

Process Feedback Accessibility Conformance Report

Moodle plugins

International Edition

(Based on VPAT® Version 2.5Rev)

Name of product and version: Process Feedback for Moodle plugins `local_processfeedback` version 0.0.1 and `assignsubmission_processfeedback` version 0.0.1, and associated Process Feedback web application version v1.0.

Report Date: September 24, 2026

Product description: Process Feedback for Moodle is a pair of Moodle plugins that add writing process tracking to assignments and forums. The associated Process Feedback application shows a writing process report. Overall, Process Feedback is a learning-first alternative to plagiarism or AI detection. It enables teachers and students to see the writing process or AI use, and to discuss how the learning process can be improved. The two plugins and the associated application are jointly referred to as Process Feedback (PF) in this report.

Notes: This evaluation is limited to the product configuration provided to Tier 1 institutional clients, for whom the “Share this Report” feature is disabled.

Moodle itself, including its text editor, assignment and forum pages, grading table, notifications, and settings forms, is outside the scope of this report. Where a plugin control is rendered by the Moodle Forms API or the Moodle notification system, this report describes the plugin’s use of that component, and the component’s own accessibility is that of the installed Moodle version. The plugin interface is built with Moodle’s own markup, classes, and styles, so it inherits the site theme and matches the surrounding Moodle pages. The responses assume the default Boost theme.

Contact information: Email contact@processfeedback.org

Evaluation methods used

Conformance to the listed accessibility standards was evaluated by Process Feedback’s QA testers using a combination of static analysis tools and manual testing with assistive technologies, including the NVDA screen reader, semi-automated inspection with ANDI, and keyboard-only operation, together with inspection of the plugins’ source code against our internal accessibility standard.

Testing was carried out in a Moodle test course with Process Feedback enabled for assignments and forums, working as a student to write, open the **Writing Process Report** dialog, download process data, open a report, and submit an Online text assignment, and as a teacher to open the grading view, a student’s writing process report, and the **Writing Process Dashboard**. The plugin settings were tested as a teacher and as a site administrator.

The plugins are designed for Moodle 4.4 and later. The responses in this report describe the plugins on Moodle 5.0 with the default Boost theme.

Semi-automated tools and assistive technologies used:

- [ANDI](#) in Google Chrome on a Windows 11 laptop

- [NVDA](#) v2025.3.3 in Google Chrome on a Windows 11 laptop

The following 5 views were reviewed:

1. Moodle assignment and forum pages where Process Feedback is enabled
The local plugin adds the Process Feedback panel above the Moodle editor for students, and an information notice for teachers on the activity page and on the activity settings form.
2. The **Writing Process Report** dialog opened from the panel
This dialog lists the details that will go into the export and lets the student download their process data or open their writing process report.
3. The Moodle assignment grading view `/mod/assign/view.php?action=grading`
The assignment submission plugin adds a process summary and a **Download Process Data** link to each submission, and the local plugin adds a **Writing Process Report** button to each summary and a **Writing Process Dashboard** button above the table.
4. Process Feedback settings in Moodle
The assignment setting **Auto submit on assignment submission**, the **Process Feedback** section of the course settings, and the site administration page **Process Feedback Local**.
5. <https://app.processfeedback.org/exploreprocess>
This view receives the process data sent from Moodle, shows a waiting dialog while it arrives, and then shows either one student's writing process report or the teacher dashboard with its column selection page.

The following 2 documentation pages were reviewed:

1. <https://processfeedback.org/moodle-plugin-for-teachers/>
2. <https://processfeedback.org/moodle-plugin-for-students/>

The following 29 components were reviewed:

- | | |
|-----------------------------|---------------------------|
| 1. button | 16. pagination |
| 2. checkbox | 17. popover |
| 3. context menu | 18. search |
| 4. description list | 19. slider |
| 5. dialog / modal | 20. status text |
| 6. disclosure | 21. summary statistics |
| 7. file input | 22. switch |
| 8. heading | 23. table |
| 9. icon | 24. tag |
| 10. information notice | 25. text area |
| 11. landmark region | 26. toast notification |
| 12. link | 27. toggle marker |
| 13. live region | 28. tooltip |
| 14. loading indicator | 29. chart with table view |
| 15. number input and select | |

Additional testing methods:

- Source code inspection of both Moodle plugins and of the `/exploreprocess` views
- Automatic and manual testing with ANDI

- Manual testing in Google Chrome and NVDA on Windows 11
- Automatic accessibility scanning with axe DevTools® v4.128.0 on code changes to the web application

Applicable standards or guidelines

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

Standard/Guideline	Included in report
Web Content Accessibility Guidelines 2.2	Level A: Yes Level AA: Yes Level AAA: No
Revised Section 508 standards published January 18, 2017 and corrected January 22, 2018	Yes
Web Content Accessibility Guidelines 2.0 EN 301 549 Accessibility requirements for ICT products and services - V3.1.1 (2019-11) AND EN 301 549 Accessibility requirements for ICT products and services - V3.2.1 (2021-03)	Yes

Terms

The five terms used in the Conformance Level information are defined as follows:

1. **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
2. **Partially supports:** Some functionality of the product does not meet the criterion.
3. **Does not support:** The majority of product functionality does not meet the criterion.
4. **Not Applicable:** The criterion is not relevant to the product.
5. **Not evaluated:** The product has not been evaluated against the criterion. This can only be used in WCAG Level AAA criteria.

WCAG 2.2 report

Tables 1 and 2 also document conformance with:

- EN 301 549:
 - Clause 9 - Web
 - Clauses 10.1-10.4 of Clause 10 - Non-Web documents
 - Clauses 11.1-11.4 and 11.8.2 of Clause 11 - Software
 - Clauses 12.1.2 and 12.2.4 of Clause 12 - Documentation and support services
- Revised Section 508:
 - Chapter 5 - 501.1 Scope and 504.2 Content Creation or Editing
 - Chapter 6 - 602.3 Electronic Support Documentation

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

Web scope: The Web responses cover two kinds of content, and each response describes them in two paragraphs. The first is the interface that the plugins add to Moodle pages, which is delivered as HTML, CSS, and JavaScript inside pages that Moodle generates, using Moodle's own markup, classes, and styles. The second is the `/explorepocess` view of the Process Feedback web application, which opens in a new

browser tab.

Software scope: Process Feedback for Moodle is delivered entirely as web content. The plugins run on the Moodle server and in the browser as part of Moodle pages, and no desktop, mobile, or browser-extension software component is provided. The Software and Closed scopes are therefore recorded as “Not Applicable” throughout Tables 1 and 2 without repeating this explanation for each criterion.

Authoring Tool scope: Students write in the Moodle text editor, which is part of Moodle and is not covered here. The Authoring Tool responses cover the PDF report and the Word document of the final draft that can be downloaded from the writing process report.

Table 1: Success Criteria, Level A

Notes: None.

1. Criteria: [1.1.1 Non-text Content](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.1.1.1 (Web); 10.1.1.1 (Non-web document); 11.1.1.1.1 (Open Functionality Software); 11.1.1.1.2 (Closed Functionality Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations

Web: The interface that the plugins add to Moodle pages is made of text, buttons, and links, and uses no informative images. The loading spinner in the **Writing Process Report** dialog is hidden from assistive technologies, and the progress it represents is given as text.

In the `/explorepocess` view, decorative icons are hidden from assistive technologies and the surrounding control carries the accessible name. Report charts are presented with `role="img"` and an accessible name identifying the section, and for all report sections a keyboard-accessible table view provides equivalent data in a structured text format.

Electronic Docs: The screenshots on the Moodle guide pages have text alternatives that describe what each screenshot shows, such as “Process Feedback panel inside a Moodle assignment page”. Decorative icons are presented as part of the page styling.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: For system-generated report content, exported PDFs present charts as images without accompanying data tables, so a full text equivalent of the underlying data is not consistently provided. Exported PDFs and Word files also include student-authored content, and text alternatives for that user-provided non-text content depend on the source material supplied by the author.

2. Criteria: [1.2.1 Audio-only and Video-only \(Prerecorded\)](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.1.2.1 (Web) 10.1.2.1 (Non-web document); 11.1.2.1.1 (Open Functionality Software); 11.1.2.1.2.1 and 11.1.2.1.2.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software) 504.2 (Authoring Tool); 602.3 (Support Docs);

Conformance level: Not Applicable

Remarks and explanations:

Process Feedback does not provide any pre-recorded audio-only or video-only media.

3. Criteria: [1.2.2 Captions \(Prerecorded\)](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.1.2.2 (Web); 10.1.2.2 (Non-web document); 11.1.2.2 (Open Functionality Software); 11.1.2.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level: Not Applicable

Remarks and explanations:

Process Feedback does not provide any pre-recorded audio or video media, and therefore does not require captions.

4. Criteria: [1.2.3 Audio Description or Media Alternative \(Prerecorded\)](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.1.2.3 (Web) 10.1.2.3 (Non-web document); 11.1.2.3.1 (Open Functionality Software); 11.1.2.3.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level: Not Applicable

Remarks and explanations:

Process Feedback does not provide any pre-recorded video media, and therefore does not require audio descriptions or media alternatives.

5. Criteria: [1.3.1 Info and Relationships](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.1.3.1 (Web) 10.1.3.1 (Non-web document); 11.1.3.1.1 (Open Functionality Software); 11.1.3.1.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations

Web: In Moodle, the Process Feedback panel is a `section` element named “Process Feedback capture”. The **Writing Process Report** dialog uses `role="dialog"` and `aria-modal="true"`, is labeled by its heading, and presents the export details as a description list. The plugin settings are added through the Moodle Forms API and the Moodle admin settings API, so each control is associated with its label by Moodle.

In the `/exploreproucess` view, the teacher dashboard is a semantic table whose column headers, header-to-cell relationships, sort state, and pagination relationships are available to assistive technologies. Report charts are presented with `role="img"` and are not interactive; for all report sections a table view provides the underlying data in a programmatically structured format.

