Yeti Academy V6 Accessibility Conformance Report

WCAG 2.1 Level AA | October 26 2026

In the defined representative sample, 49 WCAG 2.1 Level A and AA success criteria were rated Supports and 1 was rated Not Applicable. None were rated Partially Supports or Does Not Support. This report describes the assessed functionality and the evidence limits; it is not an independent certification of every lesson, recording or device.

Classification	Criteria
Supports	49
Partially Supports	0
Does Not Support	0
Not Applicable	1

Product and evaluation scope

Product: Yeti Academy V6 courses at app.yetiacademy.com, including course-based games and the activity steps needed to use the courses. The catalog contains 19 entries. Teacher, District/Admin, Classic interfaces and the separate Summit Arcade are excluded.

Evaluation: Production browser observations, automated checks, manual keyboard and pointer tasks, visual assessment, responsive and spacing measurements, source review and actual NVDA screen-reader output. Final production checks were completed October 26 2026 using a demonstration environment without saving student progress.

The ratings apply to the representative course and activity sample described below. This report does not establish product-wide Level AA conformance across every page and complete process. Coverage does not extend to every recording, third-party project artifact or physical device. No usability study with participants with disabilities was performed.

Vendor: Typing Agent LLC, dba Yeti Academy | Contact: support@yetiacademy.com

Evaluation method and boundaries

This evaluation uses WCAG 2.1 Level AA as its accessibility baseline and combines automated checks, manual testing and assistive-technology use. The methods and limitations below allow the reader to distinguish tested behavior from source inspection and untested coverage.

Item	Recorded method
Browser and platform	Windows 11 desktop browsers (Chromium and Chrome). Automated interactions were tested with browser audio muted.
Automated checks	Automated WCAG 2.0 and 2.1 Level A/AA checks using axe-core covered the catalog and all 19 course entry routes, including available content frames. Results were reviewed alongside manual findings.
Keyboard and pointer	Shared panel focus and return, course navigation, response correction, narration controls, coding edits and cancellation, native dive selection, English/Spanish editor exit and completed Sprint result traversal in both Altitude grade bands.
Layout and contrast	Narrow layouts at 320 CSS pixels, required text-spacing overrides, actual browser zoom at 200% and 400%, text and focus contrast, and the shared Largest text setting. Abyss interface and fact text were compared with Normal at four viewport widths in English and Spanish.
Media	185 caption-track availability checks and a complete 618.58-second Bike Shop Explain video review against captions and demonstrated actions. Sampled effects and video frames were reviewed for flashing. This does not constitute an individual human review of every recording.
Assistive technology	NVDA screen-reader testing covered shared navigation and form components, the complete Abyss fact and next-character position, and the Blizzard checkbox name and checked state. This is component-level evidence; a complete nonvisual course or VoiceOver evaluation is not claimed.
Test data and boundaries	Testing used demonstration activities without saving student progress. Submission and preference-save actions were not completed against student records; related flows were reviewed in source code. Desktop testing does not establish physical Chromebook or tablet behavior.

Course sample

All 19 catalog entries received automated, keyboard-traversal and layout checks. The additional samples below cover distinct course mechanisms. Entry checks do not mean every lesson in each course was completed.

Course	Additional activity or source sample
Keyboarding K-2	Entry controls, navigation and course interface and implementation review
Blizzard Type	Standard typing input, Space instruction, settings and instructional media review
Altitude Type 6-8	30-second Sprint completion; forward and reverse result traversal with details collapsed and expanded; active zoom and spacing
Altitude Type 9-12	30-second Sprint completion; forward and reverse result traversal with details collapsed and expanded; active zoom and spacing
Abyss Typer	Native dive selector, required fact, typing and Pause; Normal/Largest comparison in English and Spanish; populated result layout
Bike Shop	Entry controls, navigation and course interface and implementation review
Digital Influencers	Lesson response error/correction/status, narration, Spanish and review component
Pet Spa	Entry and related implementation review
Character Adventures	Entry navigation and course interface and implementation review; English and Spanish contrast and narrow layout
Snowboard Shop	Entry controls, navigation and course interface and implementation review
Space Code Jr	Entry controls, navigation and course interface and implementation review
Sports Med	Progress semantics and common activity and implementation review
Sports PR Agency	Entry controls, navigation and course interface and implementation review
Super Citizenship	Entry plus first-unit quiz question groups and answer labels
The Pizzeria	Entry controls, navigation and course interface and implementation review
Theme Park	Entry and course navigation; first/later unit tab layout at normal and Largest text with browser zoom
Yeti Code (Level 1)	First lesson editor; Tab indentation and documented Escape exit in English and Spanish
Yeti Code (Level 2)	Entry controls, navigation and course interface and implementation review
Yeti Code Cove	Settings/scene alternatives, edit/reorder, pointer cancellation, focus, contrast and motion

Classification terms

Supports means the assessed functionality provides a method meeting the criterion, with no contrary defect identified in the defined sample. Not Applicable means the criterion does not apply because the relevant content or functionality is not offered. Partially Supports means some assessed functionality fails. Does Not Support means most relevant assessed functionality fails. These classifications describe the documented evaluation and its limits.

The matrix contains the 50 WCAG 2.1 Level A and AA success criteria. Level AAA and the additional WCAG 2.2 criteria are outside this evaluation.

Level A success criteria

Criterion	Classification	Remarks and evaluation evidence
1.1.1 Non-text Content	Supports	Sampled images and scenes provide text alternatives. Abyss exposes the complete required fact and next-character position as programmatic text. Actual production NVDA output announced the full sentence and next character; typing updated the position without losing the complete sentence.
1.2.1 Audio-only and Video-only (Prerecorded)	Supports	In the reviewed audio-only lesson samples, narration supplements available written lesson content and instructions. Code Cove also provides recording text and scene descriptions. This finding covers the assessed samples and source inventory; it does not assert word-for-word equivalence for every optional narration clip.
1.2.2 Captions (Prerecorded)	Supports	The 185 checked caption URLs returned valid WebVTT with nonempty cues. Captions conveyed the narration in the complete 618.58-second Bike Shop Explain sample. Caption availability across the inventory is distinguished from the sampled human quality review.
1.2.3 Audio Description or Media Alternative (Prerecorded)	Supports	The complete reviewed Bike Shop video verbally explains the demonstrated Drive and Docs actions, including names, toolbar choices and text operations. Its soundtrack and captions convey the sampled instructional information without requiring interpretation of silent visual steps.
1.3.1 Info and Relationships	Supports	Reviewed settings have associated purpose labels and progress components expose supported roles and values. All four authored Super Citizenship question groups have valid question references; the visible group exposes its question as its accessibility-tree name. Individual answer controls have names.
1.3.2 Meaningful Sequence	Supports	The Abyss fact is available in its visual character sequence as stable DOM text, with the next position identified. NVDA announced the complete sentence in order. Sampled lesson and response content retains a meaningful DOM reading sequence.
1.3.3 Sensory Characteristics	Supports	Reviewed instructions name controls and actions, including the Space bar, rather than relying only on position, shape or color. Coding directions also provide descriptive scene text. No instruction relying solely on a sensory characteristic was identified in the current sample.
1.4.1 Use of Color	Supports	Reviewed feedback and activity states use words, symbols, position or sound alongside color. Quiz feedback includes words/icons, coding blocks have action names, and typing progress has a current-character marker and error feedback. No color-only meaning was identified in the assessed states.
1.4.2 Audio Control	Supports	The sampled narration starts by deliberate keyboard action. Its visible Stop audio control pauses playback and resets the position. Video controls and shared sound settings provide additional available controls in the reviewed presentation.

Criterion	Classification	Remarks and evaluation evidence
2.1.1 Keyboard	Supports	Production keyboard testing reached the available Abyss dive through Tab and activated it with Enter; unavailable dives are disabled native buttons. Typing and Pause remained operable. Other sampled navigation, coding, response and shared accessibility controls were keyboard operated. This is representative task coverage, not completion of every course.
2.1.2 No Keyboard Trap	Supports	In the tested Yeti Code editor, Tab retains indentation behavior and the documented Escape key moves focus to Run Code. The exit and instruction were verified in English and Spanish. Tab also leaves the Abyss typing input. No inescapable trap was identified in the assessed components.
2.1.4 Character Key Shortcuts	Supports	Reviewed character keys enter educational text or operate the focused activity. Command search uses a modifier, and coding actions have named controls. No site-wide unmodified character shortcut requiring disable or remap support was identified in the assessed source and interaction sample.
2.2.1 Timing Adjustable	Supports	Sampled timing measures typing speed or supports real-time gameplay. Altitude offers self-paced Steady typing, and Sprint starts on typing. Pause is available in the tested game. Response forms have no action deadline. Assessed timers provide a control/alternative or fall within essential real-time or speed-measurement use.
2.2.2 Pause, Stop, Hide	Supports	The tested game exposes Pause and Resume. Coding animation and falling snow can be disabled; reduced motion and narration stop controls were exercised. Essential real-time game motion was distinguished from decorative animation.
2.3.1 Three Flashes or Below Threshold	Supports	Sampled effects, source pulse intervals and a complete instructional-video screening identified no sequence exceeding the flash-frequency threshold. Initial automated video flags were single logo fades. This is a sampled technical assessment, not a specialist flash-analysis certificate for the entire media collection.
2.4.1 Bypass Blocks	Supports	Reviewed headings and main/content landmarks provide mechanisms to bypass repeated navigation. Actual NVDA output identified the sampled main landmark. Code Cove also provides a working skip link to coding blocks.
2.4.2 Page Titled	Supports	The entry inventory and available nonblank frames expose descriptive page/course titles, including distinct coding-course titles and a lesson-specific Digital Influencers title. Hidden empty frames were excluded from content findings.
2.4.3 Focus Order	Supports	Completed production Sprint sessions in both Altitude grade bands were tested with forward and reverse Tab navigation. Close, the details summary and both footer actions remained reachable, with details collapsed and expanded, in a contained and meaningful dialog order. Other sampled course and panel focus sequences were also reviewed.
2.4.4 Link Purpose (In Context)	Supports	Course cards identify their destinations. Reviewed Home, back, outline and lesson links expose their purpose through text, names or context. No link-name failure was identified by the scoped automated scans. External project artifacts were not exhaustively reviewed.

