info header; Calculators.</li> <li>• Content that does not visually function as a list is marked up as a list, so the structure</li> </ul>



Criteria	Conformance Level	Remarks and Explanations
		<p>of the page is misrepresented to people who are blind and/or use a screen reader or other assistive technology. This occurs on the following page: Your W-2 summary.</p> <ul style="list-style-type: none"> <li>• A block of text visually styled as deleted or inserted does not have semantic markup or text to indicate programmatically that the text is deleted or inserted, so people who are blind and/or use a screen reader may not be aware that the text is deleted or inserted. This occurs on the following page: State Taxes.</li> <li>• An HTML list element contains content that is visually presented as a part of the list, but the content's HTML coding does not include it programmatically in that list, so the structure of the list is not correctly conveyed to people who are blind and/or use a screen reader or other assistive technology. This occurs on the following page and component: Left navigation; Taxes with Sasha.</li> <li>• A set of radio buttons is not programmatically grouped, so the group label for the 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 following pages: TaxCaster; Let's find other tax breaks that might apply; Ready to test your knowledge; Self-Paced Course - Economic Cycles; Final review; Guided Personal Finance - Economic Cycles; Feedback modal; Federal Taxes; Thanks for choosing; Introduction.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>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: Let's check for some other situations.</li> </ul>
<a href="#">1.3.2 Meaningful Sequence</a> (Level A)	Does Not Support	<p>The reading and navigation order of most content is logical and intuitive. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>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 and components: Personal info; Lets' check for some other situations; Address and phone number; Personal Profile; Federal taxes; Let's review the rest; Your W-2 summary; Let's find other tax breaks that might apply; Tax breaks covered; Thanks for choosing; State taxes; Final review; Personal Info Bottom Navigation.</li> <li>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 page: Self-Paced Course - Economic Cycles.</li> <li>The screen reader announcement of static text does not match the visual text displayed, so the intended meaning of the</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		text will be lost or changed for people who are blind and/or use a screen reader. This occurs on the following page: Login.
<a href="#">1.3.3 Sensory Characteristics</a> (Level A)	Supports	Instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, and visual location.
<a href="#">1.4.1 Use of Color</a> (Level A)	Partially Supports	<p>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:</p> <ul style="list-style-type: none"> <li>• 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: State Standard PDF Viewer; Ready to test your knowledge; Introduction.</li> <li>• Color is used as the only method to identify errors on a form field, so the error 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 page: Ready to test your knowledge.</li> <li>• Color is used as the only method to convey the state (such as "checked," "pressed," or "selected") of a control, 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 page and component: Taxes with Sasha; Personal info - step indicator.</li> </ul>
<a href="#">1.4.2 Audio Control</a> (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.1.1 Keyboard</a> (Level A)	Partially Supports	<p>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 exceptions exist:</p> <ul style="list-style-type: none"> <li>• A function cannot be performed using only the keyboard, so people who use the keyboard alone to navigate and operate content cannot use this function. This occurs on the following pages and components: State Standard PDF Viewer; Professional Development; Let's find other tax breaks that might apply; Courses; Let's review the rest; Taxes with Sasha; Federal Taxes; Personal Info Right Navigation; Tax breaks covered; Calculators.</li> <li>• The content in a scrollable region cannot be accessed using a keyboard, so people who use a keyboard to navigate will not be able to view this content. This occurs on the following pages: Let's find other tax breaks that might apply; Personal info; Let's review the rest; Let's check for some other situations; Your W-2 summary; Federal Taxes; Thanks for choosing; Personal Profile; Address and phone number.</li> </ul>
<a href="#">2.1.2 No Keyboard Trap</a> (Level A)	Partially Supports	<p>In most cases, keyboard focus is not locked or trapped in a particular area, and the user can navigate to and from all navigable elements using only a keyboard. The following exceptions exist:</p>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>There is a keyboard trap, so people who use a keyboard to navigate content will get stuck in one place on the page. This occurs on the following page: Feedback modal.</li> </ul>
