

South African Qualifications Authority (SAQA)

Ascertaining the integrity of the marking of
the *Kha Ri Gude* literacy campaign
Learner Assessment Portfolios

Year Three: 2010

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Executive Summary

Synopsis

1. The *Kha Ri Gude* literacy campaign was launched in April 2008 after a two year process of investigation and development. Some 357,195 learners were enrolled in 2008, 613,643 in 2009 and 609,199 in 2010. The campaign has a number of checks aimed at ensuring that all registered learners are the specific individuals concerned.
2. At the start of April 2011 SAQA conducted the third annual moderation of the 2010 *Kha Ri Gude* adult literacy campaign. The present report on the project is set against the background of the Department of Basic Education's recent approval of a SAQA proposal for the ongoing development of an appropriate quality assurance system for the campaign with a three year contract to allow for continuity and growth in the approach.
3. The report recommends that the SAQA board:
 - approve the recording on the NLRD of the results submitted by *Kha Ri Gude* for 2010;
 - endorse the continued participation of SAQA in the development of an appropriate quality assurance approach for the campaign;
 - support the move of the SAQA team to a new stage which will go beyond the necessary emphasis on compliance thus far, and look more deeply into questions of quality – involving site visits and other possible procedures which will allow for a more nuanced understanding of the achievements of the campaign;
 - recommend that SAQA continue to run the programme in such a way that it supports the Minister of Basic Education in devising a strategy which facilitates Umalusi assuming responsibility for the programme after the three year period.

The scope of *Kha Ri Gude*

4. The numbers and range of the *Kha Ri Gude* campaign are impressive. According to *Kha Ri Gude* reports there are:
 - Learners: 609,199
 - Centres: 38,424
 - Coordinators: 170
 - Supervisors: 3,394
 - Educators: 38,424

5. The history and nature of *Kha Ri Gude* campaign and SAQA's involvement in its moderation is explained below.

SAQA's approach to moderation in the first three years of *Kha Ri Gude*

6. SAQA has used a rigorous approach to the moderation of a large sample of the learner achievement portfolios (LAPs) yielded by *Kha Ri Gude*. The moderation has been concerned with the quality and authenticity of the internal marking, moderation and verification undertaken by *Kha Ri Gude*. The comprehensiveness and complexity of this process is reflected in the extensive appendices which provide the substance of the present report.

The moderation of the 2010 *Kha Ri Gude* results

7. A sample of 52,436 LAPs was scrutinized by 220 *Kha Ri Gude* moderators and verifiers with oversight by the three senior verifiers from the SAQA team. This sample represents 9.2% of the 566,190 LAPs returned at the end of 2010.
8. The appended accounts and data allow for the conclusions that:
 - The management of the logistics, records and data for *Kha Ri Gude* has been exemplary.
 - The moderation process in the first two years has led to a stable system and a shared understanding of SAQA's demands. The processing for 2010 was very smooth indeed, showing a tightening of procedures, minimal unsatisfactory marking at the *Kha Ri Gude* classes and a tiny overall incidence of irregularities.
 - The overall statistical pattern is similar to that for 2009. The one interesting variance may be interpreted as showing a greater reluctance on the part of the moderators to describe the marking as "excellent", and a greater use of the judgement as "acceptable".
9. As in the case of the 2009 campaign, the SAQA verifiers recommend that the results submitted by *Kha Ri Gude* for 2010 be recorded on the NLRD.

The continuation of SAQA's role in relation to *Kha Ri Gude*

10. According to the National Qualifications Framework Act of 2008 the direct quality assurance of the *Kha Ri Gude* campaign would logically fall under Umalusi rather than SAQA. The reasons for SAQA's ongoing direct involvement are explained in the SAQA proposal approved by the Department of Basic Education. From the start the relationship has been based on the view that the moderation of *Kha Ri Gude*'s results should be developmental and should grow progressively from securing compliance

with formal procedures to a full, but appropriate, quality assurance system. The experience of the moderation of the 2010 results has led to increased confidence that the process is decidedly worthwhile, but also to general agreement that the procedures instituted thus far have done their work, and that the project must move to a new stage involving a closer interrogation of the quality and a more accurate determination of the levels achieved by the campaign.

Reflections on new steps towards external quality assurance of *Kha Ri Gude*

11. The three year contract between SAQA and the Department of Basic Education provides funding for site visits to a sample of actual *Kha Ri Gude* classes. These visits will seek to ascertain the authenticity of the LAPs and greater clarity about the reality of the learner achievements. Pilot site visits to centres involving 10 classes were conducted prior to the 2010 moderation workshop. The significance of the observations from these visits is currently being examined. However, the field workers were convinced of the profound value of *Kha Ri Gude* to the learners after visits to very different contexts. At the same time, it seemed clear to them that there was a greater variability in the levels of achievement that might not be reflected in the way that the results were being captured. An official observer from UNESCO who was most impressed by the moderation workshop (considering it to be a unique achievement in international adult literacy work) discussed this question with the verification team. She pointed out that variability was of the essence of adult education, and that adult learners got what they needed out of educational offerings. There was a need for great sensitivity in quality assurance to sustain real achievements.
12. In the case of *Kha Ri Gude* there is some agreement among learners and providers that the programme is remarkably ambitious in terms of the time and resources available to it. It seems likely that a minority of the learners achieve ABET Level 1 in six months, if they are illiterate to start with. The credibility of the results needs to be refined with the more nuanced insights provided by the moderation process, the site visits and further interaction of SAQA and *Kha Ri Gude* leadership. It is quite likely that the interaction will lead to a considerably reduced formal moderation exercise in the next two years, coupled with a growth of depth and confidence in the observations of processes and achievements within *Kha Ri Gude*.

Summary

13. The *Kha Ri Gude* literacy campaign was launched in April 2008 after a two year process of investigation and development. Some 357,195 learners were enrolled in 2008, 613,643 in 2009 and 609,199 in 2010. The campaign has a number of checks aimed at ensuring that all registered learners are the specific individuals concerned.
14. Assessment within the *Kha Ri Gude* campaign is based on the evidence in a Learner Assessment Portfolio (LAP). The LAP has ten language and ten numeracy activities designed to provide continuous internal assessment during the course of the programme. The completed LAPs are first marked by the volunteer educator, then checked and signed off by supervisors and, then by coordinators and returned to the campaign headquarters, where the marks are captured. SAB&T (the auditing and project management firm responsible for financial management and logistics in the campaign) reports that 2010 there was a nearly 93% return rate of completed LAPs.
15. The South African Qualifications Authority (SAQA) verified the marking of a sample of the LAPs from 2008 and 2009 and approved the recording of the achievements of the successful learners on the National Learners' Records Database. The present report relates to the SAQA verification of the integrity of the marking of the *Kha Ri Gude* literacy campaign's 2010 cohort.
16. The status of this document is that of a report on this verification of the marking of the LAPs for 2010 together with recommendations to the Board of SAQA.
17. The report recommends the acceptance of the results of the marking of the portfolios without adjustment. It also recommends that this NQF-linked moderation should continue and should be developed into a full quality assurance process.
18. The reasons for recommending the acceptance of the *Kha Ri Gude* results for 2010 are twofold:
 - SAQA's scrutiny of the curriculum and course materials in 2008 showed that they were designed so that successful completion of the portfolios would cover the demands of ABET Level 1 in literacy and numeracy on the NQF. The course and materials used for the 2010 cohort were identical to the 2008 material except for minor improvements and updating.
 - The moderation exercise conducted by SAQA on 1 to 3 April 2011 provides a solid basis for accepting the results as a whole.
19. Specific reasons for seeing the moderation exercise as providing more than adequate evidence for this recommendation are:
 - *Kha Ri Gude's* enhanced database and logistics in 2010 allowed the senior verifiers to structure a sample of portfolios which reflected the distribution of languages and provinces. Notably, every supervisor in the campaign was

included in the sample, and thus every coordinator. The final sample moderated was 52,436, or 9.2% of the total 566,190 portfolios submitted. This is well above the threshold for reliability.

- There were about 220 moderators, of whom 10% were selected to act as verifiers. The process was overseen by three senior verifiers (the writers of the present report). The moderation event took place over two days at a venue near Pretoria. SAQA issued moderators and verifiers with a service recognition award.
 - An array of statistics show that the marking was credible (see the various appendices), and the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear. The majority of the marking (90%) was judged excellent or acceptable.
 - Moderator recommendations that particular marks be raised or lowered were few (9% of the total), and partly balanced each other out (moderators wanted 7% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison of the 2008, 2009 and 2010 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a high degree of congruency.
 - The percentage of portfolios with marking that was judged as less than acceptable is small (about 10%). No more than 4.14% of the marking indicated serious irregularities.
 - The size of classes reported (generally up to 18 learners) provides a rough and ready check on the authenticity of the portfolio data.
20. The limitations of the verification by SAQA are that a stringent verification of the authenticity of the actual learner completion of the LAPs (as is achieved, for example in the National Senior Certificate examinations by the examinations being written under strictly controlled, invigilated, conditions) would have required visits by independent observers to a sample of centres, who would conduct selective tests to ensure that LAPs had been completed by the registered learner, and that the registered learner was capable of the kind of achievements reflected in the learner's portfolio. These steps, which would obviously be logistically and financially demanding, have still to be done by SAQA.

