

South African Qualifications Authority (SAQA)

SAQA's role in the pilot implementation of the *Kha ri gude* adult literacy campaign

Report on the process to ascertain:

- (1) the relationship of the curriculum to NQF and UNESCO LAMP criteria,
- (2) the levels of the learner portfolios of evidence, and
- (3) the integrity of the marking of the portfolios

David Adler, John Aitchison and Edward French

16 March 2009

Contents

Report

Background to the <i>Kha ri gude</i> literacy campaign.....	1
Assessment within <i>Kha ri gude</i>	1
SAQA's relationship with <i>Kha ri gude</i>	1
The status of this document.....	2
Recommendations.....	2
Reasons for recommending acceptance of <i>Kha ri gude</i> results.....	3
Limitations.....	4

Appendices

1. The initial relevant competencies of the personnel involved.....	5
2. Recommendations to SAQA and <i>Kha ri gude</i>	6
3. The design and implementation of the verification process.....	9
4. The sampling process.....	11
5. Training guidelines for moderators and verifiers.....	14
6. The training impact of the verification process.....	21
7. Moderation data sheets for class sets and individual portfolios.....	23
8. The Certificate given to the Moderators and Verifiers.....	26
9. The results of the marking rating.....	28
10. The quality and standard of the learning exhibited in the portfolios.....	29
11. An analysis of moderator comments.....	31
12. Sizes of class as a check on authenticity.....	32

Report

Background to the *Kha ri gude* literacy campaign

The *Kha ri gude* adult literacy campaign started in April 2008 after nearly two years of preparation. The campaign is an initiative of government. The *Kha ri gude* Unit has been established within the Department of Education under the mandate of the Minister of Education and reports to Cabinet. It is being run autonomously under the oversight of the Department of Education, with Professor Veronica McKay as Chief Executive Officer. The financial and project management for *Kha ri gude* was awarded by the Department to a private company, SAB&T Ubuntu Holdings. This external service provider, appointed prior to the establishment of the Unit, is expected to provide the campaign with administrative, procurement, financial and data management services.

The December 2008 *Kha ri gude* report states that during the first year 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 local and regional supervisors and coordinators.

Assessment within *Kha ri gude*

The learners were required to complete portfolios 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 marking. The portfolios were marked by the volunteer educators who run the actual classes. This marking was signed off by the supervisors (of groups of about ten educators) and then by the coordinator (of groups of some 18 supervisors). Each portfolio contains a centre page with substantial biographical information, 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 reflection on the roles of the personnel involved.)

With the pressures of initial implementation the portfolios were only issued late in 2008 and were generally completed summatively within a relatively short period.

SAQA's relationship with *Kha ri gude*

In May 2007 the South African Qualifications Authority (SAQA) agreed to assist with the quality assurance of the learning achievements in *Kha ri gude*. Mr David Adler was appointed to further this process. In the course of 2008 Mr Edward French and Professor John Aitchison were drawn into a team to help guide and run the process. Over time various models for quality assurance were considered. However, emerging budgetary, time and capacity constraints limited the extent to which full quality assurance was possible.

In the event SAQA was able to undertake a process in which the course materials and portfolio 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 which three SAQA appointed specialists (the writers of this report) 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.

These portfolios represent close to 10% of the portfolios directly available at the time of the start of the moderation workshop. The remaining portfolios were at various sites for data capturing or were still in transit. Contingencies of various kinds – especially the fact that nearly a third of the moderators came from the school system – meant that it was only possible to hold the workshop somewhat prematurely in relation to the assembling and capturing of all the portfolios nationally. The moderation event was made possible, economical – and more effective – by being linked to a scheduled planning workshop. The event was thus seen as a valuable training opportunity for *Ka ri gude*'s local leadership.

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 status of this document

This document reports confidentially to the executive of SAQA regarding the outcome of the process of moderation. Should the executive decide to accept this report and its recommendations, the successful achievements in *Kha ri gude* will be reflected in an appropriate manner on the NLRD. Certification will remain the responsibility of the national Department of Education. Whether or not the endorsement of SAQA appears on the certificates or is in any way made public must be decided by the executive.

Recommendations

The three specialists recommend the acceptance of the results of the marking of the portfolios. The reasons and supporting evidence for this recommendation are offered in the following section. Limitations are also offered.

It is also recommended that NQF-linked moderation should continue and should preferably be developed into a full quality assurance process. Further involvement will depend on the willingness of key stakeholders to continue with the relationship, but should also be linked to a commitment within *Kha ri gude* to strengthen and build on the benefits and lessons already experienced in the first moderation exercise. (See lessons learnt in Appendix 2.)

Reasons for recommending acceptance of *Kha ri gude* results

Level of Kha ri gude courses and portfolios

Careful expert scrutiny of the course materials showed that they were of a high quality and led to satisfaction that successful completion of the portfolios would comfortably 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 valuable partial achievements.

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 design detail in Appendix 3.)

- The sample of portfolios went well beyond the bounds of reliability, with a very satisfactory representation of the distribution of languages and provinces. (See Appendix 4).
- The moderators were successfully trained in procedures with highly specific criteria and guidelines. (See Appendix 5 and Appendix 6.)
- The procedures required rating the appropriateness of the marking on a four-point scale in relation to the whole portfolio and three activities regarded as being at ABET level 1 when successfully achieved. (See Appendix 7.)
- 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 Appendix 8.)
- 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 satisfactory bounds. The evidence from the moderators is consistent and clear. The majority of the marking (85%) was judged good or acceptable. (See Appendix 9.)
- Moderator recommendations that particular marks be raised or lowered were few (10.6% of the total), and balanced each other out, so that there was no reason to recommend a general mark adjustment. (See Appendix 10.)
- 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 were quite complex or (in the case of Activity 10 (writing a letter) quite difficult. Activity 9 was considered by some to deal with a matter that some rural people might be largely unfamiliar with (foreigners). Some difficulties were pointed out with several of these activities and this would need to be looked at in any revision of the portfolio. The possible influence on question difficulty on the learners' demonstration of competence was considered by the moderators.

- Moderator comments were analysed and show that:
 - the moderators had done their job in identifying seriously problematic marking, and
 - the percentage of portfolios with problematic marking is small and within acceptable limits. (A minor presence of indications of incompetent or dishonest practice enhances the reality of the moderation process as a whole. (See Appendix 11.)
- The size of classes reported provides a rough and ready check on the authenticity of the portfolio data. (See Appendix 12.)
- From feedback received during the workshop and from plenary reports back participants showed awareness of the very different experiences and approaches across the provinces. They also reported detecting the difference between educators that had been trained and those that had not.

Limitations

The work reflected in the present report has been done in the context of a pilot implementation operating under many constraints. In addition, the moderation approach adopted has been innovative in its use of quality assurance practices rather than traditional examination moderation ones.

Full quality assurance of the learning achievements of *Kha ri gude* would have needed stringent verification of the authenticity of the portfolios. This would have required visits by independent observers to a sample of centres, who would conduct selective tests to ensure that portfolios 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 were not possible given the pressures and constraints of pilot implementation. The sampling parameters were agreed upon between the SAQA team, *Kha ri gude* and the Department of Education. The requirement for 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 many quality assurance situations. However, although the three specialists were not in a position to directly verify the authenticity of portfolios and other information provided to them, they have used certain tests which have supported their confidence that the problem of inauthenticity is slight.

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

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):

educators (also called facilitators, teachers, voluntary educators, etc.) who teach a class of about 15 adult learners. Whilst there are educators of all ages and educational backgrounds the majority tend to be relatively young, with a Senior Certificate qualification. A huge 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 Institute for Adult Basic Education and Training. However, even with these, most are unlikely to have had much actual 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.

co-ordinators (who oversee a group of about 20 supervisors and are crucial in mediating and cascading down to the supervisors campaign directive's and training). Most co-ordinators 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 South African National Literacy Initiative (SANLI)). Close on 20% of the coordinators were nominated by the Adult Learning Network. The competence and commitment of this group was amply demonstrated to SAQA during the verification workshop in January 2009.

Appendix 2

Recommendations to SAQA

Procedure for recognition of learner achievement of the LAMP component skills

If, as recommended by this report, SAQA affirms that the marking of the *Kha ri gude* portfolios is of an acceptable quality, the way is open for the final *Kha ri gude* marks dataset to be analysed in terms of the procedure suggested in the document *Suggested model to ensure the integrity of learner achievement in the campaign* and the successful learners recognised appropriately.

Expansion of training in this verification approach

Some participants argued that this verification approach should be used in the lower school grades and that SAQA should offer training in it.

Refinement of training guidelines for this verification process

If this sort of verification exercise is to be repeated (and particularly if some recognition is to be given to those who are trained to moderate and verify) then a revised manual and training guide and programme should be timeously prepared.

Recognition for Kha ri gude educators, supervisors and co-ordinators

SAQA could assist in working out some way of recognising the young (and older) people who have assisted in the campaign. The awesome commitment of so many co-ordinators, supervisors and educators needs to be applauded.

Recommendations to *Kha ri gude*

These recommendations relate to the brief that SAQA had to ascertain the integrity of the marking of the *Kha ri gude* portfolios.

Additional data was collected during and a number of other recommendations and suggestions were made arising out of the verification exercise but they are not germane to this report and are not reproduced here but will be forwarded to *Kha ri gude*.

Rechecking of marking

Rechecking of the marking of borderline and failing candidates may be indicated.

The modelling of quality assurance in the campaign

A more comprehensive decentralised model of quality assurance focusing on training of capacity needs to be developed and introduced. This should enable local personnel to manage the quality assurance, which in turn might be quality assured by an agency such as SAQA.

Training in the administration and marking of the portfolio

Whilst the circumstances surrounding the use of the portfolio in 2008 were perfectly understandable it seems obvious that more training for supervisors and educators in the use of the portfolio and its marking and moderation is indicated. The cost implications of this are equally obviously a factor of note.

Evaluation and revision of the portfolio

The *Kha ri gude* designed portfolio was innovative and excellent. Without it the whole exercise of verification would have been impossible. However, particularly as it is in its first iteration, it should be subject to an evaluation and revision. It may also be useful, when *Kha ri gude* looks at its full marks dataset to do an item analysis of the assessment activities.

The use of calculators

One question posed by moderators was whether the use of calculators had enabled the learners to perform better in the numeracy than in the communication section. This issue could be investigated.

Provision of administrative/logistical backup

The following tasks need to be ensured by Kha ri gude:

The data and materials should be ready and sufficient to support systematic sampling.

Materials for moderation need to be secured and tracked before, during and after the event. Tracking should provide immediate status reports on the numbers processed, including the total and the number according to language and province. This is essential for the effectiveness of the operation. For this purpose, trained personnel are needed for clerical and logistical support.

Appendix 3

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 9, 10 and 16) and what additional information would be collected from the learners.

A design for the workshop was tabled very late on Friday 2nd January and was revised and finally approved at a meeting of all the parties on Saturday 3rd January. The design included a document, *Training guidelines for moderators and verifiers*, which was used both as a training manual and reference text during the workshop.

Three roles were envisaged for the participants of the workshop, **moderators** who would be trained to evaluate the quality of the marking (and who would be drawn from *Kha ri gude*'s co-ordinators, **verifiers** who would advise the moderators and in turn moderate their work and verify its accuracy (and who were well qualified senior personnel, some drawn from the most experienced co-ordinators and some from academia and other fields) and the three SAQA **supervisors** of the workshop. The latter would be responsible for training and support in relation to the whole operation, and for guiding the verifiers in particular. They were to be especially responsible for overseeing the smooth operation of the whole exercise, and for trouble-shooting and strategic adjustments where necessary.

After an introduction to the purposes of the verification process the participants, the moderators and a team of more senior verifiers (one for each language group and more in the case of the larger languages as well as a numeracy verifier) were asked to sign a statement committing themselves to the highest level of professionalism in the conduct of the exercise. Most notably, no changes or adjustments would be made to the 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 *Training guidelines* and data capture form and issued with a set of portfolios to moderate.

A decision had been made that for the first moderation session, a batch of 50 class sets of portfolios would be moderated collectively by a group of three moderators. This would facilitate the training 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 verifier also formed groups and went through the same process. Each group appointed a spokesperson to report on general impressions and issues and selected exemplary or problematic portfolios for a plenary discussion at the end of the session.

Although the moderation process had required a quite major conceptual shift (one was assessing the quality of the marking of the learner, not the learner) the training round went extremely well and in the next round each moderator handled a full class set, though still being able to consult with the other two members of the group. 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 returning the moderated portfolios to stock.

For subsequent sessions the portfolios moderated were drawn randomly selected individual portfolios, though on the second day some class sets were again supplied as new stock was retrieved from the SAB&T warehouses.

From the second session onwards moderators worked seated together in language groups with their verifier(s).

Predictably, the first round was slow but the speed of processing gradually increased. However many felt more confident and comfortable working in pairs or groups rather than as individuals

At the end of the workshop it was announced that SAQA had agreed to award a Certificate of Participation and Training in the moderation of the national *Kha ri gude* programme and these were presented to participants on 8 January 2009.

Appendix 4

The sampling process

The key task of determining a suitable sample of portfolios to moderate was influenced by the circumstances of the pilot of the campaign and the timing of the verification workshop. The portfolios had *de facto* only been provided relatively late in the programme. Most had only been completed late in the year and in fact many had still not been completed and/or returned. Of the potential population of about 357,000 learners (though some dropout from this would be anticipated), immediately prior to the start of the workshop only about 150,000 portfolios were thought to be in SAB&T warehouses or in transit and of these only about 30,000 had been data captured by Friday 3rd January 2009. The option of delaying the verification exercise until all the portfolios were in and the data captured was not possible for logistical and cost reasons – a fair number of the moderators were school teachers and later in the year it would be impossible. (The workshop had been piggy-backed onto another *Kha ri gude* co-ordinator training event to reduce costs.)

A decision was therefore arrived at that the sample would be drawn from those portfolios available in stock at the time of the workshop. According to SAB&T there were no good reasons to think that the still in-coming stock would differ from the population already available. SAB&T were therefore instructed to draw a 10% sample. The SAQA team observed parts of the process in SAB&T's main warehouse.

