



# Guide for moderators and verifiers

# Purposes

- Check the authenticity and integrity of the marking.
- See if the marking is reliable and valid.
- Find out if the assessment is fair and credible.

# Benefits


- Give the public confidence that results have been verified by an outside body.
- Give credit to all the campaign participants.
- Build part of a full quality assurance system.
- Enhance capacity of participants to be quality assurers within *Kha Ri Gude*.
- Make useful recommendations.

# The preparation



0353

**VE LAP PACK**

 **KHA RI GUDE**  
LITERACY CAMPAIGN  
SOUTH AFRICA


VE Unique No.: 1-16-10-05

VE Name: MGOIYWA NOMYUSELELO

VE ID No.: 7807200651082

No. of LAPs: 18

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# Assessment

160000

140000



# Three groups

- Moderators
- Verifiers [each language, numeracy, deaf]
  - Head verifiers for large languages
- Senior verifiers [Adler, Aitchison, French]

# Professional commitment

- Be fair and unbiased
- Follow the guidelines
- Recuse yourself from moderating Learner Assessment Portfolios (LAPs) you have an interest in
- Do not make alterations to any LAPs
- Follow the general workshop rules and instructions from the senior verifiers
- Sign the commitment form.
  - Name as you want it on the Certificate

# What do the senior verifiers do?

- Oversee whole exercise on behalf of SAQA
- Training and support
- Guiding the verifiers
- Trouble shooting and strategic adjustments
- Compile a report for SAQA

# What do the verifiers do?

- Oversee a group of moderators
- Answer queries, mediate uncertain judgements, and assist moderators find the right level
- Observe and encourage the moderators
- Check **10%** of the moderated LAPs
- Sign each completed data sheet
- Keep tallies of number of LAPs moderated and the provincial and language breakdown.

# What do moderators do?

- Make three judgements:
  - Has the **marker** done the marking well?
  - Are the **learner's** marks fair and accurate?
  - Is there a **fair match** between the site visit assessments and the LAP results?

# Rating the marking

- Rating the **marker** not the learner.
- Four categories:
  - **E** = Excellent. A well judged accurate assessment
  - **A** = Acceptable. Some minor differences but not serious enough to question overall credibility
  - **I** = Inaccurate and/or inconsistent
  - **P** = Problematic. Questionable or poor marking and ignoring of problems (such as signs of dishonest practice).

# The level of the learner's mark

- Is the actual mark given at the right level?
- Three categories:
  - **S** = stays the **same** (mark is accurate and fair)
  - **U** = mark should go **up** (should be put up higher)
  - **D** = mark should go **down** (should be brought down lower)
- Remember not to change any mark.

# The forms

- Guidelines for moderating the marking of the LAPs [green]
- *Kha ri gude Learner Assessment Portfolio verification: data sheet 1 – **class sets*** [white]
- *Kha ri gude Learner Assessment Portfolio verification: data sheet 2 – **sample from class set*** [blue]
- *Kha ri gude Learner Assessment Portfolio verification: data sheet 3 – **detailed analysis of one sample per class set*** [pink]
- *Kha ri gude Site Visit Correlation data sheet 4* [yellow]

# The green form

## Guidelines for moderating the marking of the LAPs

Question	✓	Comment
<b>Administration</b>		
Did the educator fill in the learner's unique number on the front cover?		
Did the educator fill in the learner's personal details correctly on page I ?		
Did the educator transfer all the marks correctly to the mark sheet on page II ?		
Did the educator, supervisor and coordinator all sign the LAP on page II ?		
Has the date been written for each completed activity? (See pages 2, 3, 5, 7, 9, 11, 13, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 34)		
For each activity did the educator add up the "ticks" correctly? (See pages 3, 4-5, 7, 8-9, 11, 13, 15, 16, 18, 19, 20-21, 22-23, 24-25, 26-27, 29, 30-31, 32-33, 34.)		
Were only some ticks added up?		
Were the ticks from both pages of a double page activity added up?		
<b>Validity</b>		
Has the educator used the Mark Criteria correctly? (See pages 2, 3, 5, 7, 9, 11, 13, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 34)		
Does the educator's assessment accurately match the criteria set out in the LAP.		
Do you think the mark should be changed upwards or downwards?		
Has the marker been too lenient or too harsh?		
Does the marking seem to have been done in a careless way?		
<b>Appropriateness of learner corrections</b>		
Learners were allowed /encouraged to correct and improve their work at a later stage – have such corrections been made?		
If changes/corrections were made, do these look as if they were genuinely the learner's work?		
Do any corrections appear to reflect genuine growth of competence in the learner?		