Report

Background to the *Kha Ri Gude* literacy campaign

The *Kha Ri Gude* adult literacy campaign started in April 2008 after two years of preparation. The campaign is an initiative of government. The Kha Ri Gude Unit was initially housed in the national Department of Education under the mandate of the Minister of Education. It was run autonomously under the oversight of the Department, with Professor Veronica McKay as Chief Executive Officer. In mid-2009, with the splitting of the Department into two, the campaign is now housed under the Department of Basic Education.

In 2008, a contract for the provision of financial and project management for *Kha Ri Gude* was awarded by the Department to a private company, SAB&T. This external service provider, appointed prior to the establishment of the Unit, provides the campaign with administrative, procurement, financial and data management services. In particular, it is responsible for the databases of registered learners and volunteer staff, and for the capturing of Learner Assessment Portfolio (LAP) marks.

In the 2008 year some 357,195 adult learners were registered in programmes of literacy and numeracy in all eleven official languages. Classes of a maximum of 15 were taught by educators of varying levels of education and preparation, mainly in non-formal settings. Workshops were held to train the educators in the use of the materials. Project management worked through a hierarchy of district coordinators and managing supervisors who in turn oversaw voluntary educators.

In 2009 some 613,643 learners were registered and the desired class size was increased to 18.

In 2010 another 609,199 learners registered.

The campaign has a number of checks to ensure that all registered learner data is genuine and that there are no duplicates. This is done partly through the design of the databases that record learner registrations and marks and also through comparing the Identity Numbers of learners with Home Affairs records.

Assessment within *Kha Ri Gude*

The learners were required to complete a Learner Assessment Portfolio (LAP) designed to provide continuous internal assessment of their course work. The portfolios contain twenty prescribed activities in literacy and numeracy, each with detailed specifications and gradings for their marking. The portfolios were marked by the volunteer educators who run the actual classes. This marking was then signed off by the supervisors (of groups of about ten educators) and then by the coordinator (of groups of about 18 supervisors). Each LAP contains pages which record biographical information about the learner, a record and totalling of the marks for all activities, and the signatures of all the educator, supervisor and

coordinator. (See Appendix 1 for fuller details on the roles of the personnel involved.) All the LAPs are collected and returned to the campaign's administrative office at SAB&T where the marks are captured and stored on a database.

Kha Ri Gude had an 80% LAP return rate in 2008, 89% in 2009 and 93% in 2010. The SAQA verification of the 2010 returns involved the drawing and moderating of a 9.2% sample (52,436 LAPs) representative of all languages, provinces, supervisors and coordinators.

SAQA's relationship with *Kha Ri Gude*

In May 2007, the South African Qualifications Authority (SAQA), responding to the Minister of Education's request for its involvement with the campaign, agreed to assist with the quality assurance of the learning achievements in *Kha Ri Gude*.

In 2008 and 2009, SAQA was able to undertake a process in which the course materials and LAP documents were checked for their alignment with ABET Level 1 on the NQF and the first three levels of UNESCO's Literacy Assessment and Monitoring Programme (LAMP). This was followed by a process leading to a two day moderation workshop in January 2009 at which three SAQA appointed specialists oversaw 159 moderators/verifiers. The moderators, guided by verifiers appointed for each language, examined a sample of 12,060 portfolios in all the country's languages to ascertain the general integrity of the marking. In addition to checking the alignment and running the moderation, SAQA inspected *Kha Ri Gude*'s learner data and agreed that it satisfied the system requirements of the National Learners' Records Database (NLRD). The various processes for ascertaining the integrity of the marking were developed by the SAQA team, and were finalised in consultation with members of the Department of Education's Examination Directorate (who had agreed to issue a learner certificate) and the leadership of *Kha Ri Gude*.

The verification workshop held from 1 to 3 April 2011 was essentially a repeat of the 2010 workshop, though a number of improvements and refinements were effected in its design and implementation. Some 220 moderators/verifiers examined a sample of 52,436 LAPs, including 470 Braille scripts from blind learners.

The status of this document

This document reports to the Board of SAQA regarding the outcome of the process of verification. Should the Board decide to accept this report and its recommendations, the successful achievements in *Kha Ri Gude* will be recorded on the NLRD. Certification of the learners will remain the responsibility of the Department of Basic Education.

Recommendations

The three specialists recommend the acceptance of the results of the marking of the portfolios without adjustment. (The reasons and supporting evidence for this recommendation are offered in the following section. Any limitations are also described.)

It is also recommended that this NQF-linked moderation should continue and the development into a full quality assurance process continued.

Reasons for recommending acceptance of *Kha Ri Gude* results for 2010

Level of Kha Ri Gude courses and portfolios

Scrutiny of the curriculum and course materials in 2008 showed that they were of a high quality and led to satisfaction that successful completion of the portfolios would cover the demands of ABET Level 1 in literacy and numeracy on the NQF, and in some cases exceeded those demands. At the same time the achievement of various subsets of portfolio activities would lead to partial achievements. The materials and assessment portfolios used for the 2009 cohort remain essential the same or similar (with minor refinements and enhancements).

Integrity of marking of the portfolios

The moderation exercise outlined briefly above provides what we consider to be a solid basis for accepting the results as a whole. (See details of the design for the 2011 verification exercise in Appendix 2.)

We note the following:

- The sample of portfolios more than satisfied the requirement for reliability, with a very satisfactory representation of the distribution of languages and provinces. (See Appendix 3.)
- A sample of work from every supervisor was moderated.
- The moderators (many of whom had already participated in the 2010 exercise) were successfully trained in the revised moderation procedures with highly specific criteria and guidelines. (See Appendix 4.)
- The first procedures required rating the appropriateness of the marking on a four-category nominal scale in relation to the whole portfolio and three activities regarded as being at ABET level 1 when successfully achieved. (See Appendix 4, pp. 3-4, 7, 9.)
- The second procedure required a judgement to be made on the accuracy of the level of the marks given to learners. (See Appendix 4, pp. 4, 7, 9.)

- All present were impressed by the application and professionalism of the moderators and verifiers during the two day workshop, while the workshop was experienced as positive and developmental. SAQA issued moderators and verifiers with a service recognition award (See Appendixes 5 and 6.)
- An array of statistics show that the marking was credible to a high degree, and that the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear. The majority of the marking (90%) was judged excellent or acceptable. (See Appendix 7.)
- Moderator recommendations that particular marks be raised or lowered were few (9% of the total), and partly balanced each other out (moderators wanted 7% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment. (See Appendix 8.)
- A comparison of the 2008, 2009 and 2010 marks for the whole LAP, the communication/language and numeracy components, and for each question, indicate a high degree of congruency. (See Appendix 9 for a short analysis of the 2010 LAP marks.)
- An important question when assessing the standard of learning is to what extent the assessment tools work. The activity questions chosen by SAQA for specific moderation included a reading and comprehension exercise (Activity 7), the writing of a paragraph (Activity 9), some word sums and a shape and fraction drawing exercise (Activity 16). These latter two Activities were considered to be relatively complex and difficult exercises also requiring some exercise of judgement by the markers. The possible influence of question difficulty on the learners' demonstration of competence was considered by the moderators as well as the fact that the marking of these questions required more complex judgements by the markers (and moderators).
- The percentage of portfolios with marking that is less than excellent or adequate is small (10%) and falls within the bounds of acceptability at this stage of quality assurance development, though further advances in quality assurance must reduce this in the future. (See Appendix 7.)
- There is a minor presence (about 4.14%) of indications of incompetent or irregular practice (the indications of some irregularity stand at 1.73%). The improvements in the moderation process have made it possible to detect this with some confidence.
- Moderator comments (on problematic marking) were analysed and show that the moderators had done their job in identifying seriously problematic marking. (See Appendix 10.)
- The size of classes reported provides a rough and ready check on the authenticity of the portfolio data. (See Appendix 11.)

The implementation of the previous SAQA recommendations

There are reasons for confidence in SAQA's developmental intent to work towards a full quality assurance system in the fact that *Kha Ri Gude* has paid careful attention to the recommendations in the SAQA report on the moderation of the marking of the 2009 portfolios.

- The final *Kha ri gude* marks dataset was analysed in terms of the procedure suggested and the successful learners recognised appropriately.
- The programme for the verification of the 2010 portfolios took into account the need for a revised programme.
- Rechecking of the marking of borderline and failing candidates took place as indicated.
- A more comprehensive decentralised model of quality assurance focussing on training of capacity was developed and introduced. The learning gained by coordinators at the March 2010 verification was used productively in the training of supervisors and educators during 2010 in marking and moderation and the administration of the portfolios.
- An analysis was made of the marks dataset, including an item analysis, and made available to SAQA for use during the moderation exercise. (See Appendix 9.)
- The data and materials were ready and sufficient to support systematic sampling.
- Logistical support for the verification workshop was improved.