Criterion	Classification	Remarks and evaluation evidence
2.5.1 Pointer Gestures	Supports	The assessed controls do not require multipoint or path-based gestures. Code Cove supports clicking to add blocks and Earlier/Later controls to reorder a selected block, providing a single-pointer alternative to dragging.
2.5.2 Pointer Cancellation	Supports	Pointer-down on the tested Add control did not change the program; releasing outside cancelled the action. A completed click added the block. Native click controls and undo/remove operations provide cancellation or recovery in the assessed sample.
2.5.3 Label in Name	Supports	The Code Cove Step accessible name includes its visible word Step. Reviewed sign-in, settings, response and navigation controls retain their visible purpose text in their accessible names.
2.5.4 Motion Actuation	Supports	No device-motion actuation feature was identified in the scoped course UI or source event inventory. Assessed functionality uses keyboard, pointer and explicit controls. External classroom activities and browser/device gestures are outside this application scope.
3.1.1 Language of Page	Supports	English language metadata was checked on available course entry documents and nonblank frames. Switching the shared interface to Spanish sets the root language to Spanish and renders translated headings. Language of individual passages is assessed separately.
3.2.1 On Focus	Supports	Focus-only keyboard sweeps across all 19 entry routes did not change the route. Shared-panel focus, close and return checks also completed without navigation caused solely by focus. Later asynchronous lesson states were not exhaustively exercised.
3.2.2 On Input	Supports	Shared display and language inputs change the current presentation. The sampled lesson response changes status after explicit submission and permits correction. No unexpected context change was observed in the tested interactions.
3.3.1 Error Identification	Supports	An empty Digital Influencers response produces a written message asking the student to write a response before submission. The response can be corrected and resubmitted. The error is identified through text rather than color alone.
3.3.2 Labels or Instructions	Supports	Reviewed typing fields have purpose names. Settings have associated labels, and quiz questions and answer choices provide visible instructions. The tested editor also displays its keyboard exit instruction.
4.1.1 Parsing	Supports	The current WCAG 2.1 note treats this criterion as satisfied for HTML or XML content. The assessed application uses HTML. Accessible-name, relationship and state requirements are evaluated under their applicable criteria.
4.1.2 Name, Role, Value	Supports	Reviewed typing inputs, settings dialogs, progress controls and quiz groups expose names, supported roles and state/value information. Actual NVDA output announced the Blizzard checkbox name and checked state. Question references and individually named answers were verified in the sampled quiz.