# The blue form

*Kha ri gude:* Learner Assessment Portfolio verification: data sheet 2– sample from class set

Moderator name: \_\_\_\_\_ Identity number:             Unique number:

Province of portfolios:

1 Eastern Cape	2 Free State	3 Gauteng	4 KwaZulu-Natal	5 Mpumalanga	6 Northern Cape	7 Limpopo	8 North West	9 Western Cape
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Language of portfolios:

01 Afrikaans	02 English	03 Ndebele	04 Swati	05 Xhosa	06 Zulu	07 Sotho	08 Pedi	09 Tswana	10 Venda	11 Tsonga
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Educator name: \_\_\_\_\_ Identity number:

	Whole portfolio				Q 7				Q 9				Q 16				Comments
	A	I	P	S U D	E	A	I	P S U D	E	A	I	P S U D	E	A	I	P S U D	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	

Number of LAPs in pack:

Verifier name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_ April 2011



# The pink form

## *Kha Ri Gude*: Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set

Moderator name: \_\_\_\_\_ Identity number:                  Unique number:

Province of portfolios:

1 Eastern Cape	2 Free State	3 Gauteng	4 KwaZulu-Natal	5 Mpumalanga	6 Northern Cape	7 Limpopo	8 North West	9 Western Cape
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Educator name: \_\_\_\_\_ Identity number:

Number of LAPs in pack:

Question	✓	Comment
<b>Administration</b>		
Did the educator fill in the learner's unique number on the front cover?		
Did the educator fill in the learner's personal details correctly on page I?		
Did the educator mark all the work done?		
Did the educator transfer all the marks correctly to the mark sheet on page ii?		
Did the educator, supervisor and coordinator all sign the LAP on page ii?		
Has the date been written for each completed activity?		
For each activity did the educator add up all the "ticks" correctly?		
<b>Validity</b>		
Has the educator used the Mark Criteria correctly?		
Do you think the mark should be changed upwards or downwards or stay the same? [U D S]		
Has the marker been too lenient or too harsh?		
Does the marking seem to have been done in a careless way?		

# Pink form (continued)

Appropriateness of learner corrections		
Learners were allowed /encouraged to correct and improve their work at a later stage – have such corrections been made?		
If changes/corrections were made, do these look as if they were genuinely the learner's work?		
Do any corrections appear to reflect genuine growth of competence in the learner?		
Growth and consistency		
Does the LAP show that the learner has continuously improved?		
Is any inconsistency of performance or fluctuations of standard within portfolio not explainable by development through the programme?		
Do some of the answers seem not to be those of the learner?		
Is the handwriting genuinely the learner's handwriting throughout the LAP?		
Does it seem that learner or a group of learners copied the answers off the board?		
Reliability		
When working through the LAP has the educator made the same sort of judgement for the same kind of work?		

General comment	
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# The three activities

## Activity 7 (pages 12-13)

Give one tick for each correct answer.

	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
Example: Martha's baby touched the paraffin stove.	✓	
The baby burnt her leg.		
Martha ran to the shop.		
The taxi driver took Martha and the baby to the clinic.		
The sister cleaned the baby's hand.		
The sister told Martha to keep her home safe for children.		



Mark	Criteria	Date:
<input type="checkbox"/> 5	Learner answered all 5 questions correctly.	
<input type="checkbox"/> 4	Learner answered 4 questions correctly.	
<input type="checkbox"/> 3	Learner answered 3 questions correctly.	
<input type="checkbox"/> 2	Learner answered 2 questions correctly. Let the learner re-read the newspaper article about Martha and her baby and try to answer again at a later stage.	
<input type="checkbox"/> 1	Learner has only one correct answer. Let her or him try to do this activity again at a later stage. Also check whether she or he understands how to fill in true and false answers, or whether she or he has specific reading problems.	