Scope and limitations

The work reported here reflects the continuation and improvement of the moderation approach adopted in 2010. This approach made use of innovative quality assurance practices rather than traditional examination moderation ones.

However, full quality assurance of the learning achievements of *Kha Ri Gude* would have needed a more stringent verification of the authenticity of the learner completion of the LAPs (as is achieved, for example in the National Senior Certificate examinations by the examinations being written under strictly controlled, invigilated, conditions). This would have required visits by independent observers to a sample of centres, who would conduct selective tests to ensure that LAPs had been completed by the registered learner, and that the registered learner was capable of the kind of achievements reflected in the learner's portfolio. In addition observation of the training of the educators for the assessment would have been required.

These steps, which would be logistically and financially demanding, have still to be undertaken by SAQA. *Kha Ri Gude* has agreed to the implementation of a larger scale

verification process from mid 2011 to 2013 that would allow for these on site observations and verifications.

The sampling parameters were agreed upon between the SAQA team and *Kha Ri Gude*. The requirements for the drawing of the sample were decided by the SAQA team and implemented by SAB&T. The process undertaken by SAQA has to take the authenticity of the information provided to the team of specialists on trust, as is common in most quality assurance situations. Although the three specialists were not in a position to directly verify the authenticity of LAPs and other information provided to them, they have used certain tests which have supported their confidence that the problem of lack of authenticity is slight. The approval of the results as moderated should not be treated as more than a statement of confidence that those who were assessed as having completed the portfolios successfully are literate and numerate at least at the level required by ABET level 1 or the levels of the LAMP sub-frameworks. The proviso made in the moderation of the portfolios completed in 2008 and 2009 must be repeated: The moderation exercise does not constitute an evaluation of the campaign nor does it examine evidence on the degree to which these results are the direct product of the learning achieved in the *Kha Ri Gude* campaign classes. Such an evaluation would require an examination of evidence from tests administered at the start of the programme, or at least of authenticated initial performance against performance at the end of the programme.

Against these few reservations, the recommendation that SAQA accept the *Kha Ri Gude* results is offered in a developmental spirit. There can be little doubt that the continuing relationship to the NQF and NQF-related processes should increasingly strengthen the achievements of the campaign.

Appendices

Appendix 1

The initial relevant competencies of the personnel involved

The *Kha Ri Gude* campaign relies totally on the commitment of three layers of voluntary educators (all of whom receive a modest stipend provided they adhere to certain reporting requirements) and one layer of monitoring volunteers (who also receive a stipend):

educators (also called voluntary educators, teachers, facilitators, etc.) who are required to teach a class of 18 adult learners. Whilst there are educators of all ages and educational backgrounds the majority tend to be relatively young, with a National Senior Certificate qualification. A majority are unemployed. There is a subset of the educators who have a Certificate in Adult Basic Education and Training from the University of South Africa's then Institute for Adult Basic Education and Training. However, except insofar as many have already participated in the 2008 and 2009 implementations of the *Kha Ri Gude* literacy campaign, few have much teaching experience.

supervisors (who look after a group of about ten educators and are mandated to support them, cascade training they have received down to them, and check that they have performed the administrative requirements (included marking)). Most supervisors have some tertiary qualification, the aforementioned ABET Certificate or a Diploma or a formal teaching qualification. Most, however, have limited or any experience of moderating other educators' marking or performance, again except insofar as they have had limited exposure to this if they served in the campaign in 2008 and 2009.

coordinators (who oversee a group of about 18 supervisors and are crucial in mediating and cascading down to the supervisors campaign directive's and training). Most coordinators are university graduates or post graduates, have extensive teaching experience (many are or have been teachers or even school principals) and most have had experience of other literacy or ABET initiatives (such as the UNISA ABET Institute run component of the South African National Literacy Initiative (SANLI)). The competence and commitment of this group was amply demonstrated to SAQA during the verification workshops in January 2009 and in March 2010. A very small minority of coordinators were newly appointed in 2010, most had served in 2008 and/or 2009.

monitors (who monitor the implementation of the programme in a cluster of 4 coordinators). Monitors have the same qualifications as coordinators and are drawn from the most senior and experienced of the coordinators.

Appendix 2

The design and implementation of the verification process

The verification process was built around the portfolios of evidence designed by *Kha Ri Gude*. Agreement was reached with SAQA on what sections of the portfolios would be more carefully examined (Activities 7, 9 and 16) and what additional information would be collected from the learners and recorded in the portfolios of evidence.

A design for the workshop was developed during January and February 2011 and discussed with *Kha Ri Gude* officials. As in the previous workshops, the design included production of a *Guide for moderators and verifiers*, which was used both as a training manual and reference text during the workshop.

Three roles were played by the participants of the workshop:

1. **moderators** who would evaluate the quality of the marking (and who would be drawn from *Kha Ri Gude*'s coordinators)
2. **verifiers** who would advise the moderators and in turn moderate their work and verify its accuracy (and who were well qualified senior personnel drawn from the most experienced coordinators and a few from other fields), and
3. the three SAQA **senior verifiers** who supervised the workshop. They were responsible for training and support in relation to the whole operation, and for guiding the verifiers in particular. They were especially responsible for overseeing the smooth operation of the whole exercise, and for troubleshooting and strategic adjustments where necessary.

After an introduction to the purposes of the verification process, the moderators and the team of more senior verifiers (one for each language group and more in the case of the larger languages) were asked to sign a statement committing themselves to the highest level of professionalism in the conduct of the exercise. Most notably:

- **no** changes, adjustments or corrections would be made to the individual portfolios, and
- each moderator or verifier would recuse her or himself from moderating or verifying any portfolio or set of portfolios of which they have prior knowledge or responsibility or in which they had an interest.

Participants were taken through the *Guide for moderators and verifiers* and data capture forms and issued with sets of portfolios to moderate.

A decision had been made that for the first moderation session groups of three moderators each would collectively moderate a set of portfolios from one class. This would facilitate the training and warm-up purpose of this session as they could discuss their judgement on the marking and build up a sense of the standards and criteria to apply. The verifiers also formed groups and went through the same process.

From the start, the moderators had been seated together in the relevant language groups, together with their verifier(s).

As *Kha Ri Gude* also provides tuition to deaf and blind disabled learners there was a group each of deaf and blind moderators. The hearing disabled learners (who are taught via South African Sign Language) had used the same LAPs as the sighted, whereas the blind learners used specially prepared Braille instruments that were based on the LAP instrument. The blind moderators, who read the Braille scripts, were assisted by a team of sighted assistants, who wrote down the reports dictated by the moderators.

Although this moderation process requires a major conceptual shift from regular assessment moderation (because it is mainly checking the quality of the marking by the marker, not the learning by the learner), as in 2009 and 2010, the training warm-up went well and from then on each moderator handled full class sets of LAPs, though still being able to consult with the other members of the group (generally there were from 4 to 8 people at a table). The verifiers now assumed their main role of assisting with queries, making judgement on hard cases, checking on progress and themselves moderating a 10% sample of the moderated portfolios, signing off all the data sheets, and preparing the moderated portfolios for their return to stock.

For three quarters of the verification time, the moderators examined full packs of LAPs. On the last afternoon, given the already large sample already looked at, instructions were given that, in the case of the remaining LAPs from the larger languages, a smaller sample (initially, 9 or half the number in each pack) could be looked at from each pack to ensure that some LAPs from every supervisor would feature in the sample. By the end of the two days, from 3 to 18 LAPs from each Supervisor in the campaign would have been moderated.

Also on the second day, those language groups that were nearing the end of their sample were asked to now also analyse each LAP using a more detailed moderation instrument. In addition, with the larger language groups, at least two moderators were asked to start using the detailed analysis instrument.

At the end of the workshop, SAQA awarded a Certificate of Participation and Training in the moderation of the national *Kha Ri Gude* programme and these were presented to participants on the evening of 3 April 2011.

Appendix 3

The sampling process

Drawing the sample

The key task of determining a suitable sample of LAPs to moderate was influenced by the verification workshop taking place at the beginning of April by which time all of the LAPs had been collected in and their marks captured.

The senior verifiers determined that the sample to be drawn would include one class pack (of 18 LAPs) from every group of ten classes (overseen by a supervisor). This meant that the sample was approximately 10% of the whole. In practice, each fourth pack was drawn from the ten packs of LAPs from each supervisor.

The second determination was that, where a pack of LAPs included LAPs in different languages (often the case with LAPs from Gauteng province), it would be temporarily disaggregated so that it could be referred to appropriate language group of moderators.

The SAQA team visited the warehouse where all the LAPs had, after data capturing, been stored and gave the instruction that SAB&T were to draw a “fourth pack from each supervisor” sample. The senior verifiers are satisfied that the selection of each fourth pack had no influence on the nature of the sample.

In addition, a sample of 470 Braille scripts was drawn (see below).



The size of the sample

Calculations were done to determine an appropriate sample size for the verification results to be robust and with an acceptable margin of error. This was done using a popular sample size formula.¹ The sample size required to achieve a small margin of error of 1% and a high confidence level of 99% was 16,116.