<a href="#">2.1.4 Character Key Shortcuts</a> (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.
<a href="#">2.2.1 Timing Adjustable</a> (Level A)	Supports	If a time limit exists, the user is given options to turn off, adjust, or extend that time limit.
<a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)	Partially Supports	<p>On most pages, where moving, blinking, scrolling, or auto-updating information is present, that information can be paused, stopped, hidden, or otherwise controlled by the user. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>The user cannot pause, stop, or hide content that automatically moves, blinks, or scrolls, so people who cannot read text quickly, have attention deficit disorders or other cognitive disabilities, or use a screen reader may not be able to read or understand the content. This occurs on the following page: Federal Taxes.</li> </ul>
<a href="#">2.3.1 Three Flashes or Below Threshold</a> (Level A)	Not Applicable	The tested application does not contain flashing content.
<a href="#">2.4.1 Bypass Blocks</a> (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
<a href="#">2.4.2 Page Titled</a> (Level A)	Partially Supports	<p>Most pages have descriptive and informative titles. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>The page does not have a programmatic title, so people who use a screen reader will not be able to identify the purpose of the page without reading the page content. This occurs on the following page: State Standard PDF Viewer.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>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 pages: Login; Guided Personal Finance - Economic Cycles; All Simulations.</li> </ul>
<a href="#">2.4.3 Focus Order</a> (Level A)	Does Not Support	<p>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:</p> <ul style="list-style-type: none"> <li>Keyboard focus or touch screen swiping goes to an element that is 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 and components: Personal info; Lets' check for some other situations; Address and phone number; Personal Profile; Federal taxes; Let's review the rest; Your W-2 summary; Let's find other tax breaks that might apply; Tax breaks covered; Thanks for choosing; State Taxes; Final review; Personal Info Bottom Navigation.</li> <li>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 on the following page: Introduction.</li> <li>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</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>disoriented or confused. This occurs on the following pages and components: Left navigation; State Standard PDF Viewer; Professional Development; Ready to test your knowledge; Personal info; Let's review the rest; Let's check for some other situations.</p> <ul style="list-style-type: none"> <li>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 on the following page: Taxes with Sasha.</li> </ul>
<a href="#">2.4.4 Link Purpose (In Context)</a> (Level A)	Partially Supports	<p>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:</p> <ul style="list-style-type: none"> <li>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 on the following page: Self-Paced Course - Economic Cycles.</li> </ul>
<a href="#">2.5.1 Pointer Gestures</a> (Level A 2.1 and 2.2)	Supports	All functionality that can be operated with a pointer can be operated with single-point actions.
<a href="#">2.5.2 Pointer Cancellation</a> (Level A 2.1 and 2.2)	Supports	<p>For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> <li>The action is not triggered on the down event.</li> <li>The action triggers on the up event, and a mechanism is available to abort the function</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>before completion or to undo the function after completion.</p> <ul style="list-style-type: none"> <li>• The up-event reverses any outcome of the preceding down-event.</li> <li>• Completing the function on the down-event is essential.</li> </ul>
<a href="#">2.5.3 Label in Name</a> (Level A 2.1 and 2.2)	Partially Supports	<p>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:</p> <ul style="list-style-type: none"> <li>• The accessible name of an interactive element (such as a link, button, or form input) does not contain the visible label, so people who use speech input to navigate and operate content will not be able to access the element. This occurs on the following pages: Professional Development; Let's find other tax breaks that might apply; Settings; Federal Taxes; Tax breaks covered.</li> <li>• An interactive element (such as a link, button, or form input) does not have an accessible name because its visible label is not programmatically associated with the element, so people who use speech input to navigate and operate content will not be able to access the element. This occurs on the following pages: Register; Let's review the rest; Introduction.</li> </ul>
<a href="#">2.5.4 Motion Actuation</a> (Level A 2.1 and 2.2)	Supports	<p>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.</p>
<a href="#">3.1.1 Language of Page</a> (Level A)	Partially Supports	<p>On most pages, the language of the page is correct and can be determined programmatically. The following exceptions exist:</p>



Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>No language is programmatically assigned to a page, so screen readers may mispronounce content. This occurs on the following page: State Standard PDF Viewer.</li> </ul>
<a href="#">3.2.1 On Focus</a> (Level A)	Partially Supports	<p>In most cases, 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. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>When an element receives keyboard focus, it results in a substantial, unanticipated context change (such as a change in the page content that changes the meaning of the page), so people who use a keyboard to navigate content (including screen reader users) may become confused or disoriented. This occurs on the following page: Professional Development.</li> </ul>
<a href="#">3.2.2 On Input</a> (Level A)	Supports	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 unless the user is informed about the change ahead of time.
<a href="#">3.2.6 Consistent Help</a> (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.
<a href="#">3.3.1 Error Identification</a> (Level A)	Partially Supports	<p>For most 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. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>A form field with an error is not identified in the text error message or a text</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>alternative for an image, and the error message with the field name is not programmatically associated with the form field (so it is announced when a screen reader user navigates to the field), so people who are blind and/or use a screen reader will not be able to identify in which form field the error occurred. This occurs on the following pages: TaxCaster; Personal info; Let's review the rest; Settings; Let's check for some other situations; Federal Taxes; Address and phone number.</p> <ul style="list-style-type: none"> <li>• An error for a form input (such as a text input field, radio button, select dropdown, or checkbox) is not identified with a text error message or a text alternative for an image, so people who are blind and/or use a screen reader will not be made aware that an error has occurred. This occurs on the following page: Ready to test your knowledge.</li> </ul>
<a href="#">3.3.2 Labels or Instructions</a> (Level A)	Partially Supports	<p>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 exceptions exist:</p> <ul style="list-style-type: none"> <li>• 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: Professional Development.</li> <li>• The label for a form field is missing, so the field's purpose is not clear. This occurs on the following page: State Standard PDF Viewer.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">3.3.7 Redundant Entry</a> (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 unless the previously entered information is no longer valid or re-entering the information is essential or required to ensure security.
<a href="#">4.1.1 Parsing</a> (Level A)	Supports	For WCAG 2.0, 2.1, EN 301 549, and Revised 508 Standards, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata.
<a href="#">4.1.2 Name, Role, Value</a> (Level A)	Does Not Support	<p>The name, role, state, and/or value of most user interface components can be programmatically determined. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• 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: Self-Paced Course - Economic Cycles.</li> <li>• A breadcrumb region is missing one or more required 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 region and its contents or how to interact with the region and</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>contents. This occurs on the following component: Breadcrumb.</p> <ul style="list-style-type: none"> <li>• A button does not have a programmatic name, so its 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: Self-Paced Course - Economic Cycles; Guided Personal Finance - Economic Cycles; Settings; Personal Info Right Navigation.</li> <li>• A button does not have a programmatic role, so its 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 on the following page: Taxes with Sasha.</li> <li>• 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 component: Personal Info Right Navigation.</li> <li>• When a button is pressed, its pressed 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 button is pressed. This occurs on the following pages: Register; Self-Paced Course - Economic Cycles; Introduction.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• An element is missing or has an incorrect 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 the element and may not understand its purpose or content or how to interact with it. This occurs on the following page: Professional Development.</li> <li>• Every user interface control must have a role to convey what type of control it is for screen reader and other assistive technology users. Native HTML elements - such as &lt;button&gt;, &lt;a&gt;, &lt;input&gt;, &lt;select&gt; - already have a role, so nothing more needs to be done. If you create a custom version of a native HTML element or a custom control or widget that does not have a native HTML equivalent, you must add the relevant role(s) using ARIA as well as expected keyboard interactions. This occurs on the following pages: Login; Personal info.</li> <li>• The programmatic state of an element that reveals or hides content ("expanded" or "collapsed") is missing or is used incorrectly, so people who are blind and/or use a screen reader or other assistive technology will not be informed of the current state of the element, or the state will be misrepresented. This occurs on the following pages and components: State Standard PDF Viewer; Professional Development; Personal info; Federal Taxes; Personal Info Right Navigation; Tax breaks covered.</li> <li>• For an element that allows 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</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>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 the element, the options available, and whether the element or an option is currently checked. This occurs on the following pages: TaxCaster; Professional Development.</p> <ul style="list-style-type: none"> <li>• The content of a tooltip 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 page: TaxCaster.</li> <li>• A link does 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 the link or how to interact with it. This occurs on the following pages: Self-Paced Course - Economic Cycles; Courses; Guided Personal Finance - Economic Cycles; Home - Learner.</li> <li>• A link does not have discernible link text, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the destination or function of the link. This occurs on the following page: Register.</li> <li>• An element is missing one or more required attributes in its HTML code that would 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</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>be able to understand the name, purpose, or content of the element or how to interact with it. This occurs on the following pages: Courses; Home - Learner.</p> <ul style="list-style-type: none"> <li>• An element has 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 the element or how to interact with it. This occurs on the following page and components: Federal Taxes; All Simulations; Personal Info Bottom Navigation; Personal Info Right Navigation; Guided Personal Finance - Economic Cycles; Let's check for some other situations; Address and phone number; Let's review the rest; Tax breaks covered.</li> <li>• A form input 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 determine the name of the element and may not understand its purpose or how to interact with it. This occurs on the following pages: Settings; Introduction.</li> <li>• A progress bar 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 determine the name of the element and may not understand its purpose or the information it conveys. This occurs on the following pages and components: State Taxes; Personal info - step indicator.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>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 pages: TaxCaster; Self-Paced Course - Economic Cycles; Guided Personal Finance - Economic Cycles; Feedback modal.</li> </ul>

**Table 2: Success Criteria, Level AA**

Notes:

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.2.4 Captions (Live)</a> (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
<a href="#">1.2.5 Audio Description (Prerecorded)</a> (Level AA)	Supports	Prerecorded multimedia files have audio descriptions where necessary.
<a href="#">1.3.4 Orientation</a> (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.
<a href="#">1.3.5 Identify Input Purpose</a> (Level AA 2.1 and 2.2)	Partially Supports	<p>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 exceptions exist:</p> <ul style="list-style-type: none"> <li>No programmatic purpose is provided for an input element (like a text input field), so browsers or assistive technology are not able to automatically suggest information to fill in the input. This occurs on the following pages: Login; Register; Settings.</li> <li>The programmatic purpose provided for an input element (like a text input field) is not accurate, so information automatically</li> </ul>



Criteria	Conformance Level	Remarks and Explanations
		<p>suggested by the browser or assistive technology to fill in the input will be incorrect. This occurs on the following page: Register.</p>
<p><b>1.4.3 Contrast (Minimum)</b> (Level AA)</p>	<p>Partially Supports</p>	<p>Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>• 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 pages: TaxCaster; Register; Personal info; Let's review the rest; Let's check for some other situations; Federal Taxes.</li> <li>• 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: Register; Ready to test your knowledge; Self-Paced Course - Economic Cycles; Personal info; Taxes with Sasha.</li> <li>• The color contrast ratio between large text and its background is less than 3:1, so people who are colorblind or have low vision may have difficulty reading the text. Large text is text over 18 points (24 pixels) or 14 points (19 pixels) if bold. This occurs on the following pages: Ready to test your knowledge; Final review.</li> <li>• The color contrast ratio on hover or focus between a control's text label and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text label of the control. This occurs on the following pages: Login;</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>Register; Self-Paced Course - Economic Cycles.</p> <ul style="list-style-type: none"> <li>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 component: Video.</li> <li>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 on the following pages and components: Footer; Login; Courses; Guided Personal Finance - Economic Cycles; Home - Learner.</li> </ul>
<p><a href="#">1.4.4 Resize text</a> (Level AA)</p>	<p>Partially Supports</p>	<p>Most content is readable and functional when the browser zoom is set to 200% of its initial size. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>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 on the following pages: Login; Register; Taxes with Sasha.</li> <li>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 page and component: Professional Development; Personal Info Bottom Navigation.</li> <li>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.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		This occurs on the following page: Taxes with Sasha.
<a href="#">1.4.5 Images of Text</a> (Level AA)	Supports	When content can be presented visually using only text, an image of text is not used to present that text.
<a href="#">1.4.10 Reflow</a> (Level AA 2.1 and 2.2)	Does Not Support	<p>The content of most pages is viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>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 browser zoom may have difficulty accessing the content that can only be seen by horizontal scrolling. This occurs on the following pages and components: Header; Register; Final review; Home - Learner; Tax breaks covered.</li> <li>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 on the following pages and components: Login; Left navigation; State Standard PDF Viewer; Professional Development; Final review; State Taxes; Guided Personal Finance - Economic Cycles; Personal info; Let's review the rest; Lets' check for some other situations; Taxes with Sasha; Feedback modal; All Simulations; Your W-2 summary; Personal Info Bottom Navigation; Federal</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>Taxes; Thanks for choosing; Breadcrumb; Personal Profile; Tax breaks covered; Address and phone number; Personal info header.</p> <ul style="list-style-type: none"> <li>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 on the following pages: Self-Paced Course - Economic Cycles; Guided Personal Finance - Economic Cycles; Taxes with Sasha.</li> </ul>
<p><b>1.4.11 Non-text Contrast</b> (Level AA 2.1 and 2.2)</p>	<p>Partially Supports</p>	<p>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:</p> <ul style="list-style-type: none"> <li>The visual boundary of an interactive element (like a radio button or input field) does 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 page: State Standard PDF Viewer.</li> <li>An icon (or part of the icon required to understand its content) does 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 icon. This occurs on the following page and component: Self-Paced Course - Economic Cycles; Personal info - step indicator.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>The indicator for the state of an interactive element (like a checkbox or radio button) does 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 element. This occurs on the following pages and component: State Standard PDF Viewer; Personal info; Taxes with Sasha; Video.</li> <li>An image or graphic (like a chart) or part of the image/graphic required to understand its content does 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 on the following page: Final review.</li> <li>The focus indicator of an interactive element (like a button or input field) does 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 the interactive element is receiving focus. This occurs on the following pages: State Standard PDF Viewer; Ready to test your knowledge; Self-Paced Course - Economic Cycles; Final review.</li> </ul>
<a href="#">1.4.12 Text Spacing</a> (Level AA 2.1 and 2.2)	Partially Supports	<p>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:</p> <ul style="list-style-type: none"> <li>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 on the</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>following pages: Login; Professional Development.</p> <ul style="list-style-type: none"> <li>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 page: Taxes with Sasha.</li> </ul>
<a href="#">1.4.13 Content on Hover or Focus</a> (Level AA 2.1 and 2.2)	Partially Supports	<p>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:</p> <ul style="list-style-type: none"> <li>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 pages: TaxCaster; Courses; Home - Learner.</li> <li>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: TaxCaster; Courses; Home - Learner; Thanks for choosing.</li> </ul>
<a href="#">2.4.5 Multiple Ways</a> (Level AA)	Supports	Multiple ways are available to find other pages on the site.
<a href="#">2.4.6 Headings and Labels</a> (Level AA)	Does Not Support	<p>Most headings and labels for form and interactive controls are informative. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>A programmatic label for a control or form input field does not convey the purpose of the</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<p>control or input, so people who are blind and/or use a screen reader may not understand what the control does or what data to enter. This occurs on the following pages and components: Header; Login; Register; Professional Development; Ready to test your knowledge; Self-Paced Course - Economic Cycles; Final review; Let's review the rest; Settings.</p> <ul style="list-style-type: none"> <li>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 on the following pages: TaxCaster; Register; Professional Development; Guided Personal Finance - Economic Cycles; Let's review the rest; Let's check for some other situations; Home - Learner; All Simulations; Federal Taxes; Personal Profile.</li> </ul>
<a href="#">2.4.7 Focus Visible</a> (Level AA)	Supports	It is visually apparent which page element is currently receiving keyboard focus.
<a href="#">2.4.11 Focus Not Obscured (Minimum)</a> (Level AA 2.2 only)	Partially Supports	<p>When most user interface components receive keyboard focus, each component is not entirely hidden due to author-created content. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>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 pages: Professional Development; Guided Personal Finance - Economic Cycles.</li> </ul>
<a href="#">2.5.7 Dragging Movements</a> (Level AA 2.2 only)	Supports	All functionality that uses a dragging movement can be achieved by a single pointer without dragging,