Electronic Docs: Information, structure, and relationships in the Moodle guide pages are conveyed through a page heading, section headings, and lists rather than presentation alone.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: For system-generated report content, exported PDFs present charts as images without accompanying data tables, so data relationships within chart sections are conveyed visually rather than programmatically. Exported PDFs and Word files also include student-authored content, and structure within that user-provided content depends on the source material supplied by the author.

6. Criteria: [1.3.2 Meaningful Sequence](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.1.3.2 (Web) 10.1.3.2 (Non-web document); 11.1.3.2.1 (Open Functionality Software); 11.1.3.2.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Supports

Remarks and explanations

Web: The plugins insert their content into the Moodle page in the same place in the reading order as it appears visually, and the **Writing Process Report** dialog presents its heading, description, details, and actions in that order.

Meaningful sequence is preserved in the web application. The file loading, column selection, dashboard, and report views present headings, descriptions, controls, tables, and action buttons in a logical reading order.

Electronic Docs: Meaningful sequence is preserved in the Moodle guide pages through headings, paragraphs, and lists that maintain a logical reading order independent of presentation.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: For system-generated report content, meaningful sequence is preserved in generated PDF

exports through document headings, paragraphs, lists, tables, and related report content ordering. Exported PDFs and Word files also include student-authored content, and reading order within that user-provided content depends on the source material supplied by the author.

7. Criteria: **1.3.3 Sensory Characteristics (Level A)**

Also applies to:

- EN 301 549 Criteria: 9.1.3.3 (Web) 10.1.3.3 (Non-web document); 11.1.3.3 (Open Functionality Software); 11.1.3.3 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Supports

Remarks and explanations

Web: Instructions and controls do not rely solely on sensory characteristics such as shape, size, visual location, or icon appearance. Instructions refer to controls by their visible text, for example the dialog description `To view writing process report, click on Open Report.`

Instructions and controls in the web application do not rely solely on sensory characteristics such as shape, size, visual location, or icon appearance. Key actions are identified by visible text labels or accessible names, and icon-only dashboard controls are named for the action rather than the icon.

Electronic Docs: Instructions in the Moodle guide pages refer to features by name, such as `My Writing Process Report`, and do not rely solely on shape, color, or screen position.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: System-generated report content in generated PDF exports does not rely solely on sensory characteristics to convey instructions or relationships. Exported PDFs may also include student-authored content, and any reliance on sensory characteristics within that user-provided content depends on the source material supplied by the author.

8. Criteria: **1.4.1 Use of Color (Level A)**

Also applies to:

- EN 301 549 Criteria: 9.1.4.1 (Web) 10.1.4.1 (Non-web document); 11.1.4.1 (Open Functionality Software); 11.1.4.1 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations

Web: Color is not used as the only means of conveying information. The progress, success, and error states in the **Writing Process Report** dialog change the text of the status message as well as its color, and the “Learn more” link in the panel is underlined as well as colored.

All report charts that use color provide a corresponding table view that allows users to access the information without relying on color alone. Color-based dashboard flags are user-added organizational markers and are not required to understand system status or complete tasks.

Electronic Docs: Color is not used as the only means of conveying information in the Moodle guide pages. Meaning is communicated through text, headings, and lists.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports include graphs and charts where color is an important part of understanding the visualized data. Although surrounding report content may provide additional context, exported chart content does not consistently provide the same switchable non-color alternatives available on the writing process report page.

9. Criteria: [1.4.2 Audio Control](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.1.4.2 (Web) 10.1.4.2 (Non-web document); 11.1.4.2 (Open Functionality Software); 11.1.4.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level: Not Applicable

Remarks and explanations:

Process Feedback does not include audio that plays automatically for more than 3 seconds in the plugins, the web application, the electronic documentation, or generated report outputs. Therefore, no separate mechanism to pause, stop, or control autoplay audio is required for this criterion.

10. Criteria: [2.1.1 Keyboard](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.1.1 (Web) 10.2.1.1 (Non-web document); 11.2.1.1.1 (Open Functionality Software); 11.2.1.1.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations

Web: All functionality is operable through a keyboard interface. The controls that the plugins add to Moodle are native HTML buttons and links, and the dialog closes with the Escape key. Recording the writing process requires no user action beyond typing in the Moodle editor.

In the `/explorepocess` view, the file loader, dialogs, report settings, and dashboard controls are keyboard operable, including arrow-key cell navigation, sortable column headers, row expansion, pagination, search, and the column freeze menu opened with the Context Menu key or Shift+F10. Report charts are presented as static images with `role="img"` and are intentionally not keyboard interactive. For all report sections, a keyboard-accessible table view provides equivalent access to the underlying data.

Electronic Docs: The Moodle guide pages support keyboard access through standard document navigation and link interaction, and the slide buttons below the screenshot carousel are keyboard operable.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: The PDF and Word downloads are started from sidebar controls that are keyboard operable. Generated PDF exports support keyboard navigation through standard document and link interaction where interactive content is present.

11. Criteria: 2.1.2 No Keyboard Trap (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.1.2 (Web) 10.2.1.2 (Non-web document); 11.2.1.2 (Open Functionality Software); 11.2.1.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations

Web: The plugins do not trap keyboard focus. While the **Writing Process Report** dialog is open, Tab and Shift+Tab move between the controls in the dialog, and Escape or the **Close** button returns focus to the panel button that opened it.

The web application does not trap keyboard focus, and in an expanded dashboard row, Tab past the last control leaves the table.

Electronic Docs: The Moodle guide pages do not trap keyboard focus.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not trap keyboard focus.

12. Criteria: [2.1.4 Character Key Shortcuts](#) (Level A 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.2.1.4 (Web); 10.2.1.4 (Non-web document); 11.2.1.4.1 (Open Functionality Software); 11.2.1.4.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: Does not apply

Conformance level: Not Applicable

Remarks and explanations:

Process Feedback does not implement single-character keyboard shortcuts in the plugins, the web application, the electronic documentation, or generated report outputs. Therefore, no mechanism to turn off, remap, or restrict such shortcuts is required for this criterion.

13. Criteria: [2.2.1 Timing Adjustable](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.2.1 (Web); 10.2.2.1 (Non-web document); 11.2.2.1 (Open Functionality Software); 11.2.2.1 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level: Not Applicable

Remarks and explanations:

Process Feedback does not impose user-facing time limits in the plugins, the web application, the electronic documentation, or generated report outputs that require adjustment, extension, or disabling under this criterion. The plugins wait up to 60 seconds for the report tab to become ready before reporting an error, but this limits a system process, not the time a user has to read or respond. Assignment deadlines and Moodle session timeouts are set by Moodle and the institution.

14. Criteria: [2.2.2 Pause, Stop, Hide](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.2.2 (Web); 10.2.2.2 (Non-web document); 11.2.2.2 (Open Functionality Software); 11.2.2.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
Electronic Docs: Partially Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Not Applicable

Remarks and explanations:

Web: The plugins do not add moving, blinking, or scrolling content to Moodle pages. The loading spinner in the **Writing Process Report** dialog is shown only while an export is being prepared and stops when it completes or fails.

Time-based replay and playback features in the web application, including writing replay, provide play, pause, position adjustment, and replay speed controls. Toast notifications are transient, include a close control, and pause their timeout behavior on hover or focus. Loading indicators and progress states stop automatically when processing completes.

Electronic Docs: Each Moodle guide page opens with a set of four screenshots that change automatically every four seconds and keep changing for as long as the page is open. The rotation pauses while the pointer is over the screenshot and stops when the user selects one of the slide buttons below it, which can be done with the keyboard. There is no labeled pause control, and keyboard focus alone does not pause the rotation.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Not Applicable. Generated PDF exports do not include moving, blinking, scrolling, or auto-updating content that requires pause, stop, or hide controls.

15. Criteria: [2.3.1 Three Flashes or Below Threshold](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.3.1 (Web); 10.2.3.1 (Non-web document); 11.2.3.1 (Open Functionality Software); 11.2.3.1 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level: Not Applicable**Remarks and explanations:**

Process Feedback does not include content in the plugins, the web application, the electronic documentation, or generated report outputs that flashes more than three times in any one-second period.

16. Criteria: [2.4.1 Bypass Blocks](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.4.1 (Web); 10.2.4.1 (Non-web document) – Does not apply; 11.2.4.1 (Open Functionality Software) – Does not apply; 11.2.4.1 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- 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

Conformance level:

Web: Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations:

Web: Mechanisms for bypassing repeated blocks on Moodle pages are provided by Moodle and its theme, and the plugins add no repeated navigation. The Process Feedback panel is a single named region containing one short description and one button.

The web application uses ARIA landmark regions to allow users to bypass repeated sidebar content, and the writing replay control allows users to skip directly to the slider handle rather than navigating through many individual timepoints.

Electronic Docs: The Moodle guide pages include a <main> landmark that allows assistive technology users to navigate directly to the primary content, bypassing the repeated site navigation.

Software: Not Applicable.

Authoring Tool: Generated PDF exports support this criterion because the output does not rely on repeated navigation blocks that must be bypassed to reach the main report content.

17. Criteria: 2.4.2 Page Titled (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.4.2 (Web); 10.2.4.2 (Non-web document); 11.2.4.2 (Open Functionality Software) – Does not apply; 11.2.4.2 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Partially Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations:

Web: The plugins do not add pages of their own to Moodle, and the titles of the Moodle pages they appear on are set by Moodle.

The /explorepocess view sets the document title Load Process Data | Process Feedback while it receives files, loads files, and shows the column selection page and the teacher dashboard. When a single writing process report opens, the title changes to Document | Process Feedback, which does not say that the page is a writing process report or whose report it is.

Electronic Docs: The Moodle guide pages set descriptive titles, Moodle Plugin for Teachers û Process Feedback and Moodle Plugin for Students û Process Feedback.

Software: Not Applicable.

Authoring Tool: Generated PDF exports provide report headings that identify the subject or purpose of the output. Typst-generated PDFs additionally provide document title metadata. React-generated PDFs include report headings but do not consistently set document title metadata.