Packs containing an estimated nearly 58,000 LAPs were drawn from storage and of these some 52,436 were moderated with at least some LAPs drawn from every pack. This sample size (9.26%) was more than adequate and far larger than normally required in social sciences research.

The next key issue was whether the sample was representative of the provinces and languages of the learners. The tables on the next page show the relationship between the whole population of registered learners who submitted LAPs and the sampled learners.

As can be seen from these tables, the sample did manage to contain a sufficient spread of portfolios drawn from each province and language group and from language groups within provinces.

The second moderation sample

On the second day of the moderation workshop a number of the more experienced moderators were asked to do a second moderation of some of the already moderated LAPs using a more detailed checklist. Some 791 LAPs were so moderated.

The Braille LAPs

Some 11,275 blind or sight disabled people were registered in the 2010 cohort. However the majority of these had sufficient vision to use the print materials and only 800 used the Braille texts, some 500 of which had been returned by the time of the moderation workshop. Of these 470 were moderated.

¹ The calculator used was that of Raosoft (www.raosoft.com/samplesize.html).

| Province | Number of learners | | |
|---------------|--------------------|----------------|--------|
| | Registered | Submitted LAPs | Sample |
| Eastern Cape | 24% | 25.8% | 26.4% |
| KwaZulu-Natal | 21% | 20.1% | 24.3% |
| Limpopo | 16% | 17.7% | 18.7% |
| Gauteng | 13% | 12.1% | 9.3% |
| Mpumalanga | 9% | 8.2% | 6.9% |
| North West | 5% | 5.2% | 4.9% |
| Free State | 8% | 7.5% | 8.4% |
| Western Cape | 2% | 1.7% | 1.2% |
| Northern Cape | 1% | 1.6% | 0.1% |

Note: The Western Cape LAPs included some carried over from 2009 because some classes started late in 2009.

| Language | Number of learners | | |
|------------|--------------------|----------------|--------|
| | Registered | Submitted LAPs | Sample |
| isiXhosa | 27.3% | 35.8% | 26.4% |
| isiZulu | 24.7% | 18.7% | 28.8% |
| sePedi | 13.4% | 14.3% | 14.6% |
| seSotho | 8.9% | 8.6% | 10.1% |
| seTswana | 8.7% | 7.5% | 5.8% |
| xiTsonga | 4.3% | 5.2% | 5.1% |
| tshiVenda | 3.7% | 3.5% | 2.7% |
| siSwati | 3.4% | 3.7% | 2.4% |
| English | 2.5% | 0.4% | 2.3% |
| isiNdebele | 1.8% | 1.6% | 1.0% |
| Afrikaans | 1.4% | 0.7% | 0.6% |

| Language by province | | | | | | | | | | |
|------------------------------|-----------------------------|-----|----|----|----|----|----|----|----|-----------------------|
| Language [sample size] | Province (as % of language) | | | | | | | | | |
| | EC | KZN | LP | GP | MP | NW | FS | WC | NC | Registered/ Sample |
| isiZulu | <1 | 78 | <1 | 13 | 7 | <1 | <1 | <1 | <1 | Registered |
| 15 093 | <1 | 83 | <1 | 11 | 6 | | <1 | | | Sample |
| isiXhosa | 86 | 3 | <1 | 2 | <1 | <1 | 2 | 6 | <1 | Registered |
| 13 860 | 96 | <1 | | <1 | | | <1 | 3 | | Sample |
| sePedi | <1 | <1 | 66 | 18 | 13 | 2 | <1 | <1 | <1 | Registered |
| 7 633 | | <1 | 86 | 9 | 5 | <1 | | <1 | <1 | Sample |
| seSotho | 3 | <1 | 3 | 23 | 2 | 1 | 67 | <1 | <1 | Registered |
| 5 313 | 3 | <1 | | 21 | <1 | 3 | 72 | | | Sample |
| seTswana | <1 | <1 | 2 | 30 | 0 | 47 | 8 | <1 | 11 | Registered |
| 3 047 | | | 2 | 16 | | 75 | 6 | | <1 | Sample |
| xiTsonga | <1 | <1 | 59 | 17 | 18 | 6 | <1 | <1 | <1 | Registered |
| 2 692 | | | 66 | 16 | 19 | | | | | Sample |
| tshiVenda | <1 | <1 | 94 | 4 | <1 | 1 | <1 | <1 | <1 | Registered |
| 1 423 | | | 96 | 4 | | | | | | Sample |
| siSwati | <1 | 2 | <1 | 2 | 95 | <1 | <1 | <1 | <1 | Registered |
| 1 271 | | 1 | | <1 | 98 | | | | | Sample |
| English | 13 | 11 | 7 | 27 | 5 | 9 | 17 | 9 | 3 | Registered |
| 1 187 | 21 | 10 | 2 | 30 | 11 | 7 | 18 | 1 | | Sample |
| isiNdebele | <1 | <1 | 7 | 11 | 76 | 4 | 1 | <1 | <1 | Registered |
| 507 | <1 | 5 | 3 | 2 | 88 | | 2 | | | Sample |
| Afrikaans | 15 | 3 | 1 | 10 | 5 | 2 | 15 | 37 | 12 | Registered |
| 338 | 26 | <1 | 4 | 9 | 5 | | 10 | 46 | | Sample |

Appendix 4

The training guide



South African Qualifications Authority

Guide for moderators and verifiers

Ascertaining the integrity of the marking of
Kha Ri Gude literacy campaign learner
assessment portfolios – 1 to 2 April 2011



South African Qualifications Authority
Kha Ri Gude literacy campaign South Africa

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The purpose and benefits of this verification

This verification exercise aims to ascertain the integrity of the marking of the Kha Ri Gude Learner Assessment Portfolios (LAPs).

This purpose will be achieved by:

- checking the authenticity of the marking of the LAPs, that is, that they have been marked and that the marking is generally reliable and valid.
- making a judgement on the quality of the marking so that a finding can be made on fairness and credibility of the assessments of learner achievement.

The benefits of the verification are that it will:

- Enable the public to have confidence that an external body has verified the results by examining a sample of portfolios in all languages and from all provinces.
- Give credit to the effort of all the participants in the Kha Ri Gude adult literacy campaign.
- Form an important part of the implementation of a full quality assurance system for the Kha Ri Gude campaign.
- Enhance the capacity of participants to be quality assurers within Kha Ri Gude.
- Make recommendations that can be incorporated into the future planning of Kha Ri Gude

The three groups involved in this verification

There are three groups of people participating in this verification::

- senior verifiers
- verifiers, and
- moderators.

The duties of the three groups are explained in this *Guide*.

What the participants commit themselves to?

This verification is being carried out by the South African Qualifications Authority (SAQA) which has appointed three senior verifiers to oversee the process.

Each person, by participating in the exercise, commits her or himself to the highest level of professionalism and confidentiality in their conduct. Each moderator and verifier is accountable to SAQA for the duration of this exercise.

All moderators and verifiers are required to:

- Be unbiased and free of prejudice when moderating and verifying the LAPs.
- Complete all moderating and verifying according to these guidelines.
- Refrain from discussing and comparing learners' work and commenting on the work of classes and coordination districts.
- Recuse themselves from moderating or verifying any LAP or set of LAPs of which they have prior knowledge or responsibility or in which they have an interest.
- Refrain from altering the LAPs in any way.
- Abide by the arrangements made for the proper conduct of the verification sessions by adhering to instructions of and the times set by the senior verifiers

All moderators and verifiers are required to sign a commitment statement.

A Commitment Statement based on this page will be signed by each participant and handed in.

What do the senior verifiers do?

Three senior verifiers have been appointed by SAQA to be responsible for training and support in relation to the whole operation, and for guiding the verifiers in particular.

They are especially responsible for overseeing the smooth operation of the whole exercise, and for trouble-shooting and strategic adjustments where necessary.

What do the verifiers have to do?

The verifiers will oversee and advise a group of from ten to twenty moderators who will be working with the LAPs in the particular mother-tongue language.

It is their responsibility to ensure that the required number of LAPs in the particular language are processed and that a fair proportion come from each province.

They will answer queries, mediate in uncertain judgements and assist moderators who are struggling to find their level.

They will observe how the moderators are working and encourage them.

Later they will seek to check approximately 10% of the moderated LAPs.

They will in turn refer queries and problems to the Senior Verifiers – where they feel the need of a second opinion.

They will sign each completed data sheet and pass this on to the data capturers.

They will keep a tally of the number of portfolios they have processed and the provincial and language breakdown.

Where there is a large number of verifiers for a particular language a head verifier may be appointed for that group of verifiers.

What do the moderators have to do?

The moderators will do the actual checking of the marking of these LAPs. Their task is to judge whether the marking has been done accurately.

The moderators will be issued with LAPs in a language in which they are competent. Their general task is to mark all the required number of LAPs from all provinces (and not only from the province the moderators may come from).

A moderator must not moderate any LAPs coming from learners in the classes for which she or he is a coordinator or for which there is any possible conflict of interests.

The judgements the moderators have to make

The moderators have to make **two** types of **judgements**. One judgment is really about the marker, the other is about the learner. These judgements have to be indicated on the data forms the moderators fill in.

Judgement One: Has the marker done the marking well?

The first judgement is on whether the educator who did the marking has done it well.

The moderator rates the **marking** as follows:

E = Excellent well judged accurate assessment.

A = Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not large nor serious enough to question the credibility of the overall result of the marking.

I = Inaccurate and/or inconsistent marking.

P = Problematic. Extremely questionable judgement by the marker that indicates either very poor marking or the marker has ignored problems or the possible indications of dishonest practice. (Note that if you give the marker such a negative rating it may need to be drawn to the attention of a verifier by a comment, for example in a case where the moderator may have suspicion of possible cheating or other dishonest practice.)

Please note well: this is a rating scale for the quality of the marking done **by the educator**. It is *not* a rating of how well the learner has done. Understand that one is rating the marker, *not* the learner.

If the educator gives the learner a mark that reflects “correctness”, but you see many errors in the learners’s work, there is a problem and you should may give the marking a low rating (I or P).

If the educator gives marks that reflects “learner mistakes” but you see correct learner answers, this is a problem and you should give the assessment a low rating (I or P).

Sometimes it is not so easy to judge. If the educator has given a high mark because the student’s response is “meaningful” or well written, but you think the response is inappropriate to the task (because it does not really answer the actual question), you have to ask yourself whether this is a genuinely unsuitable answer, or that you simply disagree with the learner’s view. If in doubt, you should ask a verifier for advice in rating the assessment.

Judgement Two: Are the marks given to the learner fair and accurate?

The second judgement (which naturally follows from the first one) is whether the moderator think the marks given the learner should be left the **same**, or raised **up** or lowered **down**.

If the moderator believes that the actual mark given to the learner is too low or too high this must be shown using the following rating scale:

If you believe the mark given is accurate and fair – an **S** (the mark stays the **same**).

If the mark should be put up – a **U** (the mark should be put **up** higher)

If the mark should be brought down – a **D** (the mark should be brought **down** lower).

The forms the moderators use

There are four forms the moderator will use:

Guidelines for verifying the marking of the LAPs

Data sheet 1

Data sheet 2

Data sheet 3

Guidelines for verifying the marking of the LAPs

This is a two page general checklist (printed on green paper) used in the initial training round.

The questions in the checklist are designed to remind moderators of the things they have to look for when they are going through each LAP during the verification. Most Kha Ri Gude Coordinators will already be familiar with the questions in this checklist as they have used them in group moderation with their supervisors.

This checklist is used only for the first three LAPs looked at. When these first three LAPs are looked at, a *Data sheet 1* is also filled started.

Data sheet 1

The *Learner Assessment Portfolio verification: data sheet 1 – class set* is the form (printed on white paper) used for moderating a full set of LAPs from one class.

Data sheet 2

The *Learner Assessment Portfolio verification: data sheet 2– sample from class set* is the form (on blue paper) for moderating a sample of LAPs from one class. When these forms are issued, the Senior Verifiers will indicate how many LAPs from each class set pack are to be moderated. When using this form the moderator needs to record how many LAPs there were in the whole class set.

Data sheet 3

The *Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set* is the form (on pink paper) that is a simplified version of the *Guidelines for verifying the marking of the LAPs*. It is used to provide a detailed analysis of one LAP from a class set. It is handed in.

Guidelines for moderating the marking of the LAPs

| Question | ✓ | Comment |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------|
| Administration | | |
| 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? | | |
| Validity | | |
| 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? | | |
| 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? | | |

Kha ri gude: Learner Assessment Portfolio verification: data sheet 1 – 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 |
|----------------|--------------|-----------|-----------------|--------------|-----------------|-----------|--------------|----------------|

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 |
|--------------|------------|------------|----------|----------|---------|----------|---------|-----------|----------|-----------|

Educator name: _____ Identity number: _____

| | Whole portfolio | | | Q 7 | | | Q 9 | | | Q 16 | | | Comments | |
|----|-----------------|---|---|-----|---|---|-----|---|---|------|---|---|----------|---|
| | E | A | I | S | U | D | E | A | I | P | S | U | | D |
| 1 | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | |

Verifier name: _____ Signature: _____ Date: ___ April 2011

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 |
|----------------|--------------|-----------|-----------------|--------------|-----------------|-----------|--------------|----------------|

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 |
|--------------|------------|------------|----------|----------|---------|----------|---------|-----------|----------|-----------|

Educator name: _____ Identity number: _____

| | Whole portfolio | | | Q 7 | | | Q 9 | | | Q 16 | | | Comments | |
|---|-----------------|---|---|-----|---|---|-----|---|---|------|---|---|----------|---|
| | E | A | I | 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

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

Verifier name: _____ Signature: _____

Date: __ April 2011

The moderation process using the data forms

The moderation of each batch of LAPs from a single class set involves completing the following tasks:

1. Fill in your name, identity number and unique (coordinator) number on the data capture form (Data sheet 1 – the white form for class sets).
2. Mark with a cross the province from which the LAPs come.
3. Mark with a cross the language of the LAPs (and if there are more than one language, enter the number of them in each language in the block provided).
4. Write in the name and identity number of the voluntary educator who marked the LAPs (from LAP page ii).
5. Rapidly review the marking of the portfolio as a whole, checking that:
 - Activities have been completed have been marked
 - There are no obvious problems.
6. Rate the quality of the marking of the whole portfolio by placing a ✓ in one of the first four columns: the marking was Excellent (E column) or Acceptable (A column) or Inaccurate (I column) or Problematic (P column).
7. Then rate the fairness of the mark by placing a ✓ in the appropriate column: the mark stays the same (S column) or should go up (U column) or should do down lower (D column).
8. Then closely review the educator's marking of activities 7, 9, and 16 and give your ratings of the marking and the learner's mark in the appropriate columns of the data capture form. Here you will be especially concerned with the validity of the mark.
9. *Only if necessary*, write a short comment concerning problems the LAP in question.
10. If the problems seem particularly serious note down the ID number of the Learner concerned in the comment space as well.
11. *Only if necessary*, draw the attention of the verifier of your group to problems and queries in a particular LAP.
12. Go on to the next portfolio.

If the senior verifiers or verifiers at any stage ask you to moderate a smaller number (from 9 down to 1) of LAPs drawn from each class pack, you need to change to the **blue** form (*Data sheet 2*).

If the senior verifiers or verifiers at any stage ask you to analyse a LAP in more detail from a pack, you need to change to the **pink** form (*Data sheet 3*).

Note the following:

If the whole LAP has not been done by the learner leave the data sheet row blank. Such LAPs should **not** be recorded as not having been marked – they have not been done by the learner. If one or more of the Activity Questions has not been done, leave that part of the data sheet row blank.

Outline of the verification process

Training session

In plenary the participants should sit in the area designated for the particular language group. Participants will initially work in groups of three at a table.

Generally moderators will be seated in language clusters of about ten to twenty moderators assisted by a verifier. Larger groups may also have a head verifier.

Outline of purposes of verification (See page 1.) and signing of commitment form (See page 2).

Overview of initial procedures and timing and roles of various staff.

Explanation of the *General Checklist for verifying the marking of the LAPs* and the three data capture forms and rating scales (See pages 4-11.)

Issuing of three class sets of LAPs to each group of three moderators.

The group of three moderators together look at three LAPs (one from each class set) using the *Guidelines for marking of the LAPs*.

The group then fills in the data for these three LAPs on their *Kha ri gude Learner Assessment Portfolio verification: data sheet 1 – class sets* and notes any additional comments.

The group of three appoints a spokesperson to report on general impressions and issues and select exemplary or problematic portfolios. (Additional notes are kept for later plenary discussion).

Plenary reports back and discussion. Questions and answers.

First normal session

After the plenary each person continues moderating the class set until it is completed and they hand it in, together with the data sheet at the appropriate language table.

For and all the later sessions the moderators should sit in the appropriate language group, some of which will be in break away rooms.

Further normal sessions

Further instructions will be given and sets or randomly selected individual portfolios moderated using Data sheets 2 and 3..

Appendix 5

The training impact of the verification process

The verification process first used in January 2009 was new in *Kha Ri Gude* and new to the field of adult literacy in South Africa. It entailed a conceptual shift in asking the participants to evaluate the markers rather than assess the learners. What was the training impact of this innovation during the subsequent two year? From numerous comments and observations made by participants it is clear that the first two verification events were a great success and participants acknowledge their training impact on how they, as coordinators, follow up in their campaign work. The moderators demonstrated in 2011 both more experience and a deepening critical awareness.

One of the strengths of the *Kha Ri Gude* system, and one that is enhanced by the national verification workshops, is that both coordinators and supervisors are trained to moderate. The verification workshop experience of the moderators (the coordinators in the campaign) spills into practice and impacts on the that practice. Our assessment is that the 2011 event had a positive training impact and will enhance the campaign's work during 2011.

Empowerment

As in 2009 and 2010, the verification participants felt empowered by the experience. Further insights were gained into the marking principles and ratings applicable to the portfolios. The moderators did a sound moderation job and we were impressed by the commitment and momentum shown by all participants (including the administrative staff who handled the distribution and flow of the LAPs to and from the moderators). The moderators were appreciative of *Kha Ri Gude* for having provided this learning event again.