Calculations were done to determine a legitimate sample for the verification results to be robust and with an acceptable margin of error. The initial goal of a sample size of 10% of 150,000, requested by the Department of Education, was checked against a number of popular sample size formulae.¹

It is usual in social science research surveys to have a margin of error of 5%.² Accepting that, a very high confidence level of 99% would have required a sample size of 661 drawn from the overall population of 150,000. A confidence level of 95% (also usual in social survey research) would require a sample of only 384. Taking a much smaller margin of error of 1% and a confidence level of 95% requires a sample of 9,026. If a sample had been drawn from the whole hypothetical population of about 357,000 the sample required would have been 9,353.

Given that the final overall sample moderated was 12,060, the sample size was more than adequate and far larger than normally required in social sciences research.

¹ The two calculators used were those of Raosoft (www.raosoft.com/samplesize.html) and Creative Research Systems (www.surveysystem.com/sscalc.htm).

² **Margin of error** is a statistic that expresses the amount of random error that occurs in comparing the results obtained from a sample to the results from a whole population. A margin of error is usually defined for a particular desired **confidence level** which is a statistic that expresses the probability that the reported result is likely to be correct (that is, it does not fall outside the margin of error). Typically social scientists use a 95% confidence level.

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 and the sampled learners.

Province	Number of learners	
	Registered	Sample
Eastern Cape	33%	29.5%
KwaZulu-Natal	19%	20.8%
Limpopo	13%	18.3%
Gauteng	11%	8.2%
Mpumalanga	9%	4.1%
North West	9%	11.0%
Free State	5%	5.9%
Western Cape	2%	1.5%
Northern Cape	1%	0.8%

Language	Number of learners	
	Registered	Sample
isiXhosa	35%	29.3%
isiZulu	23%	22.0%
sePedi	11%	15.2%
seTswana	10%	16.6%
seSotho	7%	6.5%
xiTsonga	6%	3.1%
siSwati	3%	0.2%
tshiVenda	2%	1.6%
isiNdebele	2%	2.4%
Afrikaans	0.2%	1.5%
English	0.2%	1.6%

Language by province										
Language	Province (as %)									
	EC	KZN	L	G	M	NW	FS	WC	NC	Registered/ Sample
isiXhosa	90	2		2		1	2	3		Registered
	99	1						0.2		Sample
isiZulu		78		13	7		1			Registered
	1	93		1	5					Sample
sePedi			69	17	11	3				Registered
		1	94	3	3					Sample
seTswana			1	16	2	69	5		6	Registered
	1			30	1	64			5	Sample
xiTsonga			52	21	22	4				Registered
			83	17						Sample
seSotho	6	2	5	27	4	6	50			Registered
			2	4		4	91			Sample
Afrikaans	11	1	1	7	1	5	22	37	13	Registered
					4			96		Sample
siSwati		2		5	91	1				Registered
			54		46					Sample
tshiVenda			52	21	22	4				Registered
				23	77					Sample
isiNdebele			11	24	61	3	1			Registered
		5			95					Sample
English	10	39	3	12	6	5	8	16		Registered
				89		8		3		Sample

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

Appendix 5

Ascertaining the integrity of the marking of *Kha ri gude* portfolios: 4-5 January 2009

Training guidelines for moderators and verifiers

VISION

An exercise in verification that does credit to the effort of all participants in the Kha Ri Gude campaign, provides insight into the credibility of their achievement and paves the way for implementing a full quality assurance system in future Kha Ri Gude programmes.

MISSION

To strengthen national confidence in the achievements of learners who have completed the programme in the first year of Kha Ri Gude by examining a sample of the portfolios in all languages and from all provinces.

OUTCOMES

- Judgements on the quality and authenticity of the marking of the portfolios
- Findings on the extent to which the assessments of learner achievement appear to be fair and valid
- Recommendations that can be incorporated in the future planning of Kha Ri Gude

PROFESSIONAL AUTHORITY AND COMMITMENT

The verification is being carried out under the aegis of the South African Qualifications Authority (SAQA). In principle each moderator and verifier is accountable to SAQA for the duration of this exercise. Each moderator and verifier, by participating in the exercise, commits her or himself to the highest level of professionalism in the conduct of the exercise. Most notably, no changes or adjustments will be made to the portfolios and each moderator or verifier will 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 have an interest.

Acceptance:

I have read and understood this page and the demands it makes on me:

Print name: _____

Signature: _____

Date: ____ January 2009

OUTLINE OF TRAINING PROCESS

1. First session (plenary: groups of three per table)

- Welcome. Outline of vision, mission (etc.) See page 1.
- Signing of commitment form.
- Overview of initial procedures and timing and role of various staff
- Explanation of seating and language grouping arrangements. Generally moderators will be seated in language clusters of about 20 moderators assisted by a verifier.
- Explanation of data capture form and rating scale (see details below)
- Issuing of a set of portfolios from a class to each group of three moderators
- Group of three moderates the set and fills in data sheet and notes any additional comments
- Group appoints spokesperson to report on general impressions and issues and selected exemplary or problematic portfolios.
- Completed set with data completed data sheet is handing in at appropriate language table (Additional notes are kept for plenary discussion).
- Plenary reports back and discussion. Questions and answers.

2. Second session (Groups of three per table)

- Same process as before but now each member of the group of three has their own set of +-15 portfolios to moderate.

3. Feedback plenary

- Brief as possible group feedback to add to criteria or procedures, put forward exemplars for duplication etc.

4. Further sessions

- Further instructions will be given and sets or randomly selected individual portfolios moderated

As usual with moderation, carefully supervised, slow work learning on the job in the first hour or two should allow for a rapid increase in speed.

BROAD TASKS

Moderators

The moderators will be issued with portfolios in a language in which they are competent.

The data forms you fill in for moderating a set of portfolios from one class will differ slightly for those where you moderate a random sample of portfolios from different classes.

The moderation involves completing the following tasks:

1. Fill in your name on the data capture form.
2. Mark the province from which the portfolios come.
3. Mark with a cross the language or languages of portfolios and enter the number in that language in the block provided.
4. Write in the name and ID of the educator who marked the portfolios (when you fill in the form for a set from a class) (from centre page ii)
5. Fill in the following identifying information for each learner:
 - a. Learner ID (if no ID fill in name of learner in far right hand column) (from centre page i)
6. Rapidly review and rate the marking of the portfolio as a whole rapidly checking that:
 - a. Activities have in fact been completed and marked
 - b. There are no obvious problems.
7. In the appropriate column note whether the final mark is OK (leave blank), too low (place +) or too high (place -).
8. Closely review the educator's marking of questions 9, 10 and 16 and give your rating for each in the appropriate column of the data capture form. Here you will be especially concerned with the validity of the mark.
9. In the appropriate columns note whether the marks for each question are OK (leave blank), too low (place +) or too high (place -).
10. *Only if necessary*, write a short comment concerning the portfolio in question.
11. *Only if necessary*, draw the attention of the verifier of your group to problems and queries in a particular script.
12. Go on to the next portfolio.

Moderators will be expected to rapidly develop concentration, speed and accuracy in order to complete the exercise in the two days available.

Verifiers

The verifiers will be available to advise the group of moderators under their supervision. 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 verify approximately 10% of the moderated portfolios. They will in turn refer queries and problems to the supervisors – where they feel the need of a second opinion. They will initial 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.

Supervisors

The three supervisors are 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.

VERIFYING THE MARKING OF PORTFOLIOS

Remember that we are making judgements about the quality of marking shown in the portfolios.

In judging the marking we ask the following questions:

A. Validity and reliability

Does the educator's assessment accurately match the criteria set out in the portfolio? Is it accurate or is it careless or over-optimistic?

Sometimes the answers will be clear.

If the educator chooses a mark that reflects "correctness", but you see many errors, there is a problem and you may give the assessment a low rating.

If the educator chooses a mark that reflects "inadequacy" but you see correct answers, there is a problem and you may give the assessment a low rating.

Sometimes it is not so easy. 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, you have to ask yourself whether this is genuinely unsuitable, or because you disagree with the candidate's view. The latter judgement is problematic, and you should ask for mediation in rating the assessment.

B. Appropriateness of learner corrections

The portfolio may contain encouraging comments and critical remarks by the educator, or corrections (made by either the educator or the learner). These are acceptable depending on how they are done. Candidates were encouraged to improve and correct their work. However, if you think that the corrections do not truly reflect genuine growth of competence in the learner, this may be problematic.

C. Growth and consistency

The ideal portfolio should show growth and improvement towards all-round excellence from start to finish.

However, there should be clear consistency through this growth. Handwriting may improve, but not change unrecognisably, or be highly variable so that it looks as though several people have done the writing. Where there are chances for personality or opinions to show through, there should be some sense that they are the work of the same person.

Any sense that the educator or a relative or friend has intervened to influence the result should be seen as problematic.

4. Suspect duplications or fluctuations of standard

Problems are signalled by answers that stand out as much better in a set of poor answers. Mistakes or formulations that are found repeatedly in a class or district (suggesting copied or dictated responses) all signal problems that might need to be investigated further.

RATINGS FOR THE MARKING

The rating scale for the **marking** is as follows:

3 = A well judged accurate assessment.

2 = 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.

1 = Inaccurate and/or inconsistent judgement.

0 = Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or possible indications of dishonest practice.

Please note well: this is a rating scale for the quality of the marking. It is not a rating of how well the learner has done.

Note: If you have a serious problem with the marking (you have rated it a 0) you may need to make a comment to draw the attention of the verifier to this problem, for example in a case where you may have suspicion of possible dishonest practice.)

RATING OF THE FAIRNESS AND ACCURACY OF THE MARK

If you believe that the actual mark given to the learner is too low or too high, simply place a plus or a minus in the appropriate column.

Thus:

If you believe the mark given is accurate and fair – leave blank.

If the mark is too low – place a plus (+) sign (the mark should be higher)

If the mark is too high – place minus sign (-) (the mark should be lower).

EXAMPLES OF THINGS TO LOOK FOR

Marking	Excellent accurate marking
	Too lenient
	Too harsh
	Inaccurate/inconsistent
	Marks added incorrectly
	Marks applied incorrectly
	Only some marks added
	Only marks from one page of double page added up
	[Mark given does not match criteria guidelines
Variations	Inconsistency of performance within portfolio not explainable by development through programme
Dishonest practices not identified by marker	Marks given in spite of obvious copying, etc.
	Apparent copying within class
	Undue educator assistance
Administrative	No signatures
	Supervisor has not checked marks

Appendix 6

The training impact of the verification process

The verification process 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?

From numerous comments and observations made it is clear that as a training event the verification was an great success and participants acknowledge its training impact both immediately, on them in moderating, and it its likely impact on how they, as co-ordinators would follow up in the campaign work.

Empowerment

Participants felt empowered by the experience. Great insights were gained into the marking principles and ratings applicable to the portfolios. They knew they had done the moderation job and were impressed by the commitment and momentum shown. They were grateful to *Kha ri gude* for having provided this learning event.

Professionalism

The moderators and verifiers were treated as professionals and expected to adhere to professional standards. Also some had experience of moderating formal school examinations, for many it was their first experience of moderation. The provision by SAQA of a certificate recognising their training and contribution enhanced this element.

Moderation

The experience of moderation was important, particularly for the co-ordinators who have to sign off all assessment portfolios from the areas they are responsible for. It will also enhance their training of supervisors and, through them, the educators who mark.

Responsibilities of supervisors

Many of the co-ordinators 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 many educators did not clearly understand what was required of them, in scoring, supervisors would have to be trained to give more training 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. Several 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 seen as leading to immediate and useful action.

Appendix 7

Moderation data sheets for class sets and individual portfolios

Kha ri gude portfolio verification data sheet (class sets)

Name of moderator: _____ Identity number: _____

Province of portfolios:

Gauteng	Northern Cape	Western Cape	KwaZulu-Natal	Eastern Cape	Free State	North West	Limpopo	Mpumalanga
---------	---------------	--------------	---------------	--------------	------------	------------	---------	------------

Language of portfolios:

English	Afrikaans	isiNdebele	SeTswana	isiXhosa	isiZulu	SePedi	SeSotho	SiSwati	TshiVenda	xiTsonga
---------	-----------	------------	----------	----------	---------	--------	---------	---------	-----------	----------

Educator name: _____ Educator ID: _____

	Learner ID	Whole portfolio				±	Q 9				±	Q 10				±	Q 16				±	Comments
		0	1	2	3		0	1	2	3		0	1	2	3		0	1	2	3		
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						
15																						
Totals																						

Verifier name: _____

Signature: _____

Date: _____ January 2009

Kha ri gude portfolio verification data sheet (individual)

Name of moderator: _____ Identity number: _____

Province of portfolios:

Gauteng	Northern Cape	Western Cape	KwaZulu-Natal	Eastern Cape	Free State	North West	Limpopo	Mpumalanga
---------	---------------	--------------	---------------	--------------	------------	------------	---------	------------

Language of portfolios:

English	Afrikaans	isiNdebele	SeTswana	isiXhosa	isiZulu	SePedi	SeSotho	SiSwati	TshiVenda	xiTsonga
---------	-----------	------------	----------	----------	---------	--------	---------	---------	-----------	----------

	Learner ID	Whole portfolio			±	Q 9			±	Q 10			±	Q 16			±	Comments
		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
Totals																		

Verifier name: _____

Signature: _____

Date: _____ January 2009

Appendix 8

The Certificate given to Moderators and Verifiers2

Appendix 9

The results of the marking rating

Summary of quality of marking ratings					
Code	Description of rating	Whole portfolio	Activities		
			9	10	16
3 =	A well judged accurate assessment.	55.0%	56.0%	57.9%	60.5%
2 =	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.	36.5%	28.6%	27.6%	28.7%
1 =	Inaccurate and/or inconsistent judgement.	6.3%	8.4%	8.2%	6.8%
0 =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or possible indications of dishonest practice.	2.1%	6.6%	6.1%	3.6%

The evidence from the moderators is consistent and clear. The majority of the marking was good or at least 85% was good or at least acceptable. The marking of the portfolio as a whole was rated highest. When three individual activities were examined slightly more carefully, more inaccurate or problematic marking was detected but never more than 15% of the sample.