18. Criteria: [2.4.3 Focus Order](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.4.3 (Web); 10.2.4.3 (Non-web document); 11.2.4.3 (Open Functionality Software); 11.2.4.3 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Partially Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Supports

Remarks and explanations:

Web: Focus order follows the reading order of the Moodle page, because the plugins insert their controls where they appear visually and set no positive `tabindex` values. When the **Writing Process Report** dialog opens, focus moves to it and returns to the opening button on close. However, while an export is being prepared both action buttons are disabled and focus is not moved, so keyboard focus can leave the dialog, and Escape does not close it until focus is back inside.

Focus order in the web application follows a logical sequence that preserves meaning and operability. The page structure separates repeated sidebar content from the main content region, dialogs present title, body, and actions in a consistent order, and report-opening flows move focus intentionally when new content becomes available.

Electronic Docs: The Moodle guide pages present content in a logical reading and focus order that preserves meaning and operability.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: For system-generated report content, generated PDF exports preserve a logical reading order through document headings, paragraphs, lists, tables, and related report content. Exported PDFs may also include student-authored content, and reading order within that user-provided content depends on the source material supplied by the author.

19. Criteria: [2.4.4 Link Purpose](#) (In Context) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.2.4.4 (Web); 10.2.4.4 (Non-web document); 11.2.4.4 (Open Functionality Software); 11.2.4.4 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Partially Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations:

Web: Link purpose in the panel and in the teacher notices is clear from context: each “Learn more” link ends the sentence that describes Process Feedback on that page and leads to the guide for students or for teachers. However, in the grading view the **Download Process Data** link and the **Writing Process Report** button do not identify the student whose data they open; the student is identified in a different cell of the same row.

In the dashboard, the report action in each row has an accessible name that includes the student and states that the report opens in a new tab.

Electronic Docs: Link purpose in the Moodle guide pages is clear from the link text itself, for example **Local Plugin Repository** and **Assignment Submission Repository**.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports provide descriptive link text for system-generated links, such as links to the full process report or source document. However, exported PDFs may also include student-authored content, and link purpose within that user-provided content depends on the wording supplied by the author.

20. Criteria: 2.5.1 Pointer Gestures (Level A 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.2.5.1 (Web); 10.2.5.1 (Non-web document); 11.2.5.1 (Open Functionality Software); 11.2.5.1 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: Does not apply

Conformance level:

Web: Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations:

Web: The plugins do not require multipoint or path-based gestures; every control they add to Moodle is operated with a single click or tap.

Report charts expose optional path-based pointer interactions through the Plotly library, including drag-to-zoom, pan, lasso select, and box select. These are supplemental exploration tools; the underlying report

data is accessible through the table view, which requires only single-pointer interaction. Basic chart navigation such as zoom in and zoom out is also available through single-pointer toolbar buttons. Features that involve dragging or slider movement, such as loading files and replay controls, also provide single-pointer or alternative controls.

Electronic Docs: The Moodle guide pages do not require multipoint or path-based gestures to access content or follow links.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not require multipoint or path-based gestures to read content or activate included links.

21. Criteria: [2.5.2 Pointer Cancellation](#) (Level A 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.2.5.2 (Web); 10.2.5.2 (Non-web document); 11.2.5.2 (Open Functionality Software); 11.2.5.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Supports

Remarks and explanations:

Web: Actions are not completed on pointer down. The plugins use click events on native buttons and links, which complete on release, and the **Writing Process Report** dialog closes on a click outside it that also completes on release.

The web application does not rely on pointer down events alone to complete actions where users may need to cancel before release. Core actions in the application flow are activated through standard button, link, and control interactions that allow release-based completion. Interactive elements such as sliders and optional chart exploration tools support adjustment during the interaction rather than committing an irreversible action on initial pointer contact.

Electronic Docs: The Moodle guide pages do not rely on pointer down events alone to activate actions.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not rely on pointer down events alone to activate actions.

22. Criteria: [2.5.3 Label in Name](#) (Level A 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.2.5.3 (Web); 10.2.5.3 (Non-web document); 11.2.5.3.1 (Open Functionality Software); 11.2.5.3.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support

Docs)

- Revised Section 508: Does not apply

Conformance level:

Web: Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations:

Web: The buttons and links that the plugins add to Moodle take their accessible names from their visible text and do not override them with `aria-label`. For example, the panel button is named by its visible text **My Writing Process Report** followed by the visible snapshot count.

In the web application, where additional descriptive wording is provided, the accessible name still includes the visible label text, so speech input and assistive technology users can identify the same control names presented visually.

Electronic Docs: The Moodle guide pages use visible headings and link text that directly provide the presented name.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports present visible headings, labels, and link text directly in the document content. For system-generated report content, the visible text presented to users is the same text available for reading and interpretation in the exported output.

23. Criteria: [2.5.4 Motion Actuation](#) (Level A 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.2.5.4 (Web); 10.2.5.4 (Non-web document); 11.2.5.4 (Open Functionality Software); 11.2.5.4 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: Does not apply

Conformance level: Not Applicable

Remarks and explanations:

Process Feedback does not use device motion or user motion, such as shaking, tilting, or gesture-based motion actuation, to trigger functionality in the plugins, the web application, the electronic documentation, or generated report outputs. Therefore, no alternative input method or motion-disable mechanism is required for this criterion.

24. Criteria: [3.1.1 Language of Page](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.3.1.1 (Web); 10.3.1.1 (Non-web document); 11.3.1.1.1 (Open Functionality Software); 11.3.1.1.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support

Docs)

- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations:

Web: On Moodle pages, the language of the page is set by Moodle from the user's language, and the plugins do not change it.

The web application identifies English as the default language of the page programmatically through the application shell.

Electronic Docs: The Moodle guide pages are presented in English and identify English as the default language.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Typst-generated PDF exports identify English as the default document language. However, this was not confirmed consistently across all PDF export paths, so this criterion is partially supported for the authoring tool output.

25. Criteria: **3.2.1 On Focus (Level A)**

Also applies to:

- EN 301 549 Criteria: 9.3.2.1 (Web); 10.3.2.1 (Non-web document); 11.3.2.1 (Open Functionality Software); 11.3.2.1 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Supports

Remarks and explanations:

Web: Receiving focus does not by itself trigger a change of context. Opening the dialog, downloading data, and opening a report or dashboard each require the user to activate a button, and recording the writing process happens while the student types without moving focus or changing the page.

In the web application, focus is sometimes managed programmatically to support the task, such as moving focus to newly available content, but this does not itself create an unexpected change of context.

Electronic Docs: Elements in the Moodle guide pages do not trigger changes of context when they receive focus.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not trigger changes of context when content receives focus.

26. Criteria: [3.2.2 On Input](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.3.2.2 (Web); 10.3.2.2 (Non-web document); 11.3.2.2 (Open Functionality Software); 11.3.2.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Supports

Remarks and explanations:

Web: Changing the value of an input does not by itself cause an unexpected change of context. The plugin settings take effect only when the Moodle form is saved, and hiding the **Auto submit on assignment submission** checkbox when **Online text** is turned off is a change of content on the same form.

In the web application, turning off the **Dashboard View** switch keeps only the first loaded file and announces this in a message, and other selects, switches, and settings controls update in-context content without navigating, submitting, or opening a new window.

Electronic Docs: Input changes in the Moodle guide pages do not trigger unexpected changes of context.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not use input changes to trigger changes of context.

27. Criteria: [3.2.6 Consistent Help](#) (Level A 2.2 only)

- EN 301 549 Criteria – Does not apply
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Help is offered in the same way wherever the plugins appear in Moodle: a “Learn more” link at the end of the panel description for students, the same link at the end of the Process Feedback notice for teachers, and standard Moodle help icons next to each setting.

In the web application, sidebar help is presented in the Help section near the bottom of the sidebar, and report-specific help actions are grouped consistently in the report section header area.

Electronic Docs: Not Applicable. The Moodle guide pages do not provide repeated in-page help mechanisms that would require consistent placement under this criterion.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Not Applicable. Generated PDF exports do not provide interactive help mechanisms that would require consistent placement under this criterion.

28. Criteria: [3.3.1 Error Identification](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.3.3.1 (Web); 10.3.3.1 (Non-web document); 11.3.3.1.1 (Open Functionality Software); 11.3.3.1.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Errors are identified in text. An invalid course ID list is rejected with **Enter positive numeric course IDs only.**, an export that finds no data shows **No revisions are available for this activity in this browser.**, and a report tab blocked by the browser shows **Could not open ProcessFeedback. Check whether pop-ups are blocked.**

In the web application, unsupported files, invalid process data files, and processing failures are identified through textual error messages, validation summaries, and dashboard status messages.

Electronic Docs: Not Applicable. The Moodle guide pages do not rely on user input forms that trigger this criterion.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Not Applicable. Generated PDF exports do not present interactive form input that would require error identification under this criterion.

29. Criteria: [3.3.2 Labels or Instructions](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.3.3.2 (Web); 10.3.3.2 (Non-web document); 11.3.3.2 (Open Functionality Software); 11.3.3.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
 Electronic Docs: Not Applicable
 Software: Not Applicable
 Closed: Not Applicable
 Authoring Tool: Not Applicable

Remarks and explanations:

Web: Every input that the plugins add to Moodle has a visible label and help text: the assignment checkbox **Auto submit on assignment submission**, the course settings checkboxes **Enable in forums** and **Enable in assignments**, and the site administration text areas, which state the accepted format.

Inputs and controls in the web application are provided with labels or instructions when user input is required. The file-loading interface identifies the expected file types and purpose of the action. Dashboard and report settings use visible labels, grouped headings, and supporting instructions or info tooltips where the expected input is not obvious.

Electronic Docs: Not Applicable. The Moodle guide pages do not include interactive input fields that require labels or instructions under this criterion.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Not Applicable.