Professionalism

The moderators and verifiers were treated as professionals and expected to adhere to professional standards. Though some had experience of moderating formal school examinations and most had participated in the previous verification workshops, for new coordinators it was their first experience of moderation at this level. The recognition of service certificate issued by SAQA enhanced the sense of professionalism.

Moderation

The national experience of moderation was important, particularly for the coordinators who sign off all assessment portfolios they are responsible for. It will continue to enhance their training of supervisors and, through them, the educators.

Responsibilities of supervisors

Many of the new coordinators gained a deeper appreciation of the role of the *Kha Ri Gude* supervisors as the first line moderators of the portfolios marked by the educators. They need to be well trained to ensure that problems with marking are picked up immediately. As a small number of the educators did not clearly understand what was required of them, in scoring, supervisors would continued to need training to be more effective in their training of the supervisors and educators in assessment.

Peer review and self criticism

The verification process encouraged the idea that *Kha Ri Gude* personnel themselves should review and evaluate their own work in a rigorous yet constructive manner. As in 2009 and 2010 participants remarked that this self-criticism had been invigorating, it enabled them to learn from mistakes and prepare for improvements in practice.

Evaluation that leads to appropriate action

The training given and the learning from the moderation process was again seen as leading to immediate and useful action.

Appendix 6

The Certificate given to the Moderators and Verifiers



Appendix 7

The results of the marking rating

| Summary of quality of marking ratings | | | | | |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------|-------|-------|
| Code | Description of rating | Whole portfolio | Activities | | |
| | | | 7 | 9 | 16 |
| E = | Excellent well judged accurate assessment | 14.7% | 19.3% | 13.7% | 15.6% |
| A = | Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking. | 76.4% | 73.2% | 76.2% | 71.5% |
| I = | Inaccurate and/or inconsistent judgement. | 6.3% | 5.8% | 6.4% | 10.8% |
| P = | Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice. | 2.6% | 1.7% | 3.7% | 2.1% |

The evidence from the moderators is consistent and clear. The majority (90%) of the marking was good – either acceptable or excellent. The marking of the Activity 7 was rated highest. The inadequate or problematic marking averaged out at 10%. When three individual activities were examined slightly more excellent marking was detected (average 16%) and inaccurate or problematic marking was about the same.

An analysis was done of the problematic marking (summarised in the tables on page 42). Though there is some variability between the problematic marking recorded for each province and language) this variability is within reasonable bounds.

Problematic marking by province and language

These each represent one LAP that a moderator considered to have problematic marking.

The individual data sheets that record this LAP can be found by reading through the data sheets and pulling out any form that has a tick in the Whole portfolio column under value "P" and the same for the three activities moderated.

Whole LAP rating

| Province | Afrikaans | English | Ndebele | Swati | Xhosa | Zulu | Sotho | Pedi | Tswana | Venda | Tsonga | Totals | As % LAPs moderated | Total LAPs moderated |
|--------------------------------------|------------|--------------|------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------------|----------------------|
| Eastern Cape | 1 | 2 | | | 239 | 7 | | | | | | 249 | 13852 | 2% |
| Free State | 1 | 17 | 11 | | 9 | | 39 | | 1 | | | 78 | 4383 | 2% |
| Gauteng | 2 | 9 | | | | 13 | 12 | 16 | 52 | | 8 | 112 | 4868 | 2% |
| KwaZulu-Natal | | | | | | 368 | 2 | | | | | 370 | 12727 | 3% |
| Mpumalanga | | 10 | | 11 | | 1 | 1 | 2 | | | 5 | 30 | 3601 | 1% |
| Northern Cape | | | | | | | | | | | | 35 | 35 | 0% |
| Limpopo | | | | | | 11 | | 144 | 17 | | | 194 | 9795 | 2% |
| North West | | 1 | | | | | 13 | 0 | 238 | | | 252 | 2564 | 10% |
| Western Cape | | 1 | | | 45 | | | | | | | 46 | 611 | 8% |
| Totals | 4 | 40 | 11 | 11 | 293 | 400 | 67 | 162 | 308 | | 35 | 1 331 | | |
| As % LAPs in that language moderated | 1% | 3% | 2% | 1% | 2% | 3% | 1% | 2% | 10% | | 1% | 3% | | |
| Total LAPs moderated | 338 | 1 187 | 507 | 1 271 | 13 860 | 15 093 | 5 313 | 7 633 | 3 047 | 1 423 | 2 692 | 52 364 | | |

Activity 7 rating

| Province | Afrikaans | English | Ndebele | Swati | Xhosa | Zulu | Sotho | Pedi | Tswana | Venda | Tsonga | Totals | As % LAPs moderated | Total LAPs moderated |
|--------------------------------------|------------|--------------|------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------------|----------------------|
| Eastern Cape | | 4 | | | 163 | 3 | 1 | | | | | 171 | 13852 | 1% |
| Free State | | 20 | 11 | | | | 21 | | 6 | | | 58 | 4383 | 1% |
| Gauteng | 1 | 11 | | | | 4 | 4 | 16 | 7 | | 26 | 69 | 4868 | 1% |
| KwaZulu-Natal | | 6 | | | | 194 | 6 | | | | | 206 | 12727 | 2% |
| Mpumalanga | | 21 | | 8 | | 2 | | 1 | | | 4 | 36 | 3601 | 1% |
| Northern Cape | | | | | | | | | | | | 35 | 35 | 0% |
| Limpopo | | | | | | 16 | | 148 | 7 | 19 | 3 | 193 | 9795 | 2% |
| North West | | 1 | | | | | 1 | | 45 | | | 47 | 2564 | 2% |
| Western Cape | | 1 | | | 71 | | | | | | | 72 | 611 | 12% |
| Totals | 1 | 64 | 11 | 8 | 234 | 219 | 33 | 165 | 65 | 19 | 33 | 852 | | |
| As % LAPs in that language moderated | 0% | 5% | 2% | 1% | 2% | 1% | 1% | 2% | 2% | 1% | 1% | 2% | | |
| Total LAPs moderated | 338 | 1 187 | 507 | 1 271 | 13 860 | 15 093 | 5 313 | 7 633 | 3 047 | 1 423 | 2 692 | 52 364 | | |

Activity 9 rating

| Province | Afrikaans | English | Ndebele | Swati | Xhosa | Zulu | Sotho | Pedi | Tswana | Venda | Tsonga | Totals | As % LAPs moderated | Total LAPs moderated |
|--------------------------------------|------------|--------------|------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------------|----------------------|
| Eastern Cape | 1 | 35 | | | 519 | 22 | | | | | | 577 | 13852 | 4% |
| Free State | 1 | 82 | | | | 1 | 61 | | 19 | | | 164 | 4383 | 4% |
| Gauteng | 11 | 18 | | | 3 | 27 | 11 | 21 | 47 | | 16 | 154 | 4868 | 3% |
| KwaZulu-Natal | | 23 | | | | 299 | 2 | | | | | 324 | 12727 | 3% |
| Mpumalanga | | 54 | | 25 | | 2 | 1 | | | | 8 | 90 | 3601 | 2% |
| Northern Cape | | | | | | | | | | | | 0 | 35 | 0% |
| Limpopo | | | | | | 10 | | 203 | 12 | 16 | 9 | 250 | 9795 | 3% |
| North West | | 31 | | | | | 10 | | 208 | | | 249 | 2564 | 10% |
| Western Cape | 9 | 2 | | | 85 | | | | | | | 96 | 611 | 16% |
| Totals | 22 | 245 | | 25 | 607 | 361 | 85 | 224 | 286 | 16 | 33 | 1 904 | | |
| As % LAPs in that language moderated | 7% | 21% | 0% | 2% | 4% | 2% | 2% | 3% | 9% | 1% | 1% | 4% | | |
| Total LAPs moderated | 338 | 1 187 | 507 | 1 271 | 13 860 | 15 093 | 5 313 | 7 633 | 3 047 | 1 423 | 2 692 | 52 364 | | |

Activity 16 rating

| Province | Afrikaans | English | Ndebele | Swati | Xhosa | Zulu | Sotho | Pedi | Tswana | Venda | Tsonga | Totals | As % LAPs moderated | Total LAPs moderated |
|--------------------------------------|------------|--------------|------------|--------------|---------------|---------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------------|----------------------|
| Eastern Cape | | 10 | | | 162 | 1 | | | | | | 173 | 13852 | 1% |
| Free State | 1 | 56 | | | 1 | | 103 | | 11 | | | 172 | 4383 | 4% |
| Gauteng | 1 | 8 | | | 1 | 14 | 53 | 6 | 20 | | 13 | 116 | 4868 | 2% |
| KwaZulu-Natal | | 10 | 21 | | | 280 | | | | | | 311 | 12727 | 2% |
| Mpumalanga | | 28 | | 6 | | | | | | | 1 | 35 | 3601 | 1% |
| Northern Cape | | | | | | | | | | | | 35 | 35 | 0% |
| Limpopo | | | | | | 9 | | 88 | 16 | | 8 | 121 | 9795 | 1% |
| North West | | 10 | | | | | | | 63 | | | 73 | 2564 | 3% |
| Western Cape | 2 | | | | 77 | | | 3 | | | | 82 | 611 | 13% |
| Totals | 4 | 122 | 21 | 6 | 241 | 304 | 156 | 97 | 110 | | 22 | 1 083 | | |
| As % LAPs in that language moderated | 1% | 10% | 4% | 0% | 2% | 2% | 3% | 1% | 4% | | 1% | 2% | | |
| Total LAPs moderated | 338 | 1 187 | 507 | 1 271 | 13 860 | 15 093 | 5 313 | 7 633 | 3 047 | 1 423 | 2 692 | 52 364 | | |