Appendix 10

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.

RATING OF THE FAIRNESS AND ACCURACY OF THE MARK

If you believe that the actual mark given to the learner is too low or too high, simply place a plus or a minus in the appropriate column.

Thus:

If you believe the mark given is accurate and fair – leave blank.

If the mark is too low – place a plus (+) sign (the mark should be higher)

If the mark is too high – place minus sign (-) (the mark should be 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		
			9	10	16
Blank	Mark given is accurate and fair	89.4%	86.1%	86.5%	85.5%
+	Mark is too low (the mark should be higher)	5.3%	6.5%	5.8%	6.3%
–	Mark is too high (the mark should be lower)	5.3%	7.4%	7.7%	8.2%

Again, the ratings are fairly consistent. The moderators believed that for most 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 15% or so of portfolios where they disagreed with the marks – some should be brought down, some raised. Of these disputed marks there is a slight tendency to want the marks lowered.

A number of observations were made about the quality of the learning (and of some of the things they saw as affecting the quality and standard), summarised below in Appendix 11.

Appendix 11

An analysis of moderator comments

A tally was made of the very small number of cases where a moderator had made a comment or comments on a data sheet about any serious marking problem or failure. (The moderators had been specifically instructed to do this.) In most cases such a comment applied to a single portfolio, but in a very few it related to up to the maximum of the 15 portfolios listed on the datasheet).

Moderator data sheet comments about marking problems		
	Number of comments	% of the 180 comments
Marking does not match criteria, or more broadly is inaccurate	66	37%
Inauthentic answers because of different handwriting, near identical responses in a class, or undue educator influence	36	20%
Inconsistent marking within a class	31	17%
Marks incorrectly added	26	15%
Partially or incompletely marked portfolios	15	8%
Marks given for no or poor work deserving no marks	6	3%
	180	100%

About six mentions were made of handwriting, such as cursive, which suggests that the learner was already quite proficiently literate, or perhaps a literate planted to complete a portfolio and make up the numbers.

Only six data sheets indicated the possibility of really bad educator marking (that would suggest disciplinary type action).

Overall the total number of incidences of what can be considered serious comments is small, certainly applying to less than 2% of the portfolios.

Appendix 12

Sizes of classes as check on authenticity

A rough and ready check on the authenticity of the portfolio data was to check with the class sets of portfolios 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). In fact 70% of the examined were not a perfect 15, thereby suggesting that the portfolios do come from real authentic learners.

Size of class (drawn from class data sheets)	
Size of class	Number (%)
15	182 (30%)
Less than 15 (mainly 14 or 13)	430 (70%)
Total class sets	612 (100%)

South African Qualifications Authority (SAQA)

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

Year Two: 2009

John Aitchison, David Adler and Edward French

4 May 2010

Contents

Executive summary.....	iii
------------------------	-----

Report

Background to the <i>Kha Ri Gude</i> literacy campaign.....	1
Assessment within <i>Kha Ri Gude</i>	1
SAQA's relationship with <i>Kha Ri Gude</i>	2
The status of this document.	2
Recommendations.	2
Reasons for recommending acceptance of <i>Kha Ri Gude</i> results for 2009.....	3
The implementation of the previous SAQA recommendations.....	4
Scope and limitations.....	5

Appendices.....	7
-----------------	---

1. The initial relevant competencies of the personnel involved.....	9
2. The design and implementation of the verification process.	10
3. The sampling process.....	12
4. The training guide.	16
5. The training impact of the verification process.....	33
6. The Certificate given to the Moderators and Verifiers.	35
7. The results of the marking rating.....	37
8. The quality and standard of the learning exhibited in the portfolios.....	41
9. Analysis of the 2009 LAP marks.....	43
10. An analysis of moderator comments.	50
11. Sizes of class as a check on authenticity.	53
12. Thoughts about the way forward.	55

Executive Summary

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 and 613,643 in 2009. The campaign has a number of checks aimed at ensuring that all registered learners are the specific individuals concerned.
2. 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 coordinators¹ and returned to the campaign headquarters, where the marks are captured. by SAB&T (the auditing and project management firm responsible for financial management and procurement in the campaign). In 2009 there was an 89% return rate of completed LAPs.
3. The South African Qualifications Authority (SAQA) verified the marking of a sample of the LAPs from 2008 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 2009 cohort.
4. The status of this document is that of a report on this verification of the marking of the LAPs for 2009 together with recommendations to the Board of SAQA.
5. 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 fuller quality assurance process.
6. The reasons for recommending the acceptance of the *Kha Ri Gude* results for 2009 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 2009 cohort were identical to the 2008 material except for minor improvements and updating.
 - The moderation exercise conducted by SAQA on 26 to 28 March 2010 provides a solid basis for accepting the results as a whole.

¹ See Appendix 1 for an explanation of these designations.

7. 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 2009 allowed the senior verifiers to structure a sample of portfolios which reflected the distribution of languages and provinces. Notably, every supervisor (3,604) in the campaign was included in the sample, and thus every coordinator (195). The final sample moderated was 44,848, or 8.2% of the total 545,666 portfolios submitted. This is well above the threshold for reliability.
 - There were 201 moderators, of whom 21 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 (86%) was judged excellent or acceptable.
 - Moderator recommendations that particular marks be raised or lowered were few (13% of the total), and partly balanced each other out (moderators wanted 8% of marks lowered, 4% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison of the 2008 and 2009 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a high degree of congruency.
 - There is a high degree of internal consistency between the 2009 marks. An item analysis of the language questions produces a value of Cronbach's alpha of 0.86, and for the numeracy questions a value of 0.89.
 - The percentage of portfolios with marking that was judged as less than excellent is small (about 14% to 15%). No more than 0.2% 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.
8. *Kha Ri Gude* has fully implemented most of the recommendations made by SAQA in January 2009 and has given attention to all of the recommendations for fuller implementation in the coming year.

9. 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 have financial implications, could be taken by SAQA during the next cycle. *Kha Ri Gude* is considering the implementation of a larger scale verification process from mid 2010 to 2012 that would allow for on site observations and verifications.
10. Feedback of various kinds from the moderation process will allow *Kha Ri Gude* management to take corrective and developmental steps towards a higher stage of quality assurance. It was clear from interviews with different actors in *Kha Ri Gude* that the recommendations made by SAQA after the previous moderation exercise, together with the experience of the moderation event, had been followed through in enhanced and effective assessment training in the field.

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.

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 and 89% in 2009. The SAQA verification of the 2009 returns involved the drawing and moderating of an 8.2% sample (44,848 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 26 to 28 March 2010 was essentially a repeat of the 2009 workshop, though a number of improvements and refinements were effected in its design and implementation. Some 220 moderators/verifiers examined a sample of 44,848 LAPs, plus a sample of Braille work 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 should be developed into a fuller quality assurance process (as has already been discussed between SAQA and *Kha Ri Gude*).

Reasons for recommending acceptance of Kha Ri Gude results for 2009

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 essentially 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 2010 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 2009 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 (86%) was judged excellent or acceptable. (See Appendix 7.)

- Moderator recommendations that particular marks be raised or lowered were few (13% of the total), and partly balanced each other out (moderators wanted 8% of marks lowered, 4% raised), so that there is no reason to recommend a general mark adjustment. (See Appendix 8.)
- A comparison of the 2008 and 2009 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 2009 LAP marks.)
- There is a high degree of internal consistency between the 2009 marks. An item analysis of the language questions produces a value of Cronbach's alpha of 0.86, and for the numeracy questions a value of 0.89.
- 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 (about 14% to 15%) 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 5.49%) of indications of incompetent or irregular practice (the indications of some irregularity stand at about 0.98%). The improvements in the moderation process have made it possible to detect this with some confidence. A set of 116 voluntary educators have been identified (0.26% of the sample) whose possible major irregularities can be investigated by *Kha Ri Gude* for exemplary action.
- 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 fuller 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 2008 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 2009 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 January 2009 verification was used productively in the training of supervisors and educators during 2009 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 2009. This approach made use of innovative quality assurance practices rather than traditional examination moderation ones.

However, fuller 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 have financial implications, could be taken by SAQA during the next cycle. *Kha Ri Gude* is considering the implementation of a larger scale verification process from mid 2010 to 2012 that would allow for 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 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 by *Kha Ri Gude* at the start of the programme, or at least of authenticated initial performance against performance at the end of the programme.² Such an inquiry falls outside of SAQA's brief.

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.

² The introduction of such tests is being planned for the foundational phase of the school system and also for adult basic education and training.

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 teach a class of about 18 adult learners. Whilst there are educators of all ages and educational backgrounds the majority tend to be relatively young, with a 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 Institute for Adult Basic Education and Training. However, even with these, most are unlikely to have had much actual teaching experience apart from those who participated in the 2008 *Kha Ri Gude* implementation.

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 apart from the limited exposure to this if they worked for the campaign in 2008.

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 workshop in January 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.

A design for the workshop was developed during January and February 2010 and discussed with *Kha Ri Gude* officials. 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, some drawn from the most experienced coordinators and a few from academia and 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 a set of portfolios to moderate.

A decision had been made that for the first moderation session group of three moderators each would collectively moderate a set of portfolios from one class. This would facilitate the training 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. Each group appointed a spokesperson to report on general impressions and issues and selected exemplary or problematic portfolios for a plenary discussion at the end of the session.

From the start the moderators had been seated together in the 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 examined the marking. The hearing disabled learners (who are taught via South African Sign Language) had used the same LAPs as the sighted, the blind learners used specially prepared Braille instruments. The blind moderators were assisted by a team of sighted assistants. who marked and moderated Braille scripts that were the equivalent of the LAPs.

Although the moderation process requires a major conceptual shift from regular assessment moderation (one is mainly checking the quality of the marking by the marker, not the learning by the learner), as in 2009, the training round went well and in the next round each moderator handled a full class set, though still being able to consult with the other members of the group. 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 returning the moderated portfolios to stock.

Predictably, the first round was slow but the speed of processing gradually increased. Most of the moderators felt more confident and comfortable working in pairs or groups rather than as individuals.

For three quarters of the verification time the moderators examined a full pack of LAPs. On the last afternoon, given the already large sample looked at, instruction were given that a smaller (9, 6 or 3 LAPs) 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.

At the end of the workshop SAQA awarded a Service Recognition Award for their participation and training in the moderation of the national *Kha Ri Gude* programme and these were presented to participants on the evening of 28 March 2010.

Appendix 3

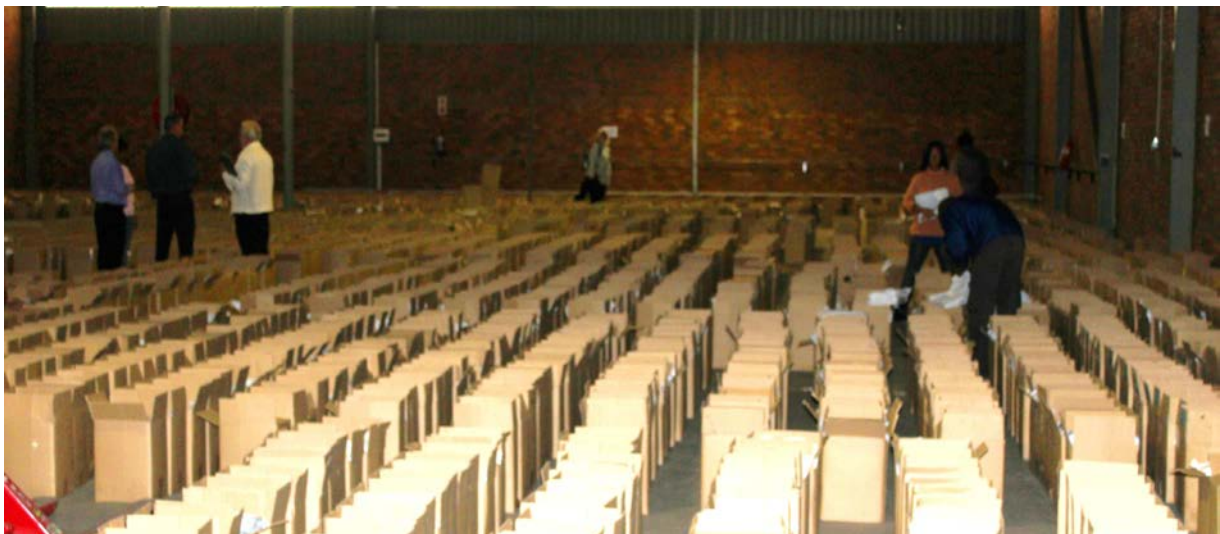
The sampling process

Drawing the sample

The key task of determining a suitable sample of LAPs to moderate was influenced by the verification workshop taking place in late March by which time most of the LAPs had been collected in and their marks captured. Originally, before the verification workshop date had been settled, a plan was devised that one class pack (the fifth one as it so happened) from each supervisor would be chosen for moderation and fast tracked for data capture. In the event, because about 89% of the LAPs had already been collected and their marks captured, the use of this “fifth pack” was used simply as a matter of convenience as the sample could indeed be drawn from virtually the entire population of 545,666 LAPs returned and data captured, some 88.92% of the entire population of registered learners (613,643).

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 “fifth pack from each supervisor” sample and be ready, if required, to draw a further random sample selected from the other packs. The senior verifiers are satisfied that the selection of each fifth pack had no influence on the nature of the sample.

In addition to the above sample, all the Braille scripts (about 500) were moderated by the team of blind moderators.



The size of the sample

Calculations were done to determine a legitimate sample for the verification results to be robust and with an acceptable margin of error. The initial goal of a sample size of 15,000 drawn from a population of 545,666 (about a 2.7% sample) was checked against a popular sample size formula.¹

It is usual in social science research surveys to have a margin of error of 5%.² Accepting that, a very high confidence level of 99% would have required a sample size of 663 drawn from the overall population of 545, 666. A lower confidence level of 95% (also usual in social survey research) would require a sample of only 384. Taking a much smaller margin of error of 1% and a high confidence level of 99% requires a sample of 16,098.

Packs containing about 52,430 LAPs were drawn from storage and of these the final overall sample moderated from every one of these packs was 44,848. This sample size (8.2%) 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 the tables on the next pages, the sample did manage to contain a sufficient spread of portfolios drawn from each province and language group and from language groups within provinces.