## Activity 9 (page 16)

### WRITING

### Activity 9



Let learners do this activity after they have completed theme 7

Write a paragraph of 5-6 sentences about a wedding. Say what was interesting about the wedding. Say whether you enjoyed it and why.



Handwriting practice area with a green border and a dotted line on the left side. The area contains several horizontal lines for writing.

Mark	Criteria	Date:
5	All sentences are well constructed and meaningful.	
4	Learner has made some mistakes but sentences are meaningful.	
3	Learner has made many mistakes but sentences are understandable.	
2	Sentences are not understandable. She or he should redo the activity.	
1	Learner was not ready to do this activity and should redo it later.	

# FRACTIONS AND SHAPES

## Activity 16



Let learners do this activity after they have completed numeracy lesson 17

Give one mark for writing up and one mark for the correct answer.



Jabu has 8 oranges. He sells 3. How many oranges does Jabu still have? ✓ ✓

Mary bought 12 eggs. She dropped 3. How many eggs were left?

Martha gets R55 for her birthday. Then she gets another R5. How much does she now have?

Sipho has 20 sheep. In September another 12 are born. How many sheep does he now have?

### WHAT SHAPE IS THIS?

Example:



Circle

Draw the shape then shade  $\frac{1}{2}$



Give one tick for the correct label and one for correctly shading the drawing.



Draw the shape then shade  $\frac{1}{4}$



Draw the shape then shade  $\frac{1}{8}$



Draw the shape then shade  $\frac{1}{2}$



Draw the shape then shade  $\frac{3}{4}$



Mark	Criteria	Date:
<input type="checkbox"/> 5	Learner has given 14 - 15 correct answers.	
<input type="checkbox"/> 4	Learner has given 12 - 13 correct answers.	
<input type="checkbox"/> 3	Learner has given 8 - 11 correct answers.	
<input type="checkbox"/> 2	Learner has given 4 - 7 correct answers.	
<input type="checkbox"/> 1	Learner was not ready to do this activity. Let learner redo this exercise at a later stage.	



**REMEMBER**  
to count all the ticks on both pages.

Total number of ticks for activity 16



# The moderation process

- Twelve steps on page 14 of the printed *Guide* for the first 4 data sheets.
- A number of steps and sub-steps for moderation using the Site Visit Correlation data.
- Write comments only if necessary.
- If necessary, refer a problem to your verifier.

# Outline of the process

- Training session (LAPs from three classes in a group of three moderators) [Green and White forms]
- First session (each moderator looks at LAPS in a pack from a whole class)
- Further sessions (may also use Blue forms if instructe)
- Reviews of progress

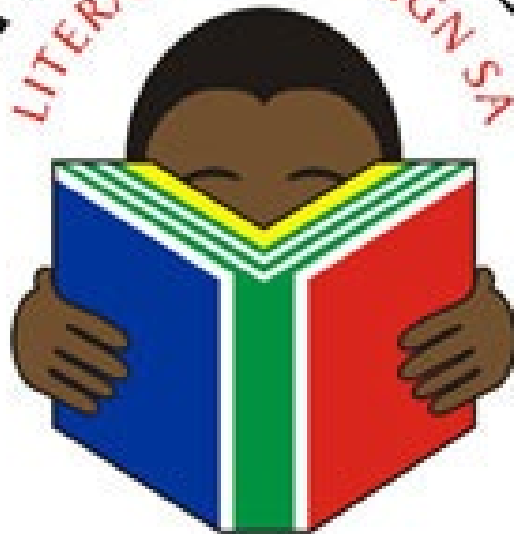
# Outline of the process (continued)

- Use of the Data sheet 3 [pink form], if instructed, with one sample per pack.
- Use of Site Visit Correlation form when instructed on one or two class packs together with the Site visit Record forms.
- Reports back on the site visit correlations.

# Afterwards

- SAQA certification on Sunday evening
- Enhancing assessment and quality assurance in the field during the Kha Ri Gude 2012 year
- Playing a part in a great South African educational intervention that is now in its fifth year.

KHARI GUDE  
LITERACY CAMPAIGN SA





**SAQA**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY