

SAQA

MODERATION AND VERIFICATION OF KHA RI GUDE LEARNER ACHIEVEMENT

2014-2015

PROCESS GUIDELINES

Welcome to this nationally important event.

Aims

If SAQA is satisfied that the assessment process is in general valid, it records the successful learner achievements in Kha ri Gude (KRG) for the past year.

The moderation and verification procedures are undertaken to give SAQA sufficient evidence for its decision to endorse the results, or not. The decisions that SAQA makes in this regard are important for the quality, standing and integrity of national qualifications.

The processes of moderation, verification and recording of results are also concerned with enhancing the quality and effectiveness of education and training in South Africa. In this respect, the feedback to KRG has been, and should continue to be, a factor in ongoing improvement.

Objectives

The objectives of the moderation and verification procedures are to provide credible insight into two things:

- a) The general quality of KRG's internal marking procedures
- b) The genuineness of the evidence -
 - Has the evidence been produced by an authentic adult learner?
 - Is the learner the actual individual reflected in the results?
 - Do the results fairly reflect the learning achievement of the specific learner (and not the knowledge of a better-educated helper)?

The objectives are achieved through moderation and verification:

1. Moderation

1. The quality of marking and internal verification provide the focus here.

- Have the voluntary educators (VEs) marked the Learner Achievement Portfolios (LAPs) with care, integrity and insight?
- Have the Supervisors and Coordinators given due attention when signing off the LAPs before submission?

To answer these questions the moderator inspects each LAP in the sample to check that:

- 1.1. Basic procedures have been completed - filling in of general data, adding up of marks, and three levels of signing off.
- 1.2. Marking of selected exercises in each LAP shows good judgement and sufficient care. Here the moderator marks the exercises and compares them with the results given by the VE.
- 1.3. A rapid overview of the LAP indicates that suitable care has been exercised throughout.

2. Verification

2. The identity and achievement of each learner are credible. The evidence should show that
 - the learner is believably an adult being initiated into literacy and numeracy
 - there is a high level of authenticity in the identity of the learners who produced the LAPs in question
 - the achievements reflected in a sample of LAPs have a positive relationship to the achievements on an independent record.

In order to make these observations, the verifier:

- 2.1. Records the comparative evidence in identical tasks in each LAP and in the linked Individual Site Visit Record (ISVR). These are then subjected to statistical analysis.
- 2.2. Makes judgements of the level of authenticity by considering plausibility of development through the LAP, similarities of handwriting, treatment of tasks, levels of sophistication etc.

Limitations

1. SAQA is not evaluating KRG. Observations from the moderation and verification process may contribute to an evaluation by the DHET, but SAQA's focus in this process is only on the external validation (or audit) of the results emerging from the internal assessment of learner achievements by KRG.
2. Because SAQA is of necessity auditing a sample, the results of the moderation and verification cannot be used for adjusting the marks of individual sites or districts. The findings can, however, help to determine the general level of achievement that SAQA requires for recording individual learner achievements.

Focus on site visits in 2015

In previous years SAQA has focused on the moderation of marking. More recently an element of verification through site visits has been added.

In 2015 the decision was taken to focus entirely on the verification approach, with a larger and more rigorous use of site visits and the records they produce. Moderation processes are incorporated in the verification approach this year.

Earlier in 2015, Site Visitors collected evidence at carefully sampled sites around the country. Learners were asked to complete - on their own, under external supervision - a representative set of tasks selected from the LAPs. (The ideal was to visit 300 sites and collect an average of 15 learner records per site. This would have yielded some 4,500 records. In reality the total is somewhat less.)

The evidence is made up of two elements:

- the Individual Site Visit Records (ISVRs) and
- data and observations recorded by the visitor on the cover sheets.

Processes and steps in 2015

During the moderation and verification event, each verifier will:

1. Collect and sign for a set of paired ISVRs and LAPs in a language of their competence from one site only.
2. Fill in the individual learner's details on the ISVR mark sheet - one for each record. This includes the overall mark.
3. Mark one ISVR and record the marks on the individual mark sheet provided.
4. Mark the equivalent tasks in the linked LAP and record the marks on the mark sheet.
5. Record the VE's marks for equivalent tasks.
6. Complete the assessments of credibility: handwriting, consistency, growth etc.
7. Complete a rapid moderation assessment of the whole LAP.
8. Provide an overall score reflecting your judgement of the quality of the paired set you have worked through. If necessary, provide additional qualitative judgements.
9. On completion of a set from one site, using the separate form, capture the cover data for the site from the Site Visit Record Cover and give an assessment of the quality of the specific set from that site.
10. If necessary (for example, where there are striking anomalies or problems) take the set to a Senior Verifier for noting.
11. Return the set and the two completed forms, sign off and take another set. The logistics managers will then pass the data sheets to the data capturers.