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

² **Margin of error** is a statistic that expresses the amount of random error that occurs in comparing the results obtained from a sample to the results from a whole population. A margin of error is usually defined for a particular desired **confidence level** which is a statistic that expresses the probability that the reported result is likely to be correct (that is, it does not fall outside the margin of error). Typically social scientists use a 95% confidence level.

Province	Number of learners		
	Registered	Submitted LAPs	Sample
Eastern Cape	23%	24%	24.1%
KwaZulu-Natal	22%	23%	33.9%
Limpopo	17%	18%	19.0%
Gauteng	12%	11%	9.7%
Mpumalanga	9%	9%	5.4%
North West	8%	8%	2.7%
Free State	5%	4%	3.6%
Western Cape	2%	1%	0.7%
Northern Cape	1%	1%	0.8%

Language	Number of learners		
	Registered	Submitted LAPs	Sample
isiXhosa	26.3%	27.5%	25.7%
isiZulu	25.6%	25.9%	36.6%
sePedi	13.6%	13.7%	13.1%
seSotho	9.2%	8.0%	6.0%
seTswana	9.2%	7.0%	4.6%
xiTsonga	4.7%	5.6%	3.7%
siSwati	3.7%	3.6%	2.1%
tshiVenda	3.1%	3.5%	6.7%
English	2.3%	2.9%	0.3%
isiNdebele	1.3%	1.5%	1.2%
Afrikaans	1.1%	0.8%	> 0.0%

Language by province										
Language [sample size]	Province (as %)									
	EC	KZN	L	G	M	NW	FS	WC	NC	Registered/ Sample
isiXhosa	86	4	<1	3	<1	<1	2	5	<1	Registered
11 532	94	3					1	2		Sample
isiZulu	<1	79	<1	13	7	<1	<1	<1	<1	Registered
16 383		91		3	5					Sample
sePedi	<1	<1	74	16	10	1	<1	<1	<1	Registered
5 886			89	10	2					Sample
seSotho	3	<1	5	22	2	3	66	<1	<1	Registered
2 672				45	1	7	48			Sample
seTswana	<1	<1	3	25	5	46	11	<1	10	Registered
2 053			3	26		49	8		14	Sample
xiTsonga	<1	<1	62	18	18	2	<1	<1	<1	Registered
1 662			14	86						Sample
siSwati	<1	2	<1	2	95	<1	<1	<1	<1	Registered
925					100					Sample
tshiVenda	<1	<1	93	6	<1	<1	<1	<1	<1	Registered
2 988			100							Sample
English	12	15	9	27	6	5	14	5	6	Registered
131	8	5	27		2		21	20	17	Sample
isiNdebele	<1	<1	9	16	73	1	1	<1	<1	Registered
559		1	3	3	90	1		2		Sample
Afrikaans	16	<1	1	8	1	2	21	38	13	Registered
3				33	67					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 – 26-28 March 2010



South African Qualifications Authority
Kha Ri Gude literacy campaign South Africa

© South African Qualifications Authority and *Kha Ri Gude* literacy campaign
South Africa, 2010

South African Qualifications Authority
Postnet Suite 248
Private bag X06
Waterkloof
0145

Kha Ri Gude literacy campaign South Africa
Department of Basic Education
Private Bag X895
Pretoria
0001

Contents

The purpose and benefits of this verification	1
The three groups involved in this verification	1
What the moderators and verifiers commit themselves to	2
What do the moderators have to do?	3
The forms the moderators fill in	4
Guidelines for verifying the marking of the LAPs	5
<i>Kha Ri Gude</i> Learner Assessment Portfolio verification: data sheet 1 – class sets	7
<i>Kha Ri Gude</i> Learner Assessment Portfolio verification: data sheet 2 – sample from several class sets from one supervisor	8
The moderation process using the data forms	9
The three activities chosen for special attention	10
What do the verifiers have to do?	11
What do the senior verifiers do?	11
Outline of the verification process	12

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 fuller 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 involved in this verification::

- moderators
- verifiers, and
- senior verifiers.

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

What the moderators and verifiers 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

Commitment acceptance

I have read and understood this page and the demands it makes on me:

Name: _____

Signature: _____

Date: 2__ March 2010

A copy of this page will be signed by each participant and handed in.

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.

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 moderators have to make **two** types of **judgements**. One judgment is really about the marker, the other is about the learner.

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 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 marker that indicates either very poor marking or the ignoring of problems or of 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 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 chooses a mark that reflects “correctness”, but you see many errors in the learners’s work, there is a problem and you may give the marking a low rating (I or P).

If the educator chooses a mark that reflects “learner mistakes” but you see correct learner answers, there is a problem and you may give the assessment a low rating (I or P).

Sometimes it is not so easy. 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, you have to ask yourself whether this is genuinely unsuitable, or because you disagree with the candidate's view. The latter judgement is problematic, and 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 is on whether you 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 fill in

The training checklist

A two page checklist, *Guidelines for moderating the marking of the LAPs* (on green paper), will be used in an initial training round. The questions in the checklist are to remind moderators of the things they have to look for when they are going through each LAP during the verification. Coordinators will already be familiar with the questions in this checklist as they have used them in group moderation with their supervisors.

The two data sheets

The moderators will fill in two different data sheets:

- Data sheet 1 is the form (on white paper) for moderating a full set of LAPs from one class
- Data sheet 2 is the form (on blue paper) for moderating a random sample of LAPs from different classes.

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?		

Growth and consistency			
Does the LAP show that the learner has continuously improved?			
Is any inconsistency of performance within portfolio not explainable by development through programme?			
Are there fluctuations of standard in the LAP?			
Problems are signalled by answers that stand out as much better in a set of poor answers.			
Any sense that the educator or a relative or friend has intervened to influence the result should be seen as problematic.			
Is the handwriting genuinely the learner's handwriting? Or did someone else write for the learner? [Handwriting may improve, but not change unrecognisably, nor be highly variable so that it looks as though several people have done the writing.]			
Where there are chances for personality or opinions to show through, there should be some sense that they are the work of the same person.			
Does it seem that learner or a group of learners copied the answers off the board?			
Mistakes or formulations that are found repeatedly in a class or district (suggesting copied or dictated responses) all signal problems that might need to be investigated further.			
Reliability			
When working through a class set of LAPs has the educator made the same sort of judgement for the same kind of work?			

General comment	
-----------------	--

Moderator name: _____

Identity number: _____

Unique number: _____

Province of portfolio:																	
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 portfolio:										
01 Afrikaans	02 English	03 Ndebele	04 Swati	05 Xhosa	06 Zulu	07 Sotho	08 Pedi	09 Tswana	10 Venda	11 Tsonga

[illegible]

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 2 – 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 or languages 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 (when you fill in the form for a set from a class) (from LAP page ii).
5. Rapidly review the marking of the portfolio as a whole, checking that:
Activities have in fact been completed and marked
There are no obvious problems.
6. Rate the quality of the marking of the whole portfolio by placing a 1 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 1 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 the LAP in question.
10. If the problem seems 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 at any stage ask you to moderate a random sample drawn from a number of classes under one supervisor you change to the **blue** form (data sheet 2).

The process also follows the 12 steps above except that for step 4 above you write in the supervisor's name and identity number.

You must use a new blue form for each new supervisor.

The three activities chosen for special attention

Do you like to eat animal meat?

Yes ☒ No ☐

Complete. Put a tick in the box for each 10 points.

The baby learnt to walk.

The dog ran to the shop.

The taxi driver took Martha and the baby to the park.

The alien showed the baby where.

The alien told the baby to wash her hands for children.

Task

Write in the box.

1. Write down the 10 points for each 10 points.

2. Write down the 10 points for each 10 points.

3. Write down the 10 points for each 10 points.

4. Write down the 10 points for each 10 points.

5. Write down the 10 points for each 10 points.

6. Write down the 10 points for each 10 points.

7. Write down the 10 points for each 10 points.

8. Write down the 10 points for each 10 points.

9. Write down the 10 points for each 10 points.

10. Write down the 10 points for each 10 points.



Activity 9

WRITING

Write a paragraph of 10 lines about a writing. Say what was interesting about the writing. Say whether you enjoyed it and why.

Options

1. Write down the 10 points for each 10 points.

2. Write down the 10 points for each 10 points.

3. Write down the 10 points for each 10 points.

4. Write down the 10 points for each 10 points.

5. Write down the 10 points for each 10 points.

6. Write down the 10 points for each 10 points.

7. Write down the 10 points for each 10 points.

8. Write down the 10 points for each 10 points.

9. Write down the 10 points for each 10 points.

10. Write down the 10 points for each 10 points.



Activity 16

FRACTIONS AND SHAPES

Write down the 10 points for each 10 points.

1. Write down the 10 points for each 10 points.

2. Write down the 10 points for each 10 points.

3. Write down the 10 points for each 10 points.

4. Write down the 10 points for each 10 points.

5. Write down the 10 points for each 10 points.

6. Write down the 10 points for each 10 points.

7. Write down the 10 points for each 10 points.

8. Write down the 10 points for each 10 points.

9. Write down the 10 points for each 10 points.

10. Write down the 10 points for each 10 points.

WHAT SHAPE IS THIS?

Write down the 10 points for each 10 points.

1. Write down the 10 points for each 10 points.

2. Write down the 10 points for each 10 points.

3. Write down the 10 points for each 10 points.

4. Write down the 10 points for each 10 points.

5. Write down the 10 points for each 10 points.

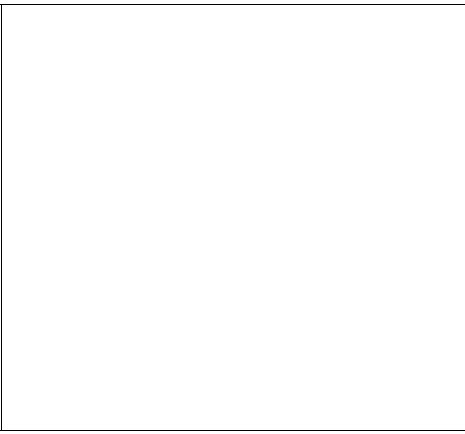
6. Write down the 10 points for each 10 points.

7. Write down the 10 points for each 10 points.

8. Write down the 10 points for each 10 points.

9. Write down the 10 points for each 10 points.

10. Write down the 10 points for each 10 points.



What do the verifiers have to do?

The verifiers will oversee and advise a group of from ten to twenty moderators.

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 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.

Outline of the verification process

Training session

In plenary the participants should try and sit in the area designated for the particular language group. Participants will work in groups of three per table.

Generally moderators will be seated in language clusters of about ten to twenty moderators assisted by a 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 *Guidelines for marking of the LAPS* and the two data capture forms and rating scales (See pages 3-9.)

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 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.

Further sessions

Further instructions will be given and sets or randomly selected individual portfolios moderated.

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

Appendix 5

The training impact of the verification process

The verification process 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 rest of 2009? From numerous comments and observations made subsequently it is clear that the first verification event was a great success and participants acknowledge its training impact on how they, as coordinators, would follow up in the campaign work. The moderators demonstrated in 2010 a much more critical awareness.

Our assessment is that the 2010 event also had a significant training impact and will enhance the campaigns work during 2010.

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.

Empowerment

As in 2009, the verification participants felt empowered by the experience. Great insights were gained into the marking principles and ratings applicable to the portfolios. They knew they had done the moderation job and were impressed by the commitment and momentum shown. They were grateful to *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 many had participated in the 2009 verification, for others it was their first experience of moderation at this level. The provision by SAQA of a certificate recognising their training and contribution enhanced this element.

Moderation

The national experience of moderation was important, particularly for the coordinators who have to sign off all assessment portfolios they are responsible for. It will continue to enhance their training of supervisors and, through them, the educators who mark. This emphasises the importance of skilling this level of person.

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 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 seen as leading to immediate and useful action.

Appendix 6

The Certificate given to the Moderators and Verifiers



Service Recognition Award

presented to

This Service Recognition Award certifies that you were trained and participated in the moderation of the second national event to ascertain the integrity of the *Kha Ri Gude* Portfolios held on the 26 - 28 March 2010. We congratulate and thank you for your contribution to SAQA and the implementation of the NQF.

28 March 2010

Executive Officer
South African Qualifications Authority

Date

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	24.3%	31.8%	25.3%	29.7%
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.	64.1%	55.1%	58.0%	55.0%
I =	Inaccurate and/or inconsistent judgement.	8.3%	10.2%	10.8%	12.6%
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.	3.3%	2.9%	5.9%	2.7%

The evidence from the moderators is consistent and clear. The majority (86%) of the marking was good – either acceptable or excellent. The marking of the portfolio as a whole was rated highest. The inadequate or problematic marking averaged out at 14%. When three individual activities were examined both more excellent marking was detected (average 29%) and more inaccurate or problematic marking (average 15%).

An analysis was done of the problematic marking (summarised in the tables on the pages 39 and 40). Though there is some variability between the problematic marking recorded for each province and language) this variability is within reasonable bounds.

Comparison with the 2008 marking ratings

Generally the marking seems remarkably congruent between the two years. For 2008 some 85% of marking was rated excellent or acceptable. Incomplete or problematic marking averaged at 12%. What is unusual in the virtual transposition of the ratings for Excellent and Acceptable marking. In 2008 the average for Excellent marking was 57% and for Acceptable 30%. In 2009 Excellent was 28% and Acceptable 58%.

There are two possible explanations for this. The first is that, with some increase in the number of educators in 2009, some less well trained and mediocre (though still acceptable) markers have reduced the quality of the marking. The problem with this explanation is that one would have expected a large corresponding increase in the amount of inadequate and problematic marking as well and this is not evident. The other, and we believe more convincing explanation, is that the rating of the LAP marking has been done more rigorously by the moderators who, as the result of the last verification exercise and the impact of this on the training and practice in 2009, have simply been better and more rigorous in the distinction they make between Excellent and Acceptable marking. This second explanation is also more likely because we know that most of the coordinators carried out their own moderation exercises at sites (as a result of the SAQA verification training in January 2009 and the emphasis the *Kha Ri Gude* headquarter staff placed on monitoring marking during 2009).