30. Criteria: 3.3.7 Redundant Entry (Level A 2.2 only)

- EN 301 549 Criteria – Does not apply
- Revised Section 508: Does not apply

Conformance level:

Web: Supports
 Electronic Docs: Not Applicable
 Software: Not Applicable
 Closed: Not Applicable
 Authoring Tool: Not Applicable

Remarks and explanations:

Web: Users are not asked to re-enter information that the system already has. The activity title, student name, institution, and email that go into an export are taken from Moodle and shown as read-only values, and enabling Process Feedback for a course in either the site administration page or the course settings updates the other.

When a teacher opens a report or dashboard from the grading view, the files are sent from Moodle to the `/explorepocess` view, so the teacher does not download and load each file by hand.

Electronic Docs: Not Applicable.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Not Applicable.

31. Criteria: [4.1.2 Name, Role, Value](#) (Level A)

Also applies to:

- EN 301 549 Criteria: 9.4.1.2 (Web); 10.4.1.2 (Non-web document); 11.4.1.2.1 (Open Functionality Software)
- 11.4.1.2.2 (Closed Software) – Does not apply
- 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Supports
Electronic Docs:	Partially Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The controls that the plugins add to Moodle are native HTML buttons and links, so their role, name, and disabled state are exposed by the browser. The **Writing Process Report** dialog exposes `role="dialog"`, `aria-modal="true"`, a name from its heading, and a description from its subtitle.

User interface components in the web application expose accessible names, roles, and current states or values. Buttons, links, dialogs, report section controls, dashboard actions, settings controls, and playback controls expose the information assistive technologies need to identify the control type and current state. Report charts are presented with `role="img"` and an accessible name identifying the section, so assistive technologies receive a named image rather than encountering unexposed Plotly controls.

Electronic Docs: Links and headings in the Moodle guide pages are native HTML elements. The slide buttons below the screenshot carousel are named `Go to slide 1` to `Go to slide 4`, but they do not expose which slide is currently shown; the current slide is shown only by the width and color of its button.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Not Applicable.

Table 2: Success Criteria, Level AA

Notes: None.

1. Criteria: [1.2.4 Captions \(Live\)](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.1.2.4 (Web) 10.1.2.4 (Non-web document); 11.1.2.4 (Open Functionality Software); 11.1.2.4 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Not Applicable
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The plugins and the web application do not provide live audio or video content, so no live captions are required.

Electronic Docs: The Moodle guide pages do not include live audio or video content.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include live audio or video content.

2. Criteria: [1.2.5 Audio Description \(Prerecorded\)](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.1.2.5 (Web) 10.1.2.5 (Non-web document); 11.1.2.5 (Open Functionality Software); 11.1.2.5 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs);

Conformance level:

Web:	Not Applicable
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The plugins and the web application do not provide prerecorded video content, so no audio descriptions are required.

Electronic Docs: The Moodle guide pages do not include prerecorded video content.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include prerecorded video content.

3. Criteria: [1.3.4 Orientation](#) (Level AA 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.1.3.4 (Web) 10.1.3.4 (Non-web document); 11.1.3.4 (Open Functionality Software); 11.1.3.4 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Neither the plugins nor the web application restrict content to a single display orientation. The panel, dialog, and grading view additions follow the layout of the Moodle page they are part of.

The web application can be used in both portrait and landscape orientations without loss of content or functionality.

Electronic Docs: The Moodle guide pages do not restrict content to a single display orientation.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports are fixed-format documents. Orientation constraints are not applicable to this output format.

4. Criteria: [1.3.5 Identify Input Purpose](#) (Level AA 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.1.3.5 (Web) 10.1.3.5 (Non-web document); 11.1.3.5.1 (Open Functionality Software); 11.1.3.5.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: Does not apply

Conformance level:

Web:	Not Applicable
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The plugins do not ask users for information about themselves. The inputs they add to Moodle are settings checkboxes and course ID lists, none of which has a corresponding input purpose in the WCAG list, and the name, institution, and email that go into an export are taken from Moodle and shown as read-only values.

The inputs in the web application set how files are loaded, processed, and displayed, so no autocomplete token applies.

Electronic Docs: The Moodle guide pages do not include input fields that collect personal information about the user, so no autocomplete purpose tokens are required under this criterion.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include interactive form fields that collect personal information about the user.

5. Criteria: [1.4.3 Contrast \(Minimum\)](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.1.4.3 (Web) 10.1.4.3 (Non-web document); 11.1.4.3 (Open Functionality Software); 11.1.4.3 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs);

Conformance level:

Web:	Partially Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations:

Web: The interface that the plugins add to Moodle uses the text and button colors of the Moodle theme and sets only two colors of its own: the light panel background (**#f8f9fa**) and the snapshot count badge, which shows dark text (**#212529**) on that background at a ratio above 14:1. With the default Boost theme this text meets the 4.5:1 contrast minimum; with other themes, contrast depends on the theme's colors.

Text and interactive elements in the primary web interface meet the 4.5:1 contrast minimum. For all report sections, a keyboard-accessible table view presents the same data as actual text with sufficient contrast, offering an equivalent means of access. Chart text such as axis labels, tick labels, and legend text produced by the Plotly charting library may not consistently meet the contrast minimum in the chart view itself.

Electronic Docs: Text in the Moodle guide pages meets the 4.5:1 contrast minimum.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: For system-generated report content, text in the primary report body and headings in exported PDFs meets contrast requirements. However, chart axis labels, data labels, and legend text

embedded in chart images may not consistently meet the 4.5:1 contrast minimum, and exported PDFs do not provide a switchable table view to access the same data as contrasting text.

6. Criteria: [1.4.4 Resize Text](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.1.4.4 (Web) 10.1.4.4 (Non-web document); 11.1.4.4.1 (Open Functionality Software); 11.1.4.4.2 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs);

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Supports

Remarks and explanations:

Web: Text can be resized up to 200 percent using browser zoom without loss of content or functionality. The styles that the plugins add to Moodle set spacing and sizes in **rem** and **em** units and fix the height of no text container.

The web application is built with relative units and a responsive layout that scales with text size.

Electronic Docs: Text in the Moodle guide pages can be resized up to 200 percent using browser zoom without loss of content or functionality.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports support text resizing through standard PDF viewer zoom controls without loss of content or functionality.

7. Criteria: [1.4.5 Images of Text](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.1.4.5 (Web) 10.1.4.5 (Non-web document); 11.1.4.5.1 (Open Functionality Software); 11.1.4.5.2 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs);

Conformance level:

Web:	Partially Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations:

Web: The plugins present all of their content in Moodle as actual text and use no images of text.

The web application renders navigational text, headings, labels, and interface controls as actual text. Report charts rendered by the Plotly library present axis labels, tick labels, and legend text as part of the chart rendering, which does not provide the same resizability or customizability as actual text.

Electronic Docs: The Moodle guide pages present their content as actual text. The images are screenshots of Moodle pages with the Process Feedback plugin, where the visual presentation of the interface is essential, which are exempt from this criterion.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: System-generated report content in exported PDFs presents headings, body text, and data tables as actual text. Chart axis labels, tick labels, and legend text are embedded as part of chart image content rather than selectable text in the PDF.

8. Criteria: [1.4.10 Reflow](#) (Level AA 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.1.4.10 (Web) 10.1.4.10 (Non-web document); 11.1.4.10 (Open Functionality Software); 11.1.4.10 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: Does not apply

Conformance level:

Web:	Partially Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations:

Web: The Process Feedback panel, the teacher notices, and the **Writing Process Report** dialog reflow without loss of content or the need to scroll in two dimensions at a viewport width of 320 CSS pixels. In the grading view, the plugins set a minimum width of 1280 CSS pixels on the Moodle grading table and 360 CSS pixels on the Process Feedback cell so the summary remains readable, which requires horizontal scrolling of that data table on narrow viewports.

Simple interface views, including the file loading page, sidebar, and modal dialogs, reflow at a viewport width of 320 CSS pixels. The dashboard table and complex report layouts require horizontal scrolling at this viewport width due to the number of data columns and the minimum functional width of the chart and playback components. Report section data tables switch to a stacked card layout on narrow viewports (less than 768px), presenting all columns as labeled key-value pairs.

Electronic Docs: The Moodle guide pages reflow at a viewport width of 320 CSS pixels without loss of content or functionality.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports are fixed-format documents. PDF viewers provide zoom functionality, but PDFs do not reflow to a single column at high zoom levels and horizontal scrolling may be required to view full page content when zoomed.

9. Criteria: [1.4.11 Non-text Contrast](#) (Level AA 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.1.4.11 (Web) 10.1.4.11 (Non-web document); 11.1.4.11 (Open Functionality Software); 11.1.4.11 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: Does not apply

Conformance level:

Web:	Partially Supports
Electronic Docs:	Partially Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations:

Web: The buttons, links, and focus indicators that the plugins add to Moodle use the Moodle theme's styles, and the buttons are identified by their text labels.

Most user interface components including buttons, form controls, icons, focus indicators, and interactive controls maintain a 3:1 contrast ratio against adjacent colors, though some minor borders may not consistently meet this threshold. Visual components in report charts rendered by the Plotly library, including chart borders, data point markers, and graph elements, may not consistently maintain a 3:1 contrast ratio across all chart types. For all report sections, a keyboard-accessible table view provides the underlying data as an alternative means of access.

Electronic Docs: Links and focus indicators in the Moodle guide pages maintain sufficient non-text contrast. The slide buttons below the screenshot carousel are small dots, and the dots for slides that are not shown are light gray (#d1d5db) on a white background, a ratio of about 1.5:1.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: For system-generated report content, primary document structure in exported PDFs meets non-text contrast requirements. Visual components in chart images, including chart borders, data point markers, and graph elements, may not consistently maintain a 3:1 contrast ratio across all exported chart types, and exported PDFs do not provide a table view alternative.