Level AA success criteria

Criterion	Classification	Remarks and evaluation evidence
1.2.4 Captions (Live)	Not Applicable	Yeti Academy V6 does not offer live synchronized media in the assessed student application. Prerecorded instructional media is assessed separately under 1.2.2.
1.2.5 Audio Description (Prerecorded)	Supports	The narrator in the complete reviewed Bike Shop video describes meaningful screen actions and instructional text as they occur. No meaningful silent visual step requiring an additional description track was identified in that sample. This is a sampled audio-description assessment.
1.3.4 Orientation	Supports	All 19 entry routes were rendered at landscape and narrow portrait dimensions; the tested course shells adapt to both. No orientation-lock call was identified in reviewed Student V6 sources. Physical tablet interaction and every later game state were not tested.
1.3.5 Identify Input Purpose	Supports	Production sign-in controls identify username and current-password purposes through autocomplete attributes. Visible purpose labels remain present.
1.4.3 Contrast (Minimum)	Supports	The available High Contrast presentation cleared targeted entry-page text-contrast findings across the catalog and 19 course samples. Code Cove Step and empty-program instructions measured 7.23:1 and 5.72:1. Abyss Adventure subtitles use full-opacity black on yellow. This rating relies on that accessible presentation where needed.
1.4.4 Resize text	Supports	Using the shared Largest setting, rendered Abyss interface and fact text reached at least 200% in English and Spanish. At four widths, menu actions remained reachable and unobstructed. Controlled tests covered populated Pause/results and all 46 facts. Blizzard also passed 200% and 400% browser zoom. Canvas glyphs are outside this text-resize measurement; images of text are assessed under 1.4.5.
1.4.5 Images of Text	Supports	The complete required Abyss fact is real DOM text and adapts to shared text size, dyslexia-font and High Contrast preferences. Its full visible sequence remains available after adaptation. Canvas artwork is not the only presentation of that required sentence.
1.4.10 Reflow	Supports	The catalog and all 19 entry samples have no horizontal document overflow at 320 CSS pixels. Blizzard controls and statistics remain available at 200% and 400% zoom. Enlarged Abyss menus use scrollable single-column content around its two-dimensional game stage.
1.4.11 Non-text Contrast	Supports	The shared two-tone focus boundary includes a dark ring measuring 10.80:1 against the Code Cove program area. High Contrast controls retain contrasting boundaries in the targeted samples.
1.4.12 Text Spacing	Supports	Required line, paragraph, letter and word spacing overrides were applied to all 19 entries and active coding, response, Blizzard and both Altitude samples. Inspected text, controls and scrollable dialog content remained available without hidden-overflow loss.

Criterion	Classification	Remarks and evaluation evidence
1.4.13 Content on Hover or Focus	Supports	Reviewed browser-provided title tooltips are outside this criterion. Sampled glossary/help panels open through explicit activation and offer close or Escape behavior. No custom hover/focus-only content failing dismissibility, hoverability or persistence was identified.
2.4.5 Multiple Ways	Supports	Catalog, course landing pages, unit lists and course-outline controls offer multiple routes to discover lessons in the reviewed page sets. Sequential lesson steps were assessed within their process context.
2.4.6 Headings and Labels	Supports	Reviewed course and lesson headings describe their subjects. Shared controls have purpose labels. Actual NVDA output identified the Accessibility dialog, High Contrast checkbox and response field. Programmatic relationships and names are also assessed under their specific criteria.
2.4.7 Focus Visible	Supports	Visible keyboard outlines were inspected in course, dialog and result samples. Code Cove provides four-pixel outlines; shared Focus Indicators provide three-pixel outlines on reviewed links, buttons, selects and course controls. Contrasting focus boundaries were measured separately under 1.4.11.
3.1.2 Language of Parts	Supports	Digital Influencers translates its response action in place between English and Spanish while preserving the draft. English-authored Code Cove content is marked English when the surrounding shared panel is Spanish.
3.2.3 Consistent Navigation	Supports	Home, back and course navigation appear consistently within reviewed route sets. Repeated lesson and outline controls were compared. Different course designs were treated as separate page sets; every lesson screen was not exhaustively compared.
3.2.4 Consistent Identification	Supports	Repeated Home, accessibility and outline functions use consistent identifiers in the reviewed shells. Course-specific settings are separately identified from the shared accessibility panel.
3.3.3 Error Suggestion	Supports	The tested empty-response message tells the student what to correct. Entering text and submitting completes the demonstration action without unexpected navigation. Invalid credentials and consequential stored-data operations were not part of this interaction test.
3.3.4 Error Prevention (Legal, Financial, Data)	Supports	The course turn-in component presents the response/evidence for review with Keep working and Turn in now actions. Keep working closed the tested in-memory dialog without submission. Source connects the confirmation before persistent submission. Durable writes were source-reviewed rather than executed; no legal/financial transaction or irreversible student delete was identified.
4.1.3 Status Messages	Supports	The sampled empty-response and demonstration-completion messages use status roles and polite live regions while focus remains on the response action. These semantics make status changes available without moving focus. Error/save-recovery speech announcements were not represented as observed.

Assessment notes

The global accessibility panel supplies shared display, contrast, focus, motion and sound preferences. Where a rating relies on an available accessible presentation, that method is identified in the criterion remark. Keyboard access, required names and semantic relationships remain available independently of display preferences.

The criterion results combine production observations with controlled regression tests and source checks. Media quality, screen-reader behavior and complete saved processes were sampled as described. Further evaluation is needed before extending these results to every lesson, recording, assistive technology or physical device. Supporting technical records are retained and can be provided on request.