Problematic marking by province and language

These each represent one LAP that a moderator considered to have problematic marking ("problematic" being defined as an extremely questionable judgement by a marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice).

Whole LAP rating

Province	English	Ndebele	Swati	Xhosa	Zulu	Sotho	Pedi	Tswana	Venda	Tsonga	Totals	As %	As % of province
Eastern Cape		1		361							362	24.73%	3.35%
Free State	7					47		1			55	3.76%	3.39%
Gauteng					5	84	16	15		5	125	8.54%	2.87%
KwaZulu-Natal					650						650	44.40%	4.27%
Mpumalanga			16								16	1.09%	0.66%
Northern Cape								42			42	2.87%	11.44%
Limpopo		2					36	6	72	1	117	7.99%	1.37%
North West						3		82			85	5.81%	7.11%
Western Cape				12							12	0.82%	3.72%
Totals	7	3	16	373	655	134	52	146	72	6	1464		
As %	0.48%	0.20%	1.09%	25.48%	44.74%	9.15%	3.55%	9.97%	4.92%	0.41%			
As % of language	5.34%	0.54%	1.73%	3.23%	4.00%	5.01%	0.88%	7.11%	2.41%	0.36%			

Activity 7 rating

Province	English	Ndebele	Swati	Xhosa	Zulu	Sotho	Pedi	Tswana	Venda	Tsonga	Totals	As %	As % of province
Eastern Cape				446							449	34.38%	4.16%
Free State	2	1						1			34	2.60%	2.09%
Gauteng					11	21	2	6		7	47	3.60%	1.08%
KwaZulu-Natal					433						433	33.15%	2.84%
Mpumalanga												0.00%	0.00%
Northern Cape					4						4	0.31%	1.09%
Limpopo	1						15	6	249		271	20.75%	3.17%
North West								42			42	3.22%	3.51%
Western Cape				26							26	1.99%	8.05%
Totals	3	1	0	472	448	54	17	55	249	7	1306		
As %	0.23%	0.08%	0.00%	36.14%	34.30%	4.13%	1.30%	4.21%	19.07%	0.54%			
As % of language	2.29%	0.18%	0.00%	4.09%	2.73%	2.02%	0.29%	2.68%	8.33%	0.42%			

Activity 9 rating

Province	Afrikaans	English	Ndebele	Swati	Xhosa	Zulu	Sotho	Pedi	Tswana	Venda	Tsonga	Totals	As %	As % of province
Eastern Cape		4			867							871	33.42%	8.07%
Free State		11							11			85	3.26%	5.23%
Gauteng						48	31	2	40		13	134	5.14%	3.07%
KwaZulu-Natal			3		3	568						574	22.03%	3.77%
Mpumalanga	1			8		9						18	0.69%	0.75%
Northern Cape		1							15			16	0.61%	4.36%
Limpopo		1						55	6	714	19	795	30.51%	9.31%
North West							6		87			93	3.57%	7.78%
Western Cape					20							20	0.77%	6.19%
Totals	1	17	3	8	890	625	100	57	159	714	32	2606		
As %	0.04%	0.65%	0.12%	0.31%	34.15%	23.98%	3.84%	2.19%	6.10%	27.40%	1.23%			
As % of language	33.33%	12.98%	0.54%	0.86%	7.72%	3.81%	3.74%	0.97%	7.74%	23.90%	1.93%			

Activity 16 rating

Province	English	Swati	Xhosa	Zulu	Sotho	Pedi	Tswana	Venda	Tsonga	Totals	As %	As % of province
Eastern Cape	2									371	31.23%	3.44%
Free State					40		4			44	3.70%	2.71%
Gauteng				14	21	6	13		6	60	5.05%	1.38%
KwaZulu-Natal			1	524						525	44.19%	3.45%
Mpumalanga		13		3		3				19	1.60%	0.79%
Northern Cape							5			5	0.42%	1.36%
Limpopo	5					31	6	75	5	122	10.27%	1.43%
North West							26			26	2.19%	2.17%
Western Cape			16							16	1.35%	4.95%
Totals	7	13	386	541	61	40	54	75	11	1188		
As %	0.59%	1.09%	32.49%	45.54%	5.13%	3.37%	4.55%	6.31%	0.93%			
As % of language	5.34%	1.41%	2.36%	3.30%	2.28%	0.68%	2.63%	2.51%	0.66%			

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		
			9	10	16
S	Mark given is accurate and fair	87.6%	88.6%	87.5%	85.5%
U	Mark is too low (the mark should be put up higher)	4.3%	5.7%	3.4%	4.0%
D	Mark is too high (the mark should be brought down lower)	8.0%	5.7%	9.1%	10.5%

Again, the ratings are fairly consistent. The moderators believed that for most (about 87%) 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 13% 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 (8% versus 4%) – this more rigorous tendency is probably evidence of a more critical stance supported by more experience and training.

Comparison with the 2008 quality and standard level ratings

Generally the rating of the level of the learner's performance was done in a highly congruent way – 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.

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 2009 LAP marks

SAQA was provided with the dataset of marks from each student 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.

A statistical analysis of these marks commissioned by *Kha Ri Gude* from Dr Hennie Gerber, a statistical consultant, was also examined. This in turn was cross checked against SAQA's own analysis of the marks. 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.

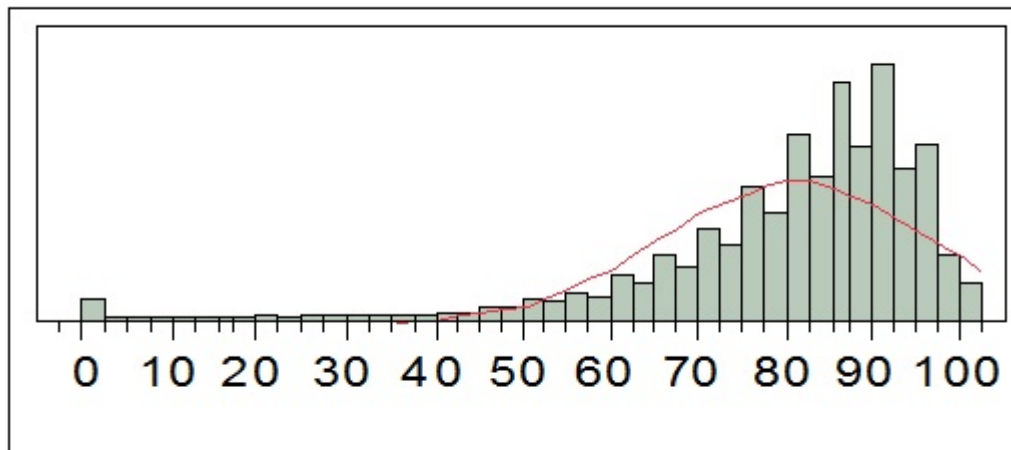
Most of the Activities/Questions in the LAPs remained unchanged from those in 2008 (except for changes in number 9 (from generating some cued sentences to writing a full paragraph on a topic) and some minor changes in number 19 (eliminating the confusion as to whether the learners were to measure real things such as a height of a door or the height of the picture of the door in the text). The pattern of marks for each question is very similar for both 2008 and 2009.

Mean values for marks for each question

Activity/ Question	Mark [out of 5]	Sub-totals [out of 50]	Total [out of 100]
All			80.89
Language		39.80	
1	4.10		
2	4.47		
3	4.30		
4	3.82		
5	4.22		
6	3.85		
7	4.21		
8	4.16		
9	3.30		
10	3.37		

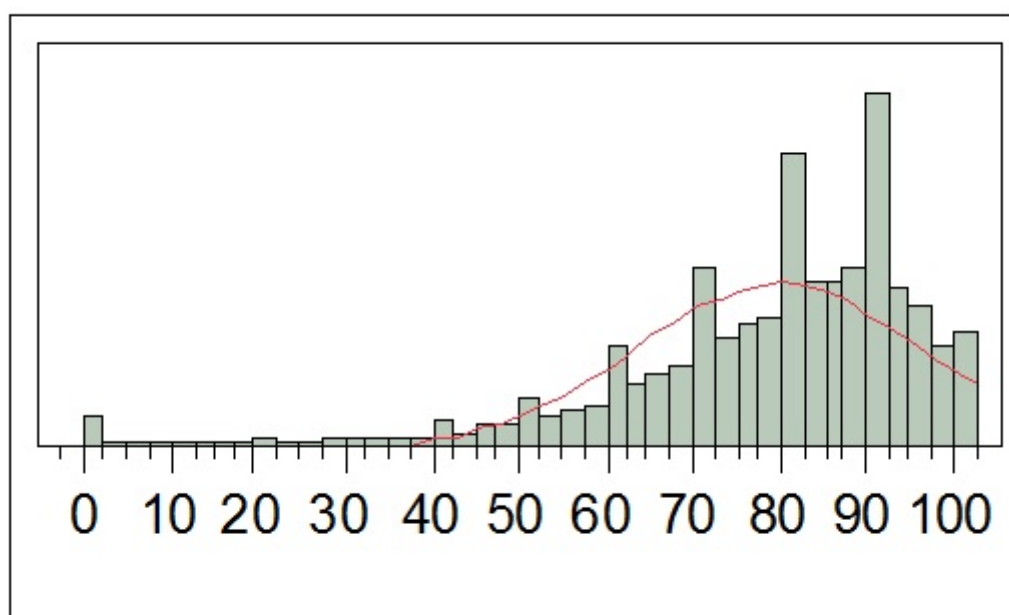
Numeracy		41.09	
11	4.66		
12	4.61		
13	4.48		
14	4.54		
15	3.78		
16	3.74		
17	4.08		
18	4.24		
19	2.66		
20	4.30		

The marks for the whole LAP



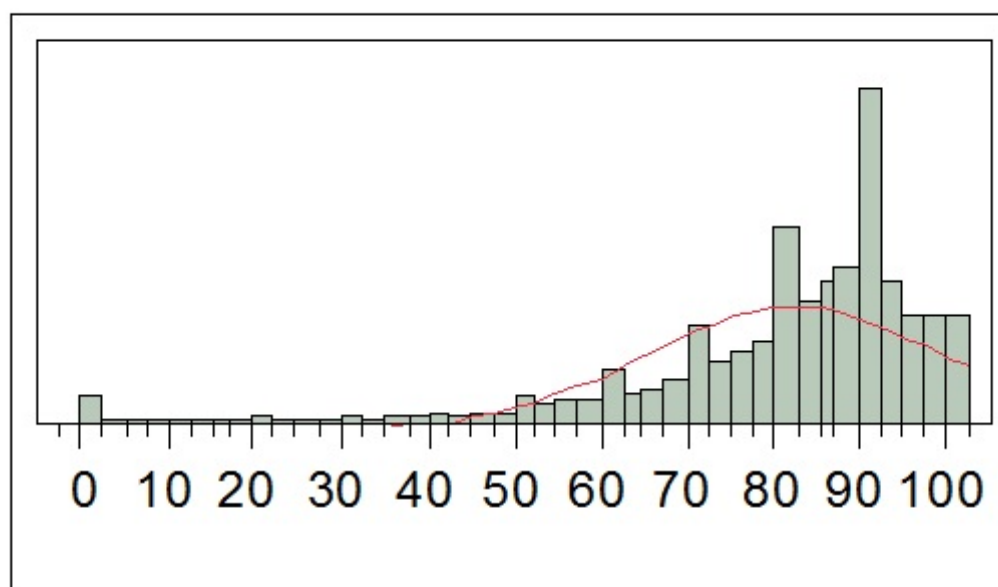
— Normal(80.8975,15.2747)

The marks for language (as %)



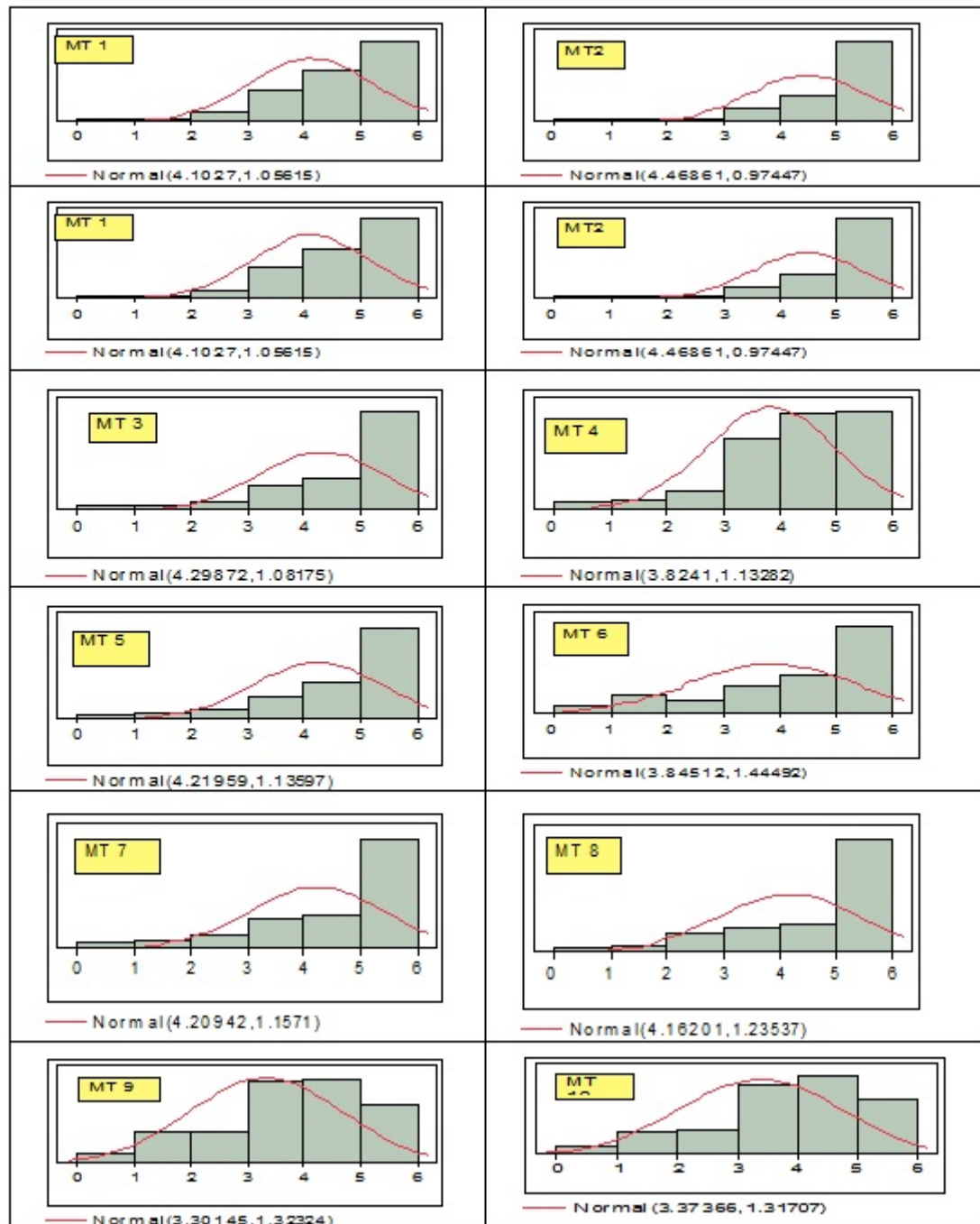
— Normal(79.6102,16.0837)