Comparison with the 2008, 2009 and 2010 marking ratings

Generally the ratio between OK marking (Excellent or Acceptable) and unsatisfactory marking (Inaccurate/Inconsistent or Problematic) seems remarkably stable between the three years.

| Summary of quality of marking ratings by year | | | | |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
| Code | Description of rating | Year | | |
| | | 2008 | 2009 | 2010 |
| E = | Excellent well judged accurate assessment | 57% | 28% | 16% |
| A = | Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking. | 30% | 58% | 74% |
| E + A | | 87% | 86% | 90% |
| I = | Inaccurate and/or inconsistent judgement. | 7% | 10% | 7% |
| P = | Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice. | 5% | 4% | 3% |
| I + P | | 13% | 14% | 10% |

What is interesting about this data series is that it shows both the general stability in the moderators' judgement that only about 3 to 5% of the marking was seriously problematic.

There is evidence of a growing rigour among the markers in their differentiation between excellent marking and simply acceptable marking (the percentage described as excellent marking dropped from 57% in 2008 to 28% in 2009 and down to 16% in 2010). This we would ascribe mainly to the training related to the marking of the LAPs given by *Kha Ri Gude* and partly to the influence of the verification workshops themselves.

Appendix 8

The quality and standard of the learning exhibited in the portfolios

As evident above, the primary purpose of the verification process was not one of adjusting the marks awarded to the learners. What was being looked at was the quality of the marking. Whether, on the basis of that judgement of the quality of marking, some adjustment of marks was deemed necessary via a standardisation or remarking process, would be a consequent decision for *Kha Ri Gude* to consider.

However, obviously, the moderators would gain an impression of the quality and standard of the learning shown in the portfolios, and they were asked to do a simple rating of the accuracy and fairness of the mark given for that demonstration of competence.

If the moderator believes that the actual mark given to the learner is too low or too high this must be shown using the following rating scale:

If you believe the mark given is accurate and fair – an **S** (the mark stays the **same**).

If the mark should be put up – a **U** (the mark should be put **up** higher)

If the mark should be brought down – a **D** (the mark should be brought **down** lower).

The results of this rating were as follows:

| Summary of fairness and accuracy of the mark ratings | | | | | |
|------------------------------------------------------|----------------------------------------------------------|-----------------|------------|-------|-------|
| Code | Description of rating | Whole portfolio | Activities | | |
| | | | 7 | 9 | 16 |
| S | Mark given is accurate and fair | 91.6% | 94.4% | 92.0% | 86.0% |
| U | Mark is too low (the mark should be put up higher) | 2.2% | 2.2% | 2.2% | 2.8% |
| D | Mark is too high (the mark should be brought down lower) | 6.1% | 3.4% | 5.9% | 11.2% |

Again, the ratings are fairly consistent. The moderators believed that for most (about 91%) of the portfolios the marks given were an accurate reflection of the quality of

the learning demonstrated and could remain unchanged. Their opinions were somewhat divided on the remaining 9% or so of portfolios where they disagreed with the marks – some should be brought down, some raised. Of these disputed marks there is a tendency to want the marks lowered 7% versus 2%).

Comparison with the 2008 and 2009 quality and standard level ratings

Generally the rating of the level of the learner's performance was done in a fairly congruent way with that of previous years – for the 2008 LAPs the moderators thought about 87% of the marks to be at the right level, about 6% should be raised, and 7% brought down; for 2009 again 87% were at the right level and 4% should be raised and 8% brought down.

Other comments on the quality of the work

A number of observations were made by moderators about the quality of the learning (and of some of the things they saw as affecting the quality and standard), summarised below in Appendix 10.

Appendix 9

Analysis of the 2010 LAP marks

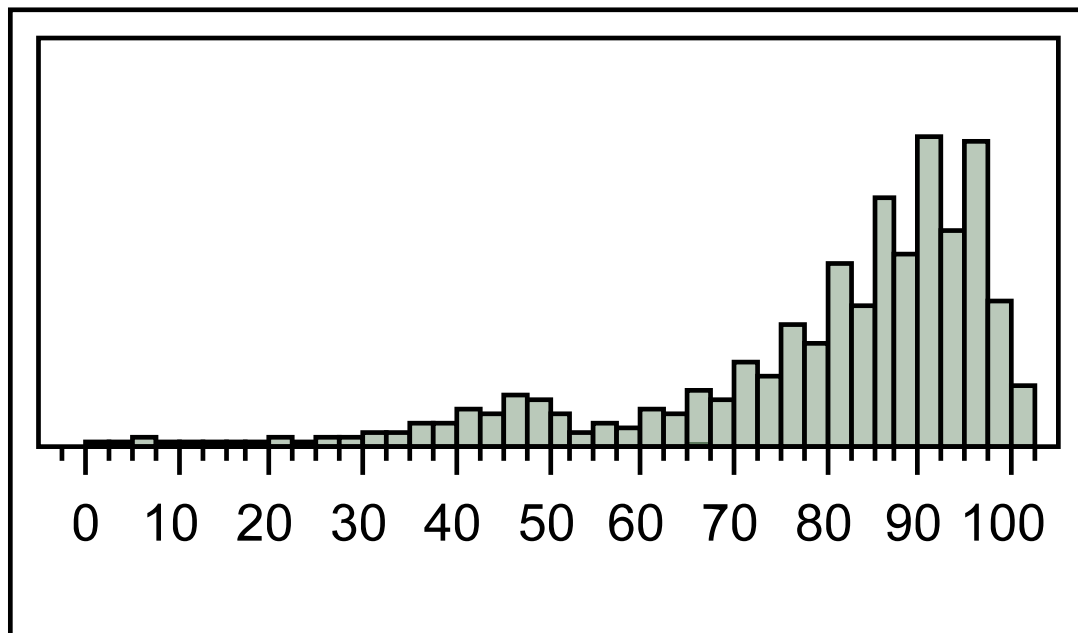
A statistical analysis of the dataset of marks captured from each learner's LAP (including the marks for each question, the sub-totals for Language and Numeracy and the total mark, together with a computer generated check total to see whether the educator had added up all the question marks and sub-totals correctly) was commissioned by *Kha Ri Gude* from Dr Hennie Gerber, a statistical consultant. A draft of this analysis was examined.

Reports were also received from the verifiers working with the moderators of the LAPs from hearing disabled and the Braille scripts from the blind learners.

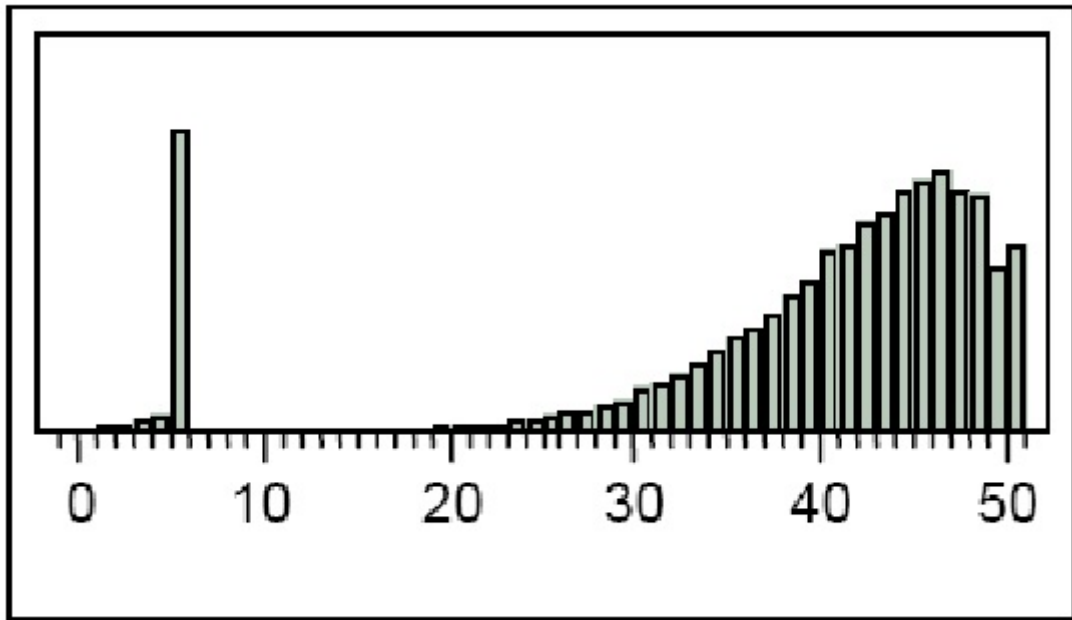
Mean values

| Category | Mean of marks | Standard deviation |
|---------------|---------------|--------------------|
| All (100) | 78.59 | 23.75 |
| Language (50) | 38.40 | 12.07 |
| Numeracy (50) | 40.85 | 11.41 |