10. Criteria: [1.4.12 Text Spacing](#) (Level AA 2.1 and 2.2)

Also applies to:

- EN 301 549 Criteria: 9.1.4.12 (Web) 10.1.4.12 (Non-web document); 11.1.4.12 (Open Functionality Software); 11.1.4.12 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Neither the plugins nor the web application override or restrict browser-level text spacing adjustments. The styles that the plugins add to Moodle do not fix the height of text containers or clip overflowing text, and content and functionality remain available when line height, letter spacing, word spacing, and paragraph spacing are increased.

Electronic Docs: The Moodle guide pages do not restrict browser-level text spacing adjustments. Content and functionality remain available when line height, letter spacing, word spacing, and paragraph spacing are modified.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports are fixed-format documents produced at generation time. Text spacing in PDF output is set during rendering and is not subject to user-agent text spacing overrides.

11. Criteria: 1.4.13 Content on Hover or Focus (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.1.4.13 (Web) 10.1.4.13 (Non-web document); 11.1.4.13 (Open Functionality Software); 11.1.4.13 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The plugins do not add content that appears on hover or focus to Moodle pages; the help icons next to the plugin settings are Moodle's own help popovers.

In the web application, tooltip content appears on pointer hover and keyboard focus, remains visible when the pointer moves over the tooltip, and is dismissible with the Escape key. One exception is the writing playback slider, which shows a decorative pointer-following tooltip that is mouse-only and marked **aria-hidden**. The same information is available from the change heatmap, whose cells are keyboard-focusable and expose it through a hoverable, Escape-dismissible tooltip.

Electronic Docs: Not Applicable. The Moodle guide pages do not present additional content triggered by hover or focus.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not present additional content on hover or focus.

12. Criteria: [2.4.5 Multiple Ways](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.2.4.5 (Web); 10.2.4.5 (Non-web document) – Does not apply; 11.2.4.5 (Open Functionality Software) – Does not apply; 11.2.4.5 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- 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

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: A writing process report can be reached in more than one way. A student can open it from the panel on the assignment or forum page or download their process data, and a teacher can open it from the student's summary in the grading view, from the **Writing Process Dashboard**, or by downloading the ZIP file.

In the web application, a downloaded ZIP file can be loaded to reach the same report, teachers can find a student's row in the dashboard by browsing, sorting, or searching, and a downloaded PDF export is an alternative means of viewing report content.

Electronic Docs: Users can reach the Moodle guide pages from the "Learn more" links in the plugins, which lead students to the student guide and teachers to the teacher guide, from the Moodle plugin page on the Process Feedback website, and by direct address.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports are single documents, not a set of web pages. This criterion does not apply to individual PDF report outputs.

13. Criteria: [2.4.6 Headings and Labels](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.2.4.6 (Web) 10.2.4.6 (Non-web document); 11.2.4.6 (Open Functionality Software); 11.2.4.6 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations:

Web: Headings and labels describe their topic or purpose. The dialog opened from the panel has the heading **Writing Process Report** with details labeled **Title for this work**, **Your name**, **Institution**, and **Email**, the plugin settings carry descriptive labels, and each value in the grading view summary is preceded by its label, such as **Writing time**.

Headings and labels in the web application describe their topic or purpose. The writing process report uses a descriptive h1 heading and h2 headings for each report section, and the file loader, column selection page, and dashboard use descriptive headings with labeled form controls.

Electronic Docs: Headings in the Moodle guide pages describe their topic or purpose. Each page uses a descriptive h1, such as **Moodle Plugin for Teachers**, with section headings such as **Students stay in control of their data**.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports include descriptive headings for report sections and labels for data presented in tables, identifying the purpose of each section.

14. Criteria: 2.4.7 Focus Visible (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.2.4.7 (Web) 10.2.4.7 (Non-web document); 11.2.4.7 (Open Functionality Software); 11.2.4.7 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
Electronic Docs: Supports
Software: Not Applicable
Closed: Not Applicable
Authoring Tool: Supports

Remarks and explanations:

Web: Keyboard focus indicators are visible. The buttons and links that the plugins add to Moodle keep the Moodle theme's focus styles. The plugins remove the outline only from the **Writing Process Report** dialog container, which receives focus once when the dialog opens so that its name is announced and which is not itself a control.

Keyboard focus indicators are visible for all keyboard-accessible elements in the web application, including buttons, links, form controls, modal dialog controls, and focused column headers, rows, and cells in the

teacher dashboard.

Electronic Docs: Keyboard focus indicators are visible for keyboard-accessible elements in the Moodle guide pages, including site navigation links and content links.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports support visible focus through standard PDF viewer focus handling for linked content and interactive elements.

15. Criteria: **2.4.11 Focus Not Obscured (Minimum)** (Level AA 2.2 only)

- EN 301 549 Criteria – Does not apply
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The plugins do not add sticky or fixed content to Moodle pages. The one overlay they add, the **Writing Process Report** dialog, keeps Tab and Shift+Tab on its own controls while it is open, and its backdrop is semi-transparent, so an element behind it is not entirely hidden if it receives focus (see 2.4.3 in Table 1).

Focused components in the web application are not fully hidden by sticky or overlapping content. The sidebar does not overlay the main content area, and modal dialogs trap focus within the dialog container so focused elements remain visible. On the teacher dashboard, where the column header row is sticky and columns can be frozen at the left edge, keyboard navigation scrolls the focused cell into the remaining visible area.

Electronic Docs: Focused elements in the Moodle guide pages are not fully hidden by sticky or overlapping content.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include sticky or overlapping UI elements that could obscure focus.

16. Criteria: **2.5.7 Dragging Movements** (Level AA 2.2 only)

- EN 301 549 Criteria – Does not apply
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Dragging is not the only means to perform any function, and the plugins do not use dragging in Moodle.

Dragging operations in the web application are not the only means to perform any function. File loading supports both drag-and-drop and click-to-browse interaction, the replay slider can also be operated with the keyboard, and report section reordering uses explicit drag-handle controls and does not require a path-based pointer gesture to complete the action.

Electronic Docs: The Moodle guide pages do not include dragging operations.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include dragging operations.

17. Criteria: 2.5.8 Target Size (Minimum) (Level AA 2.2 only)

- EN 301 549 Criteria – Does not apply
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Partially Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The buttons that the plugins add to Moodle use the Moodle theme's standard button size, which exceeds 24 by 24 CSS pixels, and the **Writing Process Report** buttons in the grading view have a minimum height of 34 CSS pixels. The "Learn more" and **Download Process Data** links are text links within a line of text, which are exempt under the inline exception.

In the web application, interactive targets, including buttons, links, table row actions, sidebar navigation items, and form controls, meet or exceed the 24 by 24 CSS pixel minimum target size.

Electronic Docs: Navigation and content links in the Moodle guide pages meet or exceed the minimum target size, and inline text links are exempt under the inline exception. The slide buttons below the screenshot carousel are 10 CSS pixels high and placed 8 CSS pixels apart, which is below the minimum target size and does not meet the spacing exception.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include interactive targets subject to this criterion.

18. Criteria: [3.1.2 Language of Parts](#) (Level AA)

- EN 301 549 Criteria: 9.3.1.2 (Web); 10.3.1.2 (Non-web document); 11.3.1.2 (Open Functionality Software) – Does not apply; 11.3.1.2 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web:	Partially Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Partially Supports

Remarks and explanations:

Web: The plugins ship with English language strings only. On a Moodle site in another language without a Process Feedback translation, Moodle shows the plugins' English text inside a page whose language is set to the site language, and the plugins do not mark that text as English.

The web application is presented in English and includes no passages in other human languages that would require `lang` attribute markup.

Electronic Docs: The Moodle guide pages are presented in English and do not include passages in other human languages that would require `lang` attribute markup on specific parts of the page.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: System-generated content in exported PDFs is presented in English and does not require language markup for parts. Exported PDFs and Word files also include student-authored content, and language markup for passages in languages other than English within that user-provided content depends on the source material supplied by the author.

19. Criteria: [3.2.3 Consistent Navigation](#) (Level AA)

- EN 301 549 Criteria: 9.3.2.3 (Web); 10.3.2.3 (Non-web document) – Does not apply; 11.3.2.3 (Open Functionality Software) – Does not apply; 11.3.2.3 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- 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

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: The plugins do not change Moodle's navigation, and they place their own content in the same relative position on every page where it appears: the student panel directly before the Moodle editor, the teacher notice at the top of the activity page, and the dashboard button directly above the grading table.

In the web application, the sidebar presents its links and help items in the same relative order wherever it appears.

Electronic Docs: Navigation in the Moodle guide pages is consistent with the rest of the Process Feedback website. The site navigation and page structure appear in the same relative order on both pages.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports are single documents. Consistent navigation across pages is not applicable to this output format.

20. Criteria: [3.2.4 Consistent Identification](#) (Level AA)

- EN 301 549 Criteria: 9.3.2.4 (Web) 10.3.2.4 (Non-web document) – Does not apply; 11.3.2.4 (Open Functionality Software) – Does not apply; 11.3.2.4 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- 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

Conformance level:

Web:	Supports
Electronic Docs:	Supports
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Components with the same function are identified consistently. The panel button is labeled **My Writing Process Report** on every assignment and forum page, the dialog it opens and the teacher's per-student button are both labeled **Writing Process Report**, and the grading view link is labeled **Download Process Data** for every submission.

In the web application, report section controls, sidebar links, and action buttons use consistent labels and accessible names wherever they appear.

Electronic Docs: Components that perform the same function are identified consistently across the Moodle guide pages, which share the same page template and navigation labels.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports are single documents. This criterion applies to components that appear across multiple pages or views, which does not apply to individual PDF report outputs.