Criteria	Conformance Level	Remarks and Explanations
		unless dragging is essential or the functionality is determined by the user agent and not modified by the author.
<a href="#">2.5.8 Target Size (Minimum)</a> (Level AA 2.2 only)	Partially Supports	<p>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 bounding box of the control will not intersect any similar circle for another control. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>A target's hit area does 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: Login; Register.</li> </ul>
<a href="#">3.1.2 Language of Parts</a> (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.
<a href="#">3.2.3 Consistent Navigation</a> (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.
<a href="#">3.2.4 Consistent Identification</a> (Level AA)	Supports	Labels, names, and text alternatives for content that have the same functionality across multiple web pages are consistently identified.
<a href="#">3.3.3 Error Suggestion</a> (Level AA)	Partially Supports	<p>In most cases, 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. The following exceptions exist:</p>



Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>A form field has a required input format (such as "MM/DD/YYYY" for a date), but the field's error message does not indicate the required data format, so users do not know the correct format to use. This occurs on the following pages: Personal info; Let's check for some other situations.</li> </ul>
<a href="#">3.3.4 Error Prevention (Legal, Financial, Data)</a> (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.
<a href="#">3.3.8 Accessible Authentication (Minimum)</a> (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 Web site.
<a href="#">4.1.3 Status Messages</a> (Level AA 2.1 and 2.2)	Partially Supports	<p>In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exceptions exist:</p> <ul style="list-style-type: none"> <li>A status message is 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 the status message, or they may not hear it in a timely fashion. This occurs on the following pages: Register; Ready to test your knowledge; Final review; State Taxes; Personal info; Let's review the rest; Settings; Let's check for some other situations; Federal Taxes; Tax breaks covered; Address and phone number; Introduction.</li> </ul>

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

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

### **Legal Disclaimer (Intuit for Education portal)**

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