The marks for numeracy (as %)



— Normal(82.1847,16.2597)

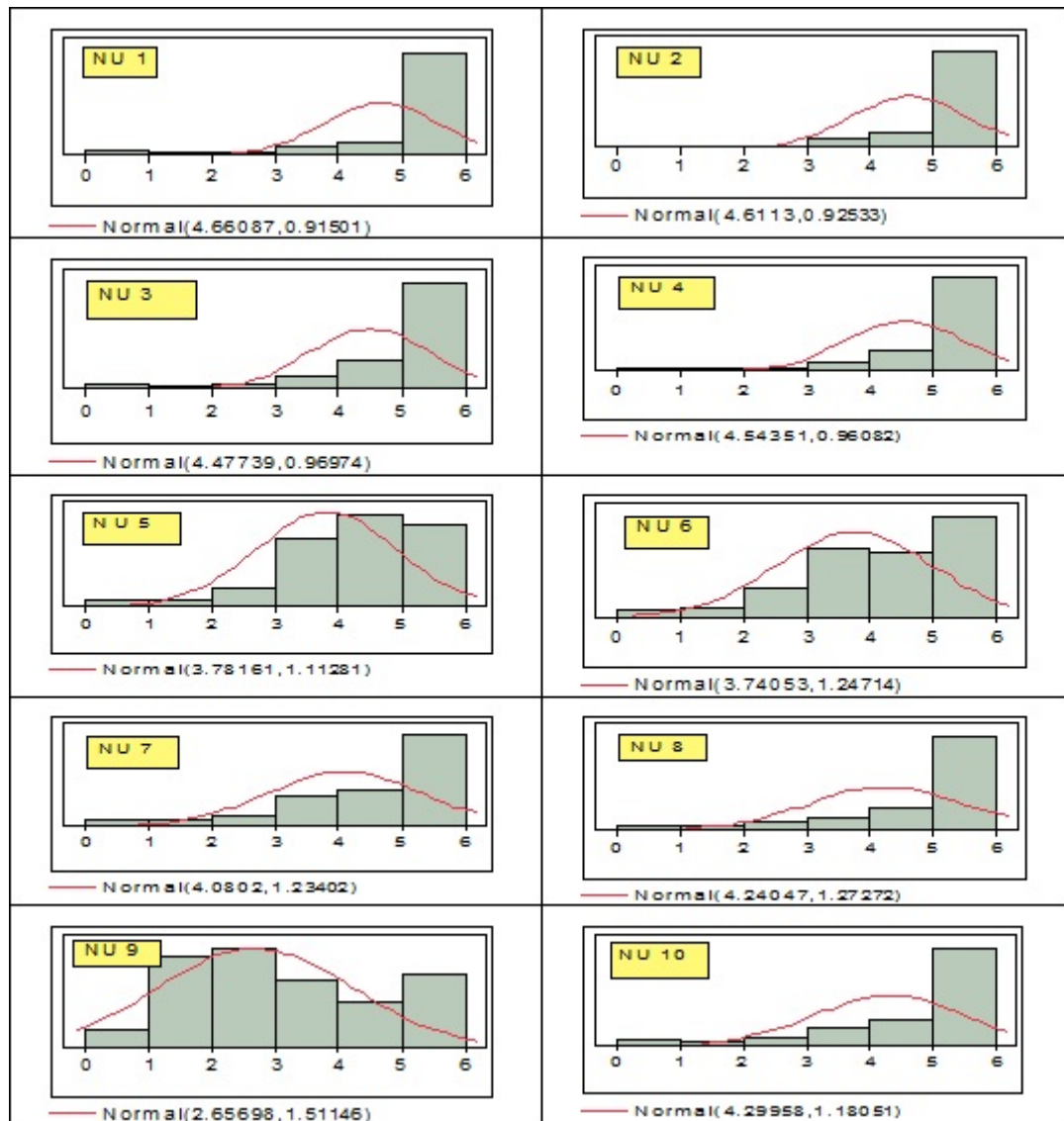
The language questions



When the pattern of marks for each individual activities is examined, the majority of questions can be considered mastery ones, that is the biggest group (if not the majority) 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 (though skewed towards full correctness (as might be expected). (This is another indication that the marking has been done carefully and professionally.)

The numeracy questions



With the numeracy questions, three questions, numbers 15 (5 above), 16 (6 above) (somewhat), and 19 (9 above) (skewed towards incompetence) show the “normal distribution” shape. This may be predictable given that number 15 tested multiplication and division, number 16 used word sums (known to be more difficult for most learners) as well as a test of recognition of geometrical shapes and being able to divide them into fractions, and number 19 tested measurement and reading distances off a map. Clearly number 19 was a “difficult” question.

Generally, there is a high degree of internal consistency between the marks. An item analysis of the language questions produces a value of Cronbach’s alpha of 0.86, for the numeracy questions a value of 0.89.

Variability in the success rates of learners

Differentiation between mean marks for the LAPs show some variability when factors such as province, language, locale, etc. are examined, but in most cases the differences are small. In other cases the differences seen are predictable (such as that rural people have the lowest results) but again, not particularly large.

Provincially, the Western Cape had the most disappointing results but this was partly explained by its sample being small because late returns had not been received.

There is hardly anything in the differences associated with the age of the learners, or whether they are employed or not.

Learners in prison do better than anybody else, but only by a few percentage points. Being in a captive class has some benefits. Rural people do worst.

Predictably those who miss classes occasionally do less well than regular attendees and those who are absent do worst, but again only by a few percentage points.

The same lack of clear differentiation applies to the years of previous schooling the learners have had. Each year of schooling you have, the better you do, but only by a percentage point or so and those with no schooling actually do better than those with only one year of schooling.

The age of the educator, supervisor or coordinator also makes little difference.

The results from the hearing disabled learners

The *Kha Ri Gude* tuition provided these learners with the benefits of reading and writing as a second “language” to sign language. The classes are conducted in South African Sign Language (SASL) and the actual language medium for this reading and writing was English. The use of deaf instructors was very positively received.

The results showed that :

- Those learners who were already fluent in SASL often did as well as mainstream learners though most would need further work before moving on to ABET level 2.
- Most of them did better in numeracy than language (possibly because numeracy is easier to teach through sign language).
- Those learners who had never been to a school and did not know sign language made very slow progress and in most cases would require further tuition. (Teaching sign language requires a separate class that must take place prior to the *Kha Ri Gude* classes).

- Generally the marking by the voluntary educators was weak. There was a tendency to confuse the fact that progress was being made with attaining competence that would enable them to move to the next (ABET 2) level. It was recommended that the Supervisors should play a major role in the actual marking.

The results from the sight disabled learners

Blind learners were assessed using a specially prepared Braille instrument (in English) that was adapted by the volunteer educator to the language of the learners in the class.

The results showed that:

- Generally the blind learners did well and comparably to the sighted learners.
- Some confusion was caused by some instructors using the old numerical symbols in Braille.
- More time may be needed by blind learners.

Appendix 10

An analysis of moderator comments

A tally was made of the very small number 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.)

Moderator data sheet comments about marking problems			
	Number of comments	% of the 2,798 comments	% of LAP sample of 44,848
Marking does not match grading criteria, shows questionable judgement or more broadly is inaccurate or bad	733	29.77%	1.63%
Portfolios not marked (partially or completely)	501	20.35%	1.12%
Irregularities ignored such as inauthentic answers with different handwriting, copying or near identical responses in a class, or signs of undue educator influence	439	17.83%	0.98%
Administrative details absent, incomplete or wrong	334	13.57%	0.74%
Marks transferred or added incorrectly	274	11.13%	0.61%
No signatures from educator or supervisor or educator	181	7.35%	0.40%
Total	2,462	100%	5.49%
Total as % of LAP sample of 44,848	5.49%		

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)	414	16.82%	0.92%
	Grading criteria misunderstood	215	8.73%	0.48%
	Some Qs not done but marked	76	3.09%	0.17%
	Questionable judgement	28	1.14%	0.06%
Not marked	Not marked (partially or completely)	501	20.35%	1.12%
Irregularities ignored	Not learners handwriting	314	12.75%	0.70%
	Q9 pre-assistance	45	1.83%	0.10%
	Not learner's work (general)	41	1.67%	0.09%
	Copying (general)	39	1.58%	0.09%
Adding marks	Marks transferred incorrectly	155	6.30%	0.35%
	Marks counted incorrectly	100	4.06%	0.22%
	No scores	19	0.77%	0.04%
Administrative details incomplete or wrong	No ticks	106	4.31%	0.24%
	No dates	92	3.74%	0.21%
	No Coordinator details	68	2.76%	0.15%
	Details incomplete	67	2.72%	0.15%
	Duplicate student numbers	1	0.04%	<0.01%
Signatures missing	No signature coordinator	88	3.57%	0.20%
	No signature supervisor	87	3.53%	0.19%
	No signature educator	6	0.24%	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 4.13% of the portfolios (and were made on 66% of the approximately 6.2% of the LAPs which were identified as having seriously problematic marking).¹ They do, however, raise obvious concerns about really bad marking (and especially marking that does not detect irregularities). Though the moderators picked up these problems, they had escaped the attention of some of their fellow coordinators in the field and the respective supervisors. This is an area for continuing development of the quality assurance function of coordinators and supervisors.

¹ A set of 116 LAPs which appeared to contain serious irregularities have been referred to *Kha Ri Gude* for particular attention.

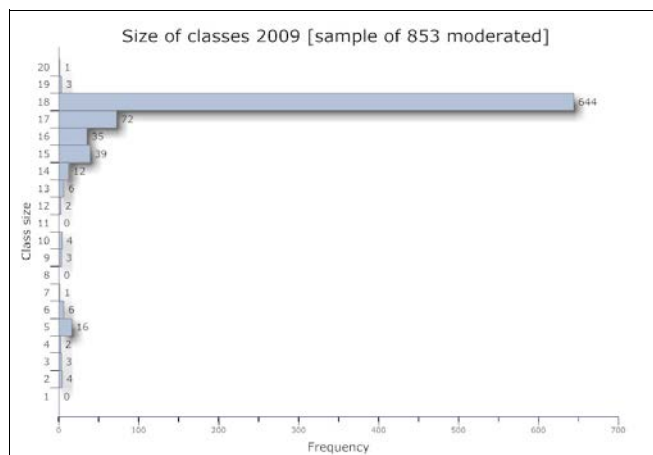
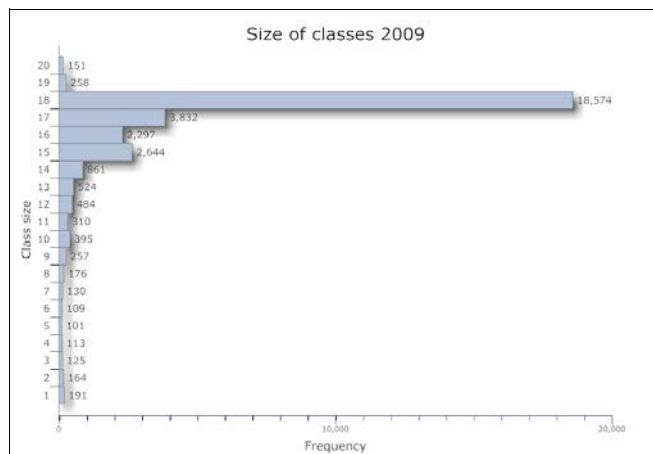
Appendix 11

Sizes of classes as check on authenticity

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).

The following chart and table shows the number of LAPs submitted per class overall and a tally of class size on a third of the sample moderated by SAQA (853 classes with 14,523 learners).

In fact the evidence from the submitted LAPs was that 40.1% of the classes had less than 18 learners and the mean class size was 16.5. 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.



Number of LAPs submitted per class		
Size of class	Frequency of classes	
	All submitted Number (%)	Third of moderated sample Number (%)
20	151 (0.5%)	1 (0.1%)
19	258 (0.8%)	3 (0.4%)
18	18 574 (58.6%)	644 (75.5%)
17	3 832 (12.1%)	72 (8.4%)
16	2 297 (7.2%)	35 (4.1%)
15	2 644 (8.3%)	39 (4.6%)
14	861 (2.7%)	12 (1.4%)
13	524 (1.7%)	6 (0.7%)
12	484 (1.5%)	2 (0.2%)
11	310 (1.0%)	0 (0%)
10	395 (1.2%)	4 (0.5%)
9	257 (0.8%)	3 (0.4%)
8	176 (0.6%)	0 (0%)
7	130 (0.4%)	1 (0.1%)
6	109 (0.3%)	6 (0.7%)
5	101 (0.3%)	16 (1.9%)
4	113 (0.4%)	2 (0.2%)
3	125 (0.4%)	3 (0.4%)
2	164 (0.5%)	4 (0.5%)
1	191 (0.6%)	0 (0%)
Total classes	31 696 (100%)	853 (100%)

Appendix 12

Thoughts about the way forward

It should be clear from the report that the writers consider the *Kha Ri Gude* moderation exercise to be valuable. The writers, as external verifiers, have necessarily adopted a distanced approach to the *Kha Ri Gude* campaign as a whole. However, in spite of that reservation, they have come away after this second major encounter with a strong sense that something remarkable is being achieved by *Kha Ri Gude*.