21. Criteria: [3.3.3 Error Suggestion](#) (Level AA)

Also applies to:

- EN 301 549 Criteria: 9.3.3.3 (Web) 10.3.3.3 (Non-web document); 11.3.3.3 (Open Functionality Software); 11.3.3.3 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs);
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
 Electronic Docs: Not Applicable
 Software: Not Applicable
 Closed: Not Applicable
 Authoring Tool: Not Applicable

Remarks and explanations:

Web: Error messages suggest how to correct the problem where a correction is known. An invalid course ID list is rejected with **Enter positive numeric course IDs only.**, which states the expected format, and a blocked report tab is reported with **Could not open ProcessFeedback. Check whether pop-ups are blocked.**

When errors are detected in the web application, descriptive messages identify the problem and, where possible, suggest how to correct it. File loading errors, invalid format messages, and processing failures include actionable guidance for next steps, and the waiting dialog tells teachers to contact their Moodle administrator if a transfer takes more than a minute.

Electronic Docs: Not Applicable. The Moodle guide pages do not include interactive input forms that would trigger this criterion.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include interactive form input that would require error suggestions under this criterion.

22. Criteria: 3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)

- EN 301 549 Criteria: 9.3.3.4 (Web); 10.3.3.4 (Non-web document); 11.3.3.4 (Open Functionality Software); 11.3.3.4 (Closed Software); 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: 501 (Web)(Software); 504.2 (Authoring Tool); 602.3 (Support Docs)

Conformance level:

Web: Supports
 Electronic Docs: Not Applicable
 Software: Not Applicable
 Closed: Not Applicable
 Authoring Tool: Not Applicable

Remarks and explanations:

Web: Submitting process data is part of the Moodle assignment submission and follows Moodle's own submission and confirmation steps. The submission form tells the student that their writing process report

will be included, and saving the submission again replaces the stored process data while the assignment still accepts changes. Downloading data and opening a report change no stored data.

Actions that delete or modify user data in the web application require explicit confirmation. The dashboard row deletion flow presents a confirmation modal before the row is removed.

Electronic Docs: Not Applicable. The Moodle guide pages do not include data submission or deletion flows.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not include interactive data submission or deletion flows that would require error prevention under this criterion.

23. Criteria: [3.3.8 Accessible Authentication \(Minimum\)](#) (Level AA 2.2 only)

- EN 301 549 Criteria – Does not apply
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Users are authenticated by Moodle, and the plugins add no sign-in step of their own.

The web application does not require users to sign in to open a report or dashboard sent from Moodle, and does not ask users to solve a cognitive function test, transcribe characters, or memorize anything.

Electronic Docs: Not Applicable. The Moodle guide pages do not require authentication.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports do not require authentication.

24. Criteria: [4.1.3 Status Messages](#) (Level AA 2.1 and 2.2)

- EN 301 549 Criteria: 9.4.1.3 (Web); 10.4.1.3 (Non-web document); 11.4.1.3 (Open Functionality Software); 11.4.1.3 (Closed Software) – Does not apply; 11.8.2 (Authoring Tool); 12.1.2 (Product Docs); 12.2.4 (Support Docs)
- Revised Section 508: Does not apply

Conformance level:

Web:	Supports
Electronic Docs:	Not Applicable
Software:	Not Applicable
Closed:	Not Applicable
Authoring Tool:	Not Applicable

Remarks and explanations:

Web: Status messages are exposed to assistive technologies without receiving focus. In the **Writing Process Report** dialog, each export step, the success message, and any error are written to a single message with `role="status"` and `aria-live="polite"`, and the status text next to the report and dashboard buttons in the grading view uses the same pattern.

Status messages in the web application are programmatically exposed to assistive technologies without receiving focus. Dashboard search result counts, the number of files received from Moodle, and column freeze changes are announced through `aria-live` regions, and processing progress and completion states are communicated through appropriate ARIA live attributes so screen reader users receive status updates without interrupting their current focus position.

Electronic Docs: Not Applicable. The Moodle guide pages are static documents and do not present dynamic status messages.

Software: Not Applicable.

Closed: Not Applicable.

Authoring Tool: Generated PDF exports are static documents and do not present dynamic status messages.

Revised Section 508 Report

Notes: The following entries summarize the Revised Section 508 criteria that require a direct response in this report. Where applicable, the responses below refer back to the mapped WCAG 2.2 criteria in Tables 1 and 2.

Chapter 3 – Functional performance criteria

1. Criteria: 302.1 Without vision

Conformance level: Partially Supports

Remarks and explanations: Users can operate the evaluated Process Feedback scopes without vision through screen readers, keyboard interaction, semantic structure, labeled controls, textual status messages, and table-based alternatives where provided. This criterion is partially supported because some report chart presentations and exported PDF outputs do not consistently provide fully equivalent access to all underlying chart data in text or table form, because the **Download Process Data** link and **Writing Process Report** button in the Moodle grading view do not name the student they belong to, and because keyboard focus can leave the **Writing Process Report** dialog while an export is being prepared, as described under 2.4.3 and 2.4.4 in Table 1.

2. Criteria: 302.2 With limited vision

Conformance level: Partially Supports

Remarks and explanations: The evaluated Process Feedback scopes support users with limited vision through browser zoom, reflow of the panel and dialog that the plugins add to Moodle, visible focus indicators, the Moodle theme's contrast, and standard browser or operating-system magnification tools. This criterion is partially supported because some chart text and chart-rendered visual elements may not consistently provide equivalent high-contrast or text-based access in every report section or exported PDF.

3. Criteria: 302.3 Without perception of color

Conformance level: Partially Supports

Remarks and explanations: The evaluated Process Feedback scopes do not rely on color alone for core controls, labels, status messages, and task flows. Text labels, accessible names, and other non-color indicators are used to communicate state and meaning. This criterion is partially supported because some report chart presentations and exported PDF outputs still rely materially on color to interpret visualized data and do not consistently provide the same non-color alternatives in every context.

4. Criteria: 302.4 Without hearing

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not require hearing for operation. Core functionality is delivered through visual text, structured content, and interactive controls rather than audio output.

5. Criteria: 302.5 With limited hearing

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not rely on hearing-dependent interactions. Core use flows are available through visible text, controls, and status feedback.

6. Criteria: 302.6 Without speech

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not require speech for operation. All evaluated functionality is operated through standard browser, keyboard, and pointer interactions.

7. Criteria: 302.7 With limited manipulation

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes support users with limited manipulation through keyboard accessibility, standard focus management, sufficiently large primary targets, and alternatives to drag-only interaction. Recording the writing process requires no action beyond typing in the Moodle editor, and automatic submission of process data requires no action beyond submitting the assignment in Moodle.

8. Criteria: 302.8 With limited reach and strength

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes can be operated without requiring substantial reach or strength. Interaction is based on standard browser and operating-system input methods rather than force-dependent or reach-dependent controls.

9. Criteria: 302.9 With limited language, cognitive, and learning abilities

Conformance level: Partially Supports

Remarks and explanations: The evaluated Process Feedback scopes provide visible labels, help text next to each plugin setting, consistent placement of the plugin content in Moodle, descriptive error text, and short step-by-step status messages while an export is prepared. This criterion is partially supported because some report views and chart-heavy outputs may still require users to interpret dense information displays or visual data presentations that are not always reduced to simpler equivalent text or table summaries, and because the plugins' text is available in English only.

10. Criteria: Chapter 4 scope: Hardware

Conformance level: Not Applicable

Remarks and explanations: Process Feedback is evaluated here as web content, documentation, and generated report output. It is not hardware.

Chapter 5 – Software

11. Criteria: 501.1 Scope – Incorporation of WCAG 2.0 AA

Conformance level: See WCAG 2.2 section

Remarks and explanations: Applicable Process Feedback functionality is evaluated in Tables 1 and 2 under the mapped WCAG 2.2 criteria above.

502 Interoperability with assistive technology

12. Criteria: 502.2.1 User control of accessibility features

Conformance level: Supports

Remarks and explanations: Process Feedback does not override user control of platform or browser accessibility features. The plugins, the web application, and the documentation pages rely on standard browser, operating-system, zoom, keyboard, and screen-reader functionality, and the plugins do not change Moodle's own accessibility settings.

13. Criteria: 502.2.2 No disruption of accessibility features

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes are designed to work with standard browser and operating-system accessibility features and do not intentionally disable or disrupt those features. The plugins record the writing process by reading the Moodle editor's text and listening to its input events, and they do not change how the editor handles the keyboard or how it is exposed to assistive technologies.

502.3 Accessibility services

14. Criteria: 502.3.1 Object information

Conformance level: Supports

Remarks and explanations: User interface components in the evaluated Process Feedback scopes expose accessible names, roles, and related object information through native HTML semantics, ARIA attributes, and shared accessible components, as described in 4.1.2 in Table 1.

15. Criteria: 502.3.2 Modification of object information

Conformance level: Supports

Remarks and explanations: Where states, properties, and object information can be changed by the user, those changes are exposed programmatically through standard web platform mechanisms and accessibility APIs.

16. Criteria: 502.3.3 Row, column, and headers

Conformance level: Partially Supports

Remarks and explanations: The teacher dashboard table and the table-based report alternatives expose row, column, and header relationships programmatically. The plugins place their content in the Moodle grading table without changing its structure, so its row and column relationships are those provided by Moodle. This criterion is partially supported because not all chart sections provide a table alternative, so equivalent row, column, and header relationships are not consistently available for all report content.

17. Criteria: 502.3.4 Values

Conformance level: Supports

Remarks and explanations: Controls that expose values, such as checkboxes, text areas, switches, selectors, progress indicators, and related interactive components, expose those values programmatically to assistive technologies.

18. Criteria: 502.3.5 Modification of values

Conformance level: Supports

Remarks and explanations: Values that can be set by the user in the evaluated scopes can be modified through standard keyboard interaction and assistive technology-supported mechanisms.

19. Criteria: 502.3.6 Label relationships

Conformance level: Supports

Remarks and explanations: Labels, help text, group names, and related descriptive relationships are programmatically associated with their controls. The plugin settings use the Moodle Forms API and admin settings API, which associate each control with its label, and the **Writing Process Report** dialog is labeled by its heading and described by its subtitle, as described in 1.3.1 and 3.3.2 in Table 1.

20. Criteria: 502.3.7 Hierarchical relationships

Conformance level: Partially Supports

Remarks and explanations: Headings, grouped controls, lists, tables, the named panel region, dialogs, and related hierarchical relationships are programmatically exposed in the evaluated Process Feedback scopes. This criterion is partially supported because some chart-based report sections and exported PDF chart content do not consistently provide equivalent programmatic structure or table alternatives for all underlying relationships.

21. Criteria: 502.3.8 Text

Conformance level: Partially Supports

Remarks and explanations: All text that the plugins add to Moodle, and most rendered text in the /explorepocess view and the documentation pages, is exposed as text to assistive technologies rather than only as images. This criterion is partially supported because some chart renderings embed labels, tick labels, and legend text as part of chart imagery rather than exposing that content as text.

22. Criteria: 502.3.9 Modification of text

Conformance level: Supports

Remarks and explanations: Where users can enter or change text values in the evaluated scopes, such as the course ID lists and the dashboard search, those changes can be made through standard text input mechanisms supported by assistive technologies.

23. Criteria: 502.3.10 List of actions

Conformance level: Supports

Remarks and explanations: Available actions for interactive controls are exposed through standard control semantics so assistive technologies can identify and invoke them.

24. Criteria: 502.3.11 Actions on objects

Conformance level: Supports

Remarks and explanations: Interactive actions in the evaluated scopes can be executed programmatically through standard browser and assistive technology interaction models.

25. Criteria: 502.3.12 Focus cursor

Conformance level: Partially Supports

Remarks and explanations: Focus location and focus movement are exposed programmatically, and focus behavior is addressed through the mapped WCAG criteria for focus order, visible focus, and focus-not-obscured behaviors. This criterion is partially supported because focus is not moved to another element in the Writing Process Report dialog when its action buttons are disabled during an export, as described under 2.4.3 in Table 1.

26. Criteria: 502.3.13 Modification of focus cursor

Conformance level: Supports

Remarks and explanations: Where focus can be moved by the user, the evaluated scopes allow standard keyboard and assistive technology mechanisms to move and manage focus.

27. Criteria: 502.3.14 Event notification

Conformance level: Supports

Remarks and explanations: Export progress, success and error messages, report transfer status, files received from Moodle, and dashboard search results are exposed through status messages and live regions, as described in 4.1.3 in Table 2.

28. Criteria: 502.4 Platform accessibility features

Conformance level: Not Applicable

Remarks and explanations: Process Feedback is not a platform and does not itself provide platform accessibility features.

503 Applications

29. Criteria: 503.2 User preferences

Conformance level: Not Applicable

Remarks and explanations: The evaluated Process Feedback scopes do not function as an operating platform that is required to expose separate application-level accessibility preference settings under this criterion.

30. Criteria: 503.3 Alternative user interfaces

Conformance level: Not Applicable

Remarks and explanations: Process Feedback does not provide an alternative user interface that functions as assistive technology.

503.4 User controls for captions and audio description

31. Criteria: 503.4.1 Caption controls

Conformance level: Not Applicable

Remarks and explanations: The evaluated Process Feedback scopes do not provide synchronized media requiring separate application-level caption controls.

32. Criteria: 503.4.2 Audio description controls

Conformance level: Not Applicable

Remarks and explanations: The evaluated Process Feedback scopes do not provide synchronized media requiring separate application-level audio-description controls.

504 Authoring tools

33. Criteria: 504.2 Content creation or editing

Conformance level: Partially Supports

Remarks and explanations: Students write in the Moodle text editor, which is part of Moodle and is outside the scope of this report. This scope covers the PDF report and the Word document of the final draft that can be downloaded from the writing process report, and conformance is documented in the Authoring Tool responses throughout Tables 1 and 2. This criterion is partially supported because exported PDF reports do not consistently preserve full accessibility equivalents for chart data, and accessibility characteristics of student-authored content depend in part on the source material supplied by the author.

34. Criteria: 504.2.1 Preservation of information provided for accessibility in format conversion

Conformance level: Partially Supports

Remarks and explanations: When Process Feedback generates a PDF report or a Word document of the final draft, core text content and document structure are preserved in the generated output. However, full accessibility information for chart data is not consistently preserved as equivalent text or structured table content in exported documents.

35. Criteria: 504.2.2 PDF export

Conformance level: Partially Supports

Remarks and explanations: Process Feedback supports PDF export of generated reports. This criterion is partially supported because exported PDFs do not consistently provide fully equivalent accessible representations of all chart data and may depend in part on user-supplied source content.

36. Criteria: 504.3 Prompts

Conformance level: Not Applicable

Remarks and explanations: Process Feedback for Moodle does not provide an editing interface. The PDF report and the Word document are generated automatically from the recorded writing process, with no authoring choices for which accessibility prompts would apply, and student writing is done in the Moodle text editor.

37. Criteria: 504.4 Templates

Conformance level: Not Applicable

Remarks and explanations: Process Feedback does not provide authoring templates within the scope evaluated by this report.

Chapter 6 – Support documentation and services

38. Criteria: 602.3 Electronic support documentation

Conformance level: Partially Supports

Remarks and explanations: Electronic support documentation covered by this report is addressed through the Electronic Docs responses in Tables 1 and 2. The Moodle guide pages are published as standard web content and use headings, lists, links, and text alternatives so the support content can be accessed with browsers and assistive technologies. This criterion is partially supported because of the screenshot carousel at the top of each page, which rotates automatically without a labeled pause control and uses small, low-contrast slide buttons that do not expose the current slide, as described under 2.2.2, 4.1.2, 1.4.11, and 2.5.8 in Tables 1 and 2.

EN 301 549 Report

Notes: The following entries summarize the applicable EN 301 549 chapters for the product scopes covered by this report. Where applicable, the responses below refer back to the mapped WCAG 2.2 criteria in Tables 1 and 2.

Chapter 4 – Functional performance statements

1. Criteria: 4.2.1 Usage without vision

Conformance level: Partially Supports

Remarks and explanations: Users can operate the evaluated Process Feedback scopes without vision through screen readers, keyboard interaction, semantic structure, labeled controls, textual status messages, and table-based alternatives where provided. This criterion is partially supported because some report chart presentations and exported PDF outputs do not consistently provide fully equivalent access to all underlying chart data in text or table form, because the **Download Process Data** link and **Writing Process Report** button in the Moodle grading view do not name the student they belong to, and because keyboard focus can leave the **Writing Process Report** dialog while an export is being prepared, as described under 2.4.3 and 2.4.4 in Table 1.

2. Criteria: 4.2.2 Usage with limited vision

Conformance level: Partially Supports

Remarks and explanations: The evaluated Process Feedback scopes support users with limited vision through browser zoom, reflow of the panel and dialog that the plugins add to Moodle, visible focus indicators, the Moodle theme's contrast, and standard browser or operating-system magnification tools. This criterion is partially supported because some chart text and chart-rendered visual elements may not consistently provide equivalent high-contrast or text-based access in every report section or exported PDF.

3. Criteria: 4.2.3 Usage without perception of color

Conformance level: Partially Supports

Remarks and explanations: The evaluated Process Feedback scopes do not rely on color alone for core controls, labels, status messages, and task flows. Text labels, accessible names, and other non-color indicators are used to communicate state and meaning. This criterion is partially supported because some report chart presentations and exported PDF outputs still rely materially on color to interpret visualized data and do not consistently provide the same non-color alternatives in every context.

4. Criteria: 4.2.4 Usage without hearing

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not require hearing for operation. Core functionality is delivered through visual text, structured content, and interactive controls rather than audio output.

5. Criteria: 4.2.5 Usage with limited hearing

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not rely on hearing-dependent interactions. Core use flows are available through visible text, controls, and status feedback.

6. Criteria: 4.2.6 Usage with no or limited vocal capability

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not require speech for operation. All evaluated functionality is operated through standard browser, keyboard, and pointer interactions.

7. Criteria: 4.2.7 Usage with limited manipulation or strength

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes support users with limited manipulation through keyboard accessibility, standard focus management, sufficiently large primary targets, and alternatives to drag-only interaction. Recording the writing process requires no action beyond typing in the Moodle editor, and automatic submission of process data requires no action beyond submitting the assignment in Moodle.

8. Criteria: 4.2.8 Usage with limited reach

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes can be operated without requiring substantial reach. Interaction is based on standard browser and operating-system input methods rather than reach-dependent controls.

9. Criteria: 4.2.9 Minimize photosensitive seizure triggers

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not include flashing content. The screenshot carousel on the Moodle guide pages changes images with a gradual fade every four seconds, well below the three-flashes threshold.

10. Criteria: 4.2.10 Usage with limited cognition, language, or learning

Conformance level: Partially Supports

Remarks and explanations: The evaluated Process Feedback scopes provide visible labels, help text next to each plugin setting, consistent placement of the plugin content in Moodle, descriptive error text, and short step-by-step status messages while an export is prepared. This criterion is partially supported because some report views and chart-heavy outputs may still require users to interpret dense information displays or visual data presentations that are not always reduced to simpler equivalent text or table summaries, and because the plugins' text is available in English only.

11. Criteria: 4.2.11 Privacy

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not impede standard privacy-preserving use of assistive technologies. Users can rely on their existing browser, operating-system, and assistive technology privacy controls while using the product, and using an assistive technology does not cause any additional data to be recorded or shared.

12. Criteria: Chapter 5 scope: Generic requirements

Conformance level: Not Applicable

Remarks and explanations: The evaluated Process Feedback scopes rely on standard platform accessibility services and are not closed functionality ICT. Generic requirements in Chapter 5 that apply specifically to closed functionality or platform-level accessibility service implementation are therefore not separately applicable beyond the mapped web and documentation criteria addressed elsewhere in this report.

13. Criteria: Chapter 6 scope: ICT with two-way voice communication

Conformance level: Not Applicable

Remarks and explanations: Process Feedback does not provide two-way voice communication functionality.

14. Criteria: Chapter 7 scope: ICT with video capabilities

Conformance level: Not Applicable

Remarks and explanations: Process Feedback does not provide video communication functionality.