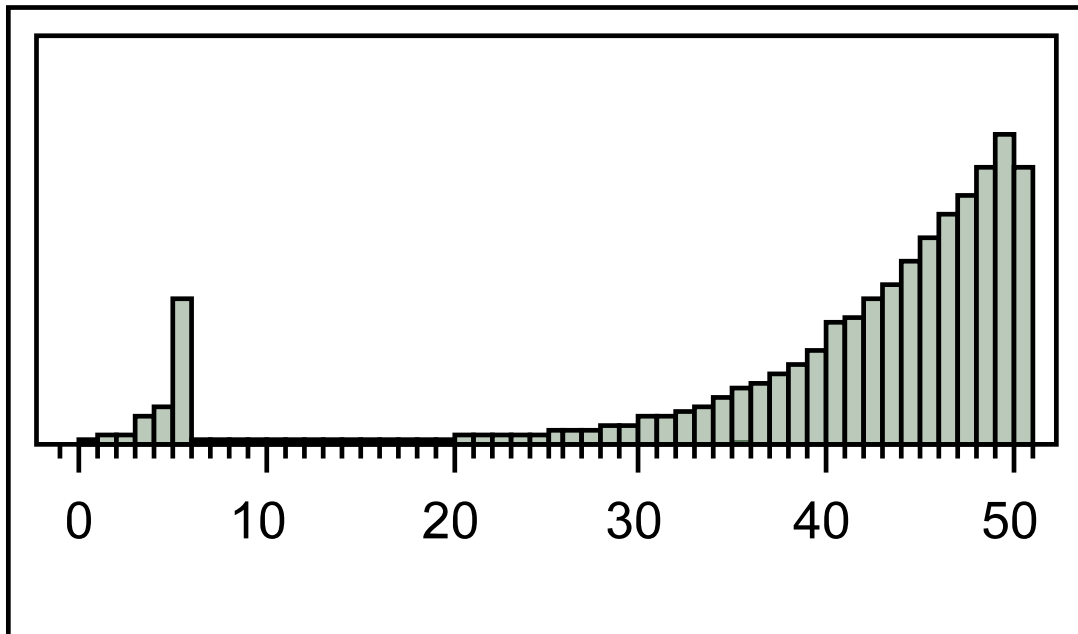
The marks for the whole LAP (out of 100)



The marks for language (out of 50)



The marks for numeracy (out of 50)



The language questions

When the pattern of marks for each individual activities is examined, many of the questions can be considered mastery ones and the modal group of learners get it fully correct.

In the language component, two questions, numbers 9 and 10, both requiring the learners to generate their own written text, display a more “normal distribution” shape and are obviously “harder” questions. (This is another indication that the marking has been done carefully and professionally.)

Question 5, which checked the speed with which the learners read a text, was new in 2010 and also showed a greater variety of achievement.

The numeracy questions

With the numeracy questions, three questions, numbers 15 (on multiplication and division), 16 (on fractions and the division of geometrical shapes), and 19 (on measurement and distance) were, perhaps predictably, harder and showed a more “normal distribution” shape.

Appendix 10

An analysis of moderator comments

A tally was made of the small number (7.38%) of cases where a moderator had made a comment or comments on a data sheet about any serious marking problem or failure in relation to a particular LAP or group of LAPs. (The moderators had been specifically instructed to do this when necessary.)

| Moderator data sheet comments about marking problems | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------|---------------------------|
| | Number of comments | % of the 3,868 comments | % of LAP sample of 52,436 |
| Marking does not match grading criteria, shows questionable judgement or, more broadly, is inaccurate or bad | 1,264 | 32.68% | 2.41% |
| Irregularities ignored such as inauthentic answers with different handwriting, copying or near identical responses in a class, or signs of undue educator influence | 909 | 23.50% | 1.73% |
| Portfolios not marked (partially or completely) | 656 | 16.96% | 1.25% |
| Marks transferred or added incorrectly | 614 | 15.87% | 1.17% |
| Administrative details absent, incomplete or wrong | 263 | 6.80% | 0.50% |
| Confusion over Question 16 instructions | 95 | 2.46% | 0.18% |
| No signatures from educator or supervisor or educator | 67 | 1.73% | 0.13% |
| Total | 3,868 | 100% | 7.38% |
| Total as % of the 52,436 LAPs moderated | 7.38% | | |

A more detailed breakdown of the comments is given in the table below:

| | | Number of comments | % of the 2,798 comments | % of LAP sample of 44,848 |
|---------------------------------------------------|--------------------------------------|--------------------|-------------------------|---------------------------|
| Bad marking | Bad marking (general) | 483 | 12.49% | 0.92% |
| | Grading criteria misunderstood | 326 | 8.43% | 0.62% |
| | Some Qs not done but marked | 118 | 3.05% | 0.23% |
| | Questionable judgement | 181 | 4.68% | 0.35% |
| | Inaccurate marking | 125 | 3.23% | 0.24% |
| | Inconsistent marking | 31 | 0.80% | 0.06% |
| | | | | |
| Not marked | Not marked (partially or completely) | 653 | 16.96% | 1.26% |
| | | | | |
| Irregularities ignored | Not learners handwriting | 667 | 17.24% | 1.27% |
| | Q9 pre-assistance | 22 | 0.57% | 0.04% |
| | Not learner's work (general) | 157 | 4.06% | 0.30% |
| | Copying (general) | 63 | 1.63% | 0.12% |
| | | | | |
| Adding marks | Marks transferred incorrectly | 364 | 9.41% | 0.69% |
| | Marks counted incorrectly | 148 | 3.83% | 0.28% |
| | No scores | 46 | 1.19% | 0.09% |
| | Scores but no marks | 56 | 1.45% | 0.11% |
| | | | | |
| Administrative details incomplete or wrong | No ticks | 59 | 1.53% | 0.11% |
| | No dates | 58 | 1.50% | 0.11% |
| | Details incomplete | 140 | 3.62% | 0.27% |
| | Duplicate student numbers | 6 | 0.13% | 0.01% |
| | Bogus dates | 1 | 0.03% | 0.00% |
| | | | | |
| Signatures missing | No signature coordinator | 50 | 1.29% | 0.10% |
| | No signature supervisor | 10 | 0.263% | 0.02% |
| | No signature educator | 7 | 0.18% | 0.01% |
| | | | | |

These comments are not large in number. Overall the total number of incidences of what can be considered serious comments (on bad marking and the ignoring of irregularities) applies to 4.14% of the portfolios.

They do, however, raise continuing concerns about really bad marking (and especially marking that does not detect irregularities) that had escaped the attention of their fellow coordinators and supervisors in the field.

We note some particular problems with the Braille scripts. Some of these had not been marked at all and in some cases the lists of marks had been separated from the Braille scripts.

Appendix 11

Sizes of classes as check on authenticity

In previous verification exercises we made a rough and ready check on the authenticity of the portfolio data was to see whether there was any tendency to keep artificially high the number of portfolios submitted per class (thereby disguising any dropout of learners and requiring some portfolios being concocted).

This was done by making a tally of LAPs submitted per class. Unfortunately this exercise could not be fully replicated because class packs had been disaggregated where they contained LAPs in different languages. However, the number of full classes of 18 learners was almost identical to the percentage with the previous (2009) cohort, namely 60% (in 2009 it was 59.9%). So 40% of the classes had less than 18 learners.

This does suggest that, whatever the pressure to keep the class size at 18, that there is some dropout and that the portfolios are likely to come from actual learners who have stayed with the programme.

Appendix 12

Suggestions for improvements to SAQA and *Kha Ri Gude*

General

Beyond the recommendation that the results be accepted and recorded on the National Learner Records Database as before, we have little new to say about the current verification process. It worked well and the support provided by SAB&T was superb.

Kha Ri Gude continues to move towards a full, thorough and appropriate quality assurance model.

It is clear that the increasing efficiency of the campaign's processing of the LAPs has reduced to a small number defectively processed class sets. The two tiers of signing off (by supervisor and coordinator) is very important quality assurance feature and should be strengthened by increased insistence on its effective use. This appears to have been even more rigorously done in 2010.

The three verification events have shown that, as captured by the verification methods used, that the marking of the LAPs over the last three years has been consistent. As suggested in our last report, there is now probably no need to repeat this form of verification with such a large sample again.

What we suggest for the next verification workshop with the 2011 cohort of LAPs is a more qualitative look at the accuracy with which educators rate the learners' work using the criteria presented in the LAPs to assist the marker. Such an exercise will help determine and encourage assessment that rates the learner achievement more realistically.

Changes in the design of the LAP by *Kha Ri Gude*

We recommend that, though the substance of all the Activities/Questions seems appropriate, that the actual content should change, particularly in those language and numeracy questions where there are single right answers.