Beyond the recommendation that the results be accepted and recorded on the National Learner Records Database as before, we have little to say about the process. There are some technical recommendations for the formatting of the printed LAPs and other forms to eliminate certain points of vagueness in interpretation. Some of these are stated below, others will be communicated to *Kha Ri Gude* in a separate memorandum

We would like to urge, more strongly than before, a concerted move towards a full and appropriate quality assurance model. In our view this would require a reduction in the actual involvement of the quality assurance agency and an increase in *Kha Ri Gude*'s monitoring, auditing and evaluation capacity. The quality assurance agency would have to be closely informed about this increase in capacity and persuaded of its authenticity, and should preferably advise on and agree to procedures that have a bearing on judgements of quality.

An important goal in the quality assurance process would be to bring down to zero or as close to zero as possible the number of defectively processed class sets. Given the fact that the incidence is already quite low, and that there are two or three tiers of signing-off, this should not be too difficult. This and other measures should allow for the moderation of a much smaller sample.

The largest imponderable that needs clarification is the extent to which the cognitive achievements of *Kha Ri Gude* learners are a product of the campaign or of prior learning. From common experience of literacy campaigns it is almost certain that an element of the latter will be in play. Strictly speaking, the question is not pertinent to the job of a qualifications authority, if the qualifications authority is simply concerned with compliance and the authenticity of the certification of achievement. However, in its guise as quality assurer, the qualifications authority should be interested in this question.

We put this point very circumspectly, as we are convinced that *Kha Ri Gude* will have important virtues beyond cognitive achievement. It is highly valued in a principled way by the coordinators/moderators participating in the moderation event. It is an explicitly re-distributive project (notably in the payment of stipends to

voluntary educators), and it is reaching into remote and marginalised communities in ways that are likely to build community solidarity and empowerment. These are important achievements in nation building and justice.

In short, we are again stressing the need for quality assurance to be developmental. (We can point to *Umalusi*'s work in the accreditation of private providers in this respect.) What would be pleasing in future would be to see maintenance of the rigour we have tried to implement in approving the official recording of results, but to link this with insights from evaluations of the campaign, with appropriate inputs from the quality assurer. Such evaluations would look at broad impact indicators as well as indicators of cognitive growth in the course of the campaign.

In closing, we would like to support the Minister of Basic Education's observation that the procedures developed for the *Kha Ri Gude* moderation be considered for use in the basic education system.

Some technical suggestions

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.

We would also recommend that:

- Where the learner has to indicate by a ✓ or ✗ that a statement is right or wrong that these be written in one, not separate columns (e.g. page 7)
- The places where the educator place the "tick" marks be even more clearly indicated so as to avoid confusion with where the learner places a tick (e.g. page 7)
- There be no possibility of confusion between learner ticks and educator ticks.

Training in the administration and marking of the portfolio by *Kha Ri Gude*

Whilst existing efforts by the campaign to provide more training for supervisors and educators in the use of the portfolio and its marking and moderation should be praised, more training is indicated. The cost implications of this are equally obviously a factor of note.

The use of calculators by learners

A question posed by moderators in January 2009 was whether the use of calculators had enabled the learners to perform better in the numeracy than in the communication section. This question remains unanswered.

Extension of the programme period for hearing and sight disabled learners

Lengthier periods of instruction (possible extending over two years should be considered for disabled learners.

South African Qualifications Authority (SAQA)

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

Year Three: 2010

David Adler, John Aitchison and Edward French

26 May 2011

Contents

Synopsis.....	iii
Executive summary.....	iv
Report	
Background to the <i>Kha Ri Gude</i> literacy campaign.....	1
Assessment within <i>Kha Ri Gude</i>	1
SAQA's relationship with <i>Kha Ri Gude</i>	2
The status of this document.	2
Recommendations.	2
Reasons for recommending acceptance of <i>Kha Ri Gude</i> results for 2010.....	3
The implementation of the previous SAQA recommendations.....	4
Scope and limitations.....	5
Appendices.....	7
1. The initial relevant competencies of the personnel involved.....	9
2. The design and implementation of the verification process.	10
3. The sampling process.....	12
4. The training guide.	16
5. The training impact of the verification process.	37
6. The Certificate given to the Moderators and Verifiers.	39
7. The results of the marking rating.....	41
8. The quality and standard of the learning exhibited in the portfolios.....	45
9. Analysis of the 2009 LAP marks.....	47
10. An analysis of moderator comments.	50
11. Sizes of class as a check on authenticity.	53
12. Suggestions for improvements to SAQA and <i>Kha Ri Gude</i>	54

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 trouble-shooting 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 languages 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

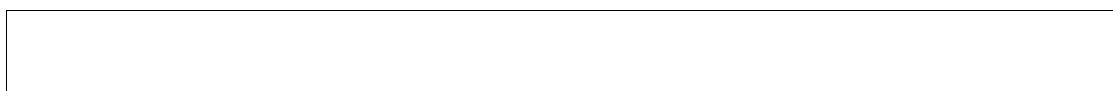
The training guide



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

© South African Qualifications Authority and Kha Ri Gude literacy campaign
South Africa, 2011

South African Qualifications Authority
Postnet Suite 248
Private bag X06
Waterkloof
0145

Kha Ri Gude literacy campaign South Africa
Department of Basic Education
Private Bag X895
Pretoria
0001

Contents

The purpose and benefits of this verification	1
The three groups involved in this verification	1
What these participants commit themselves to?	2
What do the senior verifiers do?	3
What do the verifiers have to do?	3
What do the moderators have to do?	4
The judgments the moderators have to make	4
The forms the moderators use	6
<i>General Checklist for verifying the marking of the LAPs</i>	7
<i>Learner Assessment Portfolio verification: data sheet 1 – class set</i>	9
<i>Learner Assessment Portfolio verification: data sheet 2 – sample from class set</i>	10
<i>Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set</i>	11
The moderation process using the data forms	13
The three activities chosen for special attention	14
Outline of the verification process	15

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 check 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

The 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	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																													
10																													
11																													
12																													
13																													
14																													
15																													
16																													
17																													
18																													

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	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

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
----------------	--------------	-----------	-----------------	--------------	-----------------	-----------	--------------	----------------

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:

Number of LAPs in pack:

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 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?		
Validity		
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?		

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.

One answer is correct answer

Yes ☒ No ☐
☒ ☐

Example: Martha's baby touched the porffin 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
☐ 5	✓ Learner answered all 5 questions correctly.	
☐ 4	✓ Learner answered 4 questions correctly.	
☐ 3	✓ Learner answered 3 questions correctly.	
☐ 2	✓ Learner answered 2 questions correctly. Let her or him try to do this activity again at a later stage.	
☐ 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 correctly, whether she or he has specific reading problems.	

[illegible]


Activity 9

WRITING



Let someone do this activity after they have completed theirs!



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

Fluency	Criteria	Date
☐	All sentences are well constructed and meaningful.	
☐	Learner has made some mistakes but sentences are meaningful.	
☐	Learner has made many mistakes but sentences are understandable.	
☐	Sentences are not understandable. She or he should redo the activity.	
☐	Learner seemed ready to do the activity and should make it later.	


© The McGraw-Hill Companies, Inc.

Activity 16

FRACTIONS AND SHAPES

Let learners do this activity either individually or in pairs.

One one mark for writing an answer and one mark for the correct answer.

Task 1: Fractions and Shapes

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 R3. 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:	Draw the shape from shade 1/2	Draw the shape from shade 1/4	Draw the shape from shade 1/8
	Circle 		
			

Hint	Criteria	Date:
✓	Learner has given 1/2 correct answers	
✓	Learner has given 4/5 correct answers	
✓	Learner has given 6/8 correct answers	
✓	Learner has given 7/8 correct answers	
✓	Learner was not ready to do the activity	

Total number of ticks for activity 16

REMEMBER! Keep your work neat and tidy.

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	9795	0%
Limpopo						11		144	17		22	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	9795	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	9795	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

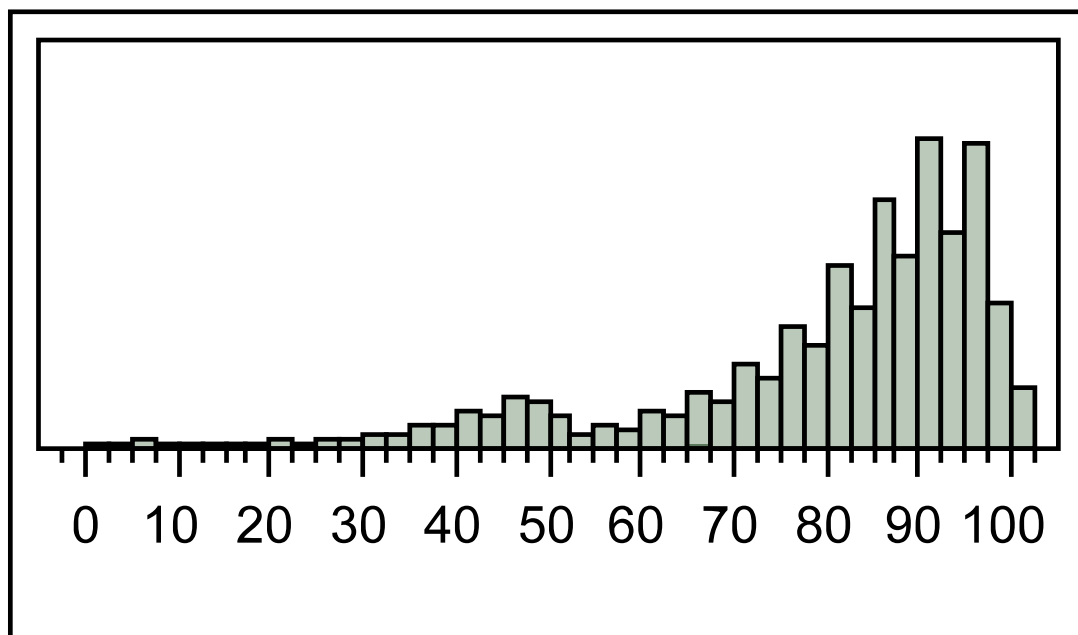
A statistical analysis of the dataset of marks captured from each learner's LAP (including the marks for each question, the sub-totals for Language and Numeracy and the total mark, together with a computer generated check total to see whether the educator had added up all the question marks and sub-totals 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.

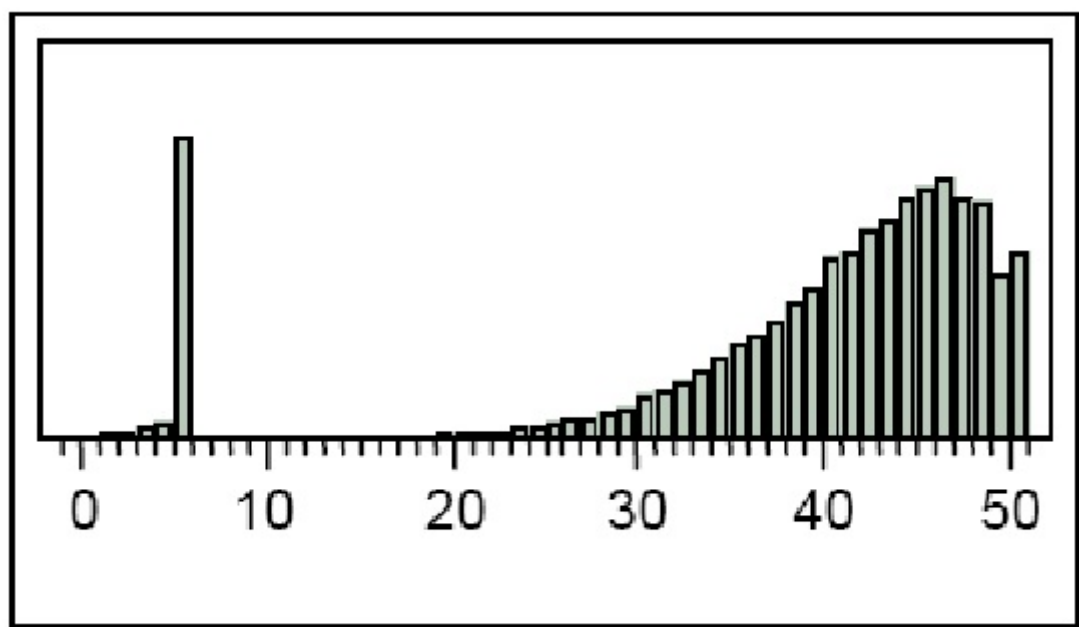
Mean values

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

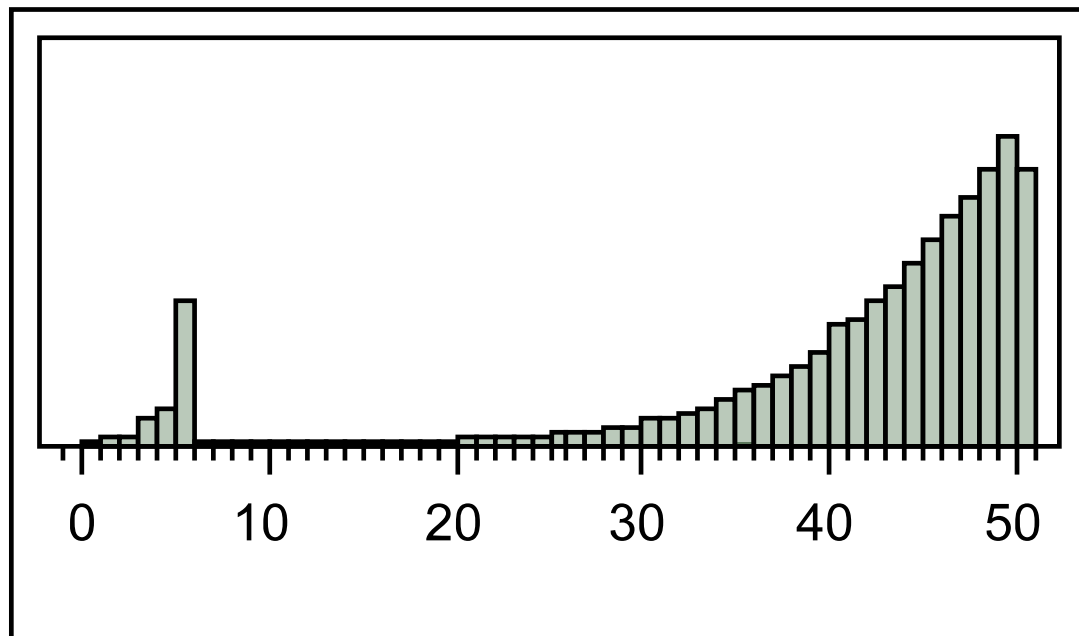
The marks for the whole LAP (out of 100)



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.