15. Criteria: Chapter 8 scope: Hardware

Conformance level: Not Applicable

Remarks and explanations: Process Feedback is evaluated here as web content, documentation, and generated report output. It is not hardware.

16. Criteria: Chapter 9 scope: Web

Conformance level: See WCAG 2.2 section

Remarks and explanations: Chapter 9 conformance for the interface that the plugins add to Moodle and for the /exploreprcess view of the web application is documented in Tables 1 and 2 through the mapped WCAG 2.2 success criteria.

17. Criteria: Chapter 10 scope: Non-web documents

Conformance level: Partially Supports

Remarks and explanations: The PDF report and the Word document of the final draft are addressed through the Authoring Tool scope responses mapped in Tables 1 and 2. This chapter is partially supported because exported chart content does not consistently provide fully equivalent text or table alternatives within the document output. The process data ZIP file that students download contains a data file for the Process Feedback web application and a plain-text readme; the data file is not intended to be read directly, and its content is presented to users through the writing process report.

Chapter 11 – Software

11.0 General

18. Criteria: 11.1.1.1 through 11.4.1.3

Conformance level: See WCAG 2.2 section

Remarks and explanations: Process Feedback for Moodle is delivered entirely as web content. The plugins run on the Moodle server and in the browser as part of Moodle pages, and there is no separate desktop, mobile, or browser-extension component, so the Software scope in Tables 1 and 2 is recorded as

Not Applicable and the equivalent requirements are covered by the Web responses under Clause 9. The PDF and Word files generated from the writing process report are covered by the Authoring Tool responses in Tables 1 and 2.

11.5 Interoperability with Assistive Technology

19. Criteria: 11.5.1 Closed functionality

Conformance level: Not Applicable

Remarks and explanations: The evaluated Process Feedback scopes rely on standard browser and operating-system accessibility services and are not closed functionality ICT.

11.5.2 Accessibility Services

20. Criteria: 11.5.2.1 Platform accessibility service support for software that provides a user interface

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes use standard web platform semantics, ARIA attributes, browser accessibility APIs, and operating-system accessibility services to expose user interface information to assistive technologies.

21. Criteria: 11.5.2.2 Platform accessibility service support for assistive technologies

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes rely on standard browser and platform accessibility services that are consumable by assistive technologies such as screen readers, keyboard navigation tools, and magnification software.

22. Criteria: 11.5.2.3 Use of accessibility services

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes use platform and browser accessibility services to convey names, roles, values, states, focus, and status information to assistive technologies.

23. Criteria: 11.5.2.4 Assistive technology

Conformance level: Not Applicable

Remarks and explanations: Process Feedback is not itself assistive technology. It is designed to work with standard assistive technologies through browser and platform accessibility services.

24. Criteria: 11.5.2.5 Object information

Conformance level: Supports

Remarks and explanations: User interface components in the evaluated scopes expose accessible names, roles, and related object information through native HTML semantics, ARIA attributes, and shared accessible components, consistent with the 4.1.2 response in Table 1.

25. Criteria: 11.5.2.6 Row, column, and headers

Conformance level: Partially Supports

Remarks and explanations: The teacher dashboard table and the table-based report alternatives expose row, column, and header relationships programmatically. The plugins place their content in the Moodle grading table without changing its structure, so its row and column relationships are those provided by Moodle. This criterion is partially supported because not all chart sections provide a table alternative, so equivalent row, column, and header relationships are not consistently available for all report content.

26. Criteria: 11.5.2.7 Values

Conformance level: Supports

Remarks and explanations: Controls that expose values, such as checkboxes, text areas, switches, selectors, progress indicators, and related interactive components, expose those values programmatically to assistive technologies.

27. Criteria: 11.5.2.8 Label relationships

Conformance level: Supports

Remarks and explanations: Labels, help text, group names, and related descriptive relationships are programmatically associated with their controls, consistent with the 1.3.1 and 3.3.2 responses in Table 1.

28. Criteria: 11.5.2.9 Parent-child relationships

Conformance level: Partially Supports

Remarks and explanations: Headings, grouped controls, lists, tables, the named panel region, dialogs, and related hierarchical relationships are programmatically exposed in the evaluated Process Feedback scopes. This criterion is partially supported because some chart-based report sections and exported PDF chart content do not consistently provide equivalent programmatic structure or table alternatives for all underlying relationships.

29. Criteria: 11.5.2.10 Text

Conformance level: Partially Supports

Remarks and explanations: All text that the plugins add to Moodle, and most rendered text in the /explorepocess view, including the teacher dashboard and the writing process report, is exposed as text to assistive technologies rather than only as images. This criterion is partially supported because some chart renderings embed labels, tick labels, and legend text as part of chart imagery rather than exposing that content as text.

30. Criteria: 11.5.2.11 List of available actions

Conformance level: Supports

Remarks and explanations: Available actions for interactive controls are exposed through standard control semantics so assistive technologies can identify and invoke them.

31. Criteria: 11.5.2.12 Execution of available actions

Conformance level: Supports

Remarks and explanations: Interactive actions in the evaluated scopes can be executed programmatically through standard browser and assistive technology interaction models.

32. Criteria: 11.5.2.13 Tracking of focus and selection attributes

Conformance level: Partially Supports

Remarks and explanations: Focus location and focus movement are exposed programmatically, and focus behavior is addressed through the mapped WCAG criteria for focus order, visible focus, and focus-not-obscured behaviors. This criterion is partially supported because focus is not moved to another element in the Writing Process Report dialog when its action buttons are disabled during an export, as described under 2.4.3 in Table 1.

33. Criteria: 11.5.2.14 Modification of focus and selection attributes

Conformance level: Supports

Remarks and explanations: Where focus can be moved by the user, the evaluated scopes allow standard keyboard and assistive technology mechanisms to move and manage focus.

34. Criteria: 11.5.2.15 Change notification

Conformance level: Supports

Remarks and explanations: Export progress, success and error messages, report transfer status, files received from Moodle, and dashboard search results are exposed through status messages and live regions, as described in 4.1.3 in Table 2.

35. Criteria: 11.5.2.16 Modifications of states and properties

Conformance level: Supports

Remarks and explanations: Where states and properties can be changed by the user, those changes are exposed programmatically through standard web platform mechanisms and accessibility APIs.

36. Criteria: 11.5.2.17 Modifications of values and text

Conformance level: Supports

Remarks and explanations: Values and text that can be set by the user in the evaluated scopes can be modified through standard keyboard interaction and assistive technology-supported mechanisms.

11.6 Documented Accessibility Usage

37. Criteria: 11.6.1 User control of accessibility features

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes do not override user control of browser or operating-system accessibility features, and the plugins do not change Moodle's own accessibility settings. They remain compatible with user-selected accessibility settings and assistive technology behavior.

38. Criteria: 11.6.2 No disruption of accessibility features

Conformance level: Supports

Remarks and explanations: The evaluated Process Feedback scopes are designed to work with standard browser and operating-system accessibility features and do not intentionally disable or disrupt those features. The plugins record the writing process by reading the Moodle editor's text and listening to its input events, and they do not change how the editor handles the keyboard or how it is exposed to assistive technologies.

39. Criteria: 11.7 User preferences

Conformance level: Not Applicable

Remarks and explanations: The evaluated Process Feedback scopes do not function as a platform that is required to expose separate user accessibility preference settings under this clause.

11.8 Authoring Tools

40. Criteria: 11.8.1 Content technology

Conformance level: Supports

Remarks and explanations: The PDF report and the Word document of the final draft use mainstream content technologies that can carry accessibility information, even though some generated chart content is only partially supported in practice.

41. Criteria: 11.8.2 Accessible content creation

Conformance level: Partially Supports

Remarks and explanations: Students write in the Moodle text editor, which is part of Moodle and is outside the scope of this report. This scope covers the PDF report and the Word document of the final draft that can be downloaded from the writing process report, and conformance is documented in the Authoring Tool responses throughout Tables 1 and 2. This criterion is partially supported because exported PDF reports do not consistently preserve full accessibility equivalents for chart data, and accessibility characteristics of student-authored content depend in part on the source material supplied by the author.

42. Criteria: 11.8.3 Preservation of accessibility information in transformations

Conformance level: Partially Supports

Remarks and explanations: When Process Feedback generates a PDF report or a Word document of the final draft, core text content and document structure are preserved in the generated output. However, full accessibility information for chart data is not consistently preserved as equivalent text or structured table content in exported documents.

43. Criteria: 11.8.4 Repair assistance

Conformance level: Not Applicable

Remarks and explanations: Process Feedback for Moodle does not provide an editing interface. The PDF report and the Word document are generated automatically from the recorded writing process, with no authoring step at which accessibility repair could be offered, and student writing is done in the Moodle text editor.

44. Criteria: 11.8.5 Templates

Conformance level: Not Applicable

Remarks and explanations: Process Feedback does not provide authoring templates within the scope evaluated by this report.

45. Criteria: Chapter 12 scope: Documentation and support services

Conformance level: Partially Supports

Remarks and explanations: Documentation and support content covered by this report is addressed through the Electronic Docs scope responses in Tables 1 and 2. The Moodle guide pages are standard web pages with semantic structure, text alternatives, and accessible links. This chapter is partially supported because of the screenshot carousel at the top of each page, which rotates automatically without a labeled pause control and uses small, low-contrast slide buttons that do not expose the current slide, as described under 2.2.2, 4.1.2, 1.4.11, and 2.5.8 in Tables 1 and 2. Support is also available by email at contact@processfeedback.org.

46. Criteria: Chapter 13 scope: ICT providing relay or emergency service access

Conformance level: Not Applicable

Remarks and explanations: Process Feedback does not provide relay service or emergency service access functionality.

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Please note that the application's active user interface, feature availability, and behavior **may change dynamically depending on institutional agreements, custom configurations, and the specific email domain of the user**. The institution's Moodle version, theme, language packs, and plugin settings also determine how the plugins appear and which parts of the product are enabled for its courses.

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