Report to the
South African Qualifications Authority (SAQA)

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

Year Four: 2011

David Adler, John Aitchison and Edward French

21 May 2012

Contents

Executive summary.....	iii
------------------------	-----

Report

A major, low-key programme of national importance.....	1
Value added by and to SAQA.....	2
Provisos and recommendations.....	5
The <i>Kha Ri Gude</i> course, its assessment and its marking.....	6

Appendices.....	11
-----------------	----

1. The initial relevant competencies of the personnel involved.....	13
2. The design and implementation of the verification process.....	14
3. The sampling process.....	17
4. The training guide.....	21
5. The training impact of the verification process.....	47
6. The Certificate given to the Moderators and Verifiers.....	49
7. The results of the marking rating.....	51
8. The quality and standard of the learning exhibited in the portfolios.....	54
9. An analysis of moderator comments.....	57
10. Sizes of class as a check on authenticity.....	59
11. An analysis of site visit/LAP congruence.....	60
12. The implementation of the site visits in November 2011.....	74
13. Suggestions for improvements to SAQA and <i>Kha Ri Gude</i>	78
14. Quality and standards in the <i>Kha Ri Gude</i> campaign programme.....	79

Executive Summary

Rapid overview

This report gives an account of SAQA's processes of moderation and verification of the *Kha Ri Gude* national literacy campaign in 2011, and specifically of the findings of the verification workshop held at the end of March 2012.

A short history of *Kha Ri Gude* and SAQA's involvement with the programme is provided. Arguments on the basis of the findings of the verification workshop are offered, and are backed by extensive tabulation and discussion of the results.

The report records that the three SAQA specialists appointed to conduct the process:

- consider the process to have advanced to the point where it would be justified to describe it as “quality assurance”
- view the overall achievement of *Kha Ri Gude* and its implementation in a very positive light, which has a bearing on the quality assurance
- find that the processes of moderation and verification justify the recording of the 2011 results on the NLRD\
- make recommendations that SAQA continue the process in a developmental spirit, and that the Department of Basic Education put in place processes to strengthen the authenticity of the learners' portfolios and further enhance the consistency of the marking.

A more detailed summary of the moderation of the 2011 *Kha Ri Gude* results

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, 609,199 in 2010 and 660,924 in 2011.
2. At the end of of March 2012 SAQA conducted the fourth annual moderation of the *Kha Ri Gude* adult literacy campaign. A sample of 25,135 Learner Assessment Portfolios (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 4.1% of the 612,450 LAPs returned at the end of 2011.

3. The appended accounts and data allow for the conclusions that:
 - The management of the logistics, records and data for *Kha Ri Gude* has been more than satisfactory, and outstanding in certain respects.
 - The moderation process in the first three years has led to a stable system and a shared understanding of SAQA's demands. The processing for 2011 was very smooth indeed, showing a tightening of procedures, minimal unsatisfactory marking at the *Kha Ri Gude* classes and a small overall incidence of possible irregularities.
 - The overall statistical pattern is similar to that for 2010.
 - 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 (91%) 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 6% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison of the 2008, 2009, 2010 and 2011 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 9%). No more than 3% of the marking indicated the possibility of serious irregularities.
4. The site visits and assessment tests to 300 classes in November 2011 has initiated a process of 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). Analysis of the results of matching the site tests with the LAPs has indicated a general comparability affirming general authenticity of the LAP results.
5. As in the case of the 2010 campaign cohort, the SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2011 be recorded on the NLRD.

Report

A major, low-key programme of national importance

The three SAQA specialists appointed to manage the verification and moderation of the *Kha Ri Gude* national adult literacy campaign are unanimous in their view that they have been participating in a rare and impressive achievement – one that needs to be more broadly known. The positive view below is one reached after an appropriately sceptical auditors' engagement with the programme. Although the SAQA task is pointedly not one of evaluation, the following views are of relevance to the quality assurance of the programme:

The achievement of *Kha Ri Gude* consists in a range of features of the campaign which include:

- the sheer reach of the campaign, which has registered over 2 240 000 adult learners since 2008, with over 80% completing the 6-month courses
- comprehensive, professional and attractive published curriculum materials in huge quantities – workbooks and portfolio books in all eleven official languages and Braille, as well as educators' guides
- an extremely efficient logistics system which annually distributes over 660 000 sets of materials to all corners of the country, tracks enrolments and collects and manages the return of over 600 000 portfolios, while managing the registration and payment (mainly small stipends) of close to 40 000 educators in decidedly non-formal contexts (homes, garages, churches)
- a remarkably successful hierarchy made up of voluntary educators (responsible for the recruitment and teaching of at least 18 learners each year), assisted by local supervisors under the guidance of district coordinators, who report to national management in the Department of Basic Education
- use of an official moderation and verification approach linking the programme to the quality demands of the National Qualifications Framework (NQF) allowing successful learners to be recorded on the National Learner Record Database (NLRD)

The numbers and range of the *Kha Ri Gude* campaign are impressive, in 2011:

Learners:	660, 924
Classes:	38,636
Coordinators:	190
Supervisors:	3,619
Educators:	38,636
Monitors	38

The efficiency and professionalism of *Kha Ri Gude*, plus the addition of incremental processes of external quality assurance, make the campaign unique internationally. National adult literacy campaigns have, at best, a mixed press. They tend to be recognised more for political mobilisation and hype than for persuasive records of actual performance and even less for real cognitive achievements. *Kha Ri Gude*, by contrast, has been relatively low on publicity and much higher on verified educational achievements.

SAQA's development of quality assurance is undertaken to help ensure that the adult literacy learners are not let down again by the failure of education provision, but are the beneficiaries of a credible product and service. It is good to be able to report that this is the case.

Value added by and to SAQA

SAQA's involvement with *Kha Ri Gude* has not only been beneficial to the campaign. The three writers of this report, with a commitment to adult education and to people with little formal education, believe that the work develops the NQF in an area central to its mission that has been neglected. We expand on this thought below.

SAQA's engagement with *Kha Ri Gude* has not been without controversy. It started in a previous Minister of Education's request to the SAQA CEO in 2007 to help the campaign to be credibly successful. Some thought the task to be beyond the scope of SAQA or inappropriate to its role. Later the NQF Act (2008) made the quality assurance of *Kha Ri Gude* the responsibility of *Umalusi*. However, *Umalusi* was unwilling to take over the task, partly because of capacity problems, partly because of principle concerns with engagement either at this level (ABET level 1 - *Umalusi* has only been concerned with formal "exit levels", in this case NQF 1 or GETC or ABET level 4) and because of reservations about the status of assessment based purely on portfolios. After negotiation *Umalusi* agreed after a Ministerial request that SAQA should continue with the task. On this basis, SAQA obtained a commitment from the DBE to a further, enhanced, three year period of quality assurance development (starting in 2011) in order to give sufficient stability for the role to develop more fully.

From the beginning the SAQA considered the project to be viable only on condition that it was treated as developmental. This meant that it would grow from a limited moderation role into an appropriate model worthy of being called "quality assurance". The initial conditions of the first year of *Kha Ri Gude* threw up many of the problems of a new and untried project – problems of timing and resourcing. These made it impossible to offer anything beyond a moderation process that would establish whether the intended course was up to standard (in terms of registered ABET unit standards) and whether the portfolios returned had been marked according to the published specifications.

This modest process proved to be valuable in practice when 200 coordinators came together to moderate the marking. It must be added at this stage that the programme materials had built in detailed controls. From the start: each portfolio was meant to be signed off by the voluntary educator, the supervisor and the coordinator. The effect of the SAQA moderation was not only to focus on the accuracy of the marking, but on the care with which the signing off

procedures had been followed. The immediate and continuing effect of the SAQA exercise was that the 200 coordinators – according to their own report – went back to their posts with greater clarity and rigour about what the portfolio exercises required. This meant that the next year’s much larger numbers were handled more convincingly in terms of individual checking and systemic data management.

Ideally, the second year of moderation would have included independent field verification to ensure that the portfolios were the work of authentic adult literacy learners, and that the work in the portfolios reliably reflected the capabilities of the learners under independent observation. Because of budgetary and management constraints this process was only introduced in 2011, and has provided intensive experience and interest. The resulting site visit programme, reported on more fully below, adds considerably to the rigour and credibility of the campaign results, and will surely enhance the understanding of education quality management in the national community.

By 2012 it is possible to say that SAQA has introduced an appropriate model of quality assurance to *Kha Ri Gude*, and is not merely moderating and registering results. There are now four supports for this claim:

1. The inspection of curriculum and materials against unit standards

This was done in 2008 but was then only reported on in the form of an official affidavit. Because of *Umalusi*’s need to have an independent expert report on the curriculum, in 2012 the SAQA team commissioned a full study. This has vindicated the original findings and is now available both separately and as part of the appendices to the present report (Appendix 14). As can be seen, learners who successfully complete the course as reflected in the portfolios will have satisfied the outcomes in ABET level 1 unit standards for reading, writing and numeracy with a possibly minor lack in one rather odd outcome of the numeracy standard.

2. The reliability of the marking and moderation of the LAPs

The SAQA-designed and -supervised moderation of marking of a large sample of portfolios, now in its fourth year, shows that the results submitted have a high degree of reliability.

3. The site visit evidence

The findings of over 300 site visits (plus tests) provide much evidence for the positive “reality” of *Kha Ri Gude* and show that for the most part the knowledge and skills reflected in the portfolios are those of the learners themselves. The processes and evidence of the visits raise interesting questions of interpretation and practice which are explored more fully below.

4. Enhanced understanding by providers of the standards

Quality assurance is, among other things, concerned with the capacity of providers to understand and report on the standards which they serve. The moderation and verification event of 2012 was designed to increase awareness and training. The 200 or so moderators (mainly coordinators in their standard role) participated with great interest in a number of presentations on standards and procedures. They carried through the moderation of marking. Some also participated in a deeper examination of selected portfolios against the critical outcomes of the related unit standards. And, for the first time, they analysed the records of the site visits against the matching portfolios. They thus take back to the 2012 implementation a more critical and disciplined understanding of the requirements that they must oversee.

If *Kha Ri Gude* benefits from this process in terms of quality, credibility and official certification, SAQA also benefits. From its beginning, the NQF was driven by a vision that included the idea of redress through quality provision. However, this vision has in some ways been muted by the pressure and influence of “higher” interests. Demographic main streams, the drive for technical skills and the power and appeal of universities have made it difficult for the NQF to serve those on the educational margins. From the start it was touch and go whether the ABET levels would feature on the NQF, and they only reached it as sub-levels. ABET and Adult Education and Training (AET) are now included in “further education and training” and fall under the responsibility of the Department of Higher Education and Training. This allows for greater recognition. By serving this sector, then, SAQA and the NQF are allowed to grow in their special South African identity.

Provisos and recommendations

Inevitably in so large a programme operating in contexts of poverty and need, allowance must be made for operational imperfections and uncertainties of decision. For example, in spite of the impressive programming of the logistics, records and identities have become confused in the relay through to the NLRD. Experience from the site visits shows why this is possible. Many learners don’t know or can’t remember their identity numbers, let alone the system’s rational numbering based on double digits for province, regional coordinator, supervisor, voluntary educator. Managing and collating data that may come from Lusikisiki, or Khayalitsha, or Leeu Gamka is miraculous if it works at all.

Perhaps the major conundrum for quality assurance in this context relates to the question of authenticity. *Kha Ri Gude* operates in a context in which values and concerns are shaped both by communal (*Ubuntu*) mutuality and an adult education that emphasizes caring and a non-competitive stance. Cases where records of learners’ work has clearly been assisted by a helping hand cannot readily be dismissed as irregular or even fraudulent in this context, and yet are not exactly acceptable in the formal registration of credits. The obvious solution might be to introduce a simple national external examination in the place of, or in addition to, portfolios. But this solution poses considerable problems in reality. It decidedly works against the ethos of the campaign, and would introduce its own problems of intrusive additional cost

and management – without by any means eliminating irregularities (as is seen in conventional examinations systems such as the National Senior Certificate).

As will be seen in the appendices, the site visits threw up a proportion of cases – as many as 10% of the small sample – where the authorship of the portfolio may be questionable. The three SAQA specialists have debated the implications of this observation at length. They have decided to recommend that this finding go towards further quality assurance development, and that it should not affect the recording of the results that *Kha Ri Gude* will submit to SAQA this year. The awareness of the site visits on the part of the 200 coordinators who analysed them plus action by national management will almost certainly reduce the incidence of possible irregularities in the coming year. If such a reduction is not experienced SAQA might have to introduce sanctions, which could include a refusal to register further results.

The specialists' reasons for this recommendation include the question of ethos touched on above. They also stem from several observations:

- The numbers of site visit records which matched portfolios are useful but offer a limited sample which can be treated as indicative rather than significant.
- Even if the 10% (of possible irregularities) were to be generalisable to the total, the *Kha Ri Gude* results are far more rigorously controlled than many other national processes of certification, very decidedly than the school reports which are awarded at the end of Grade 3 or 4 (the roughly equivalent level of ABET 1).
- The stakes of a few unit standard credits at ABET level 1 are very low. Most of the candidates are older women who are proud to show their children and grandchildren that they can learn and obtain a certificate – and thereby to set an example. The touchstones for absolute accuracy – the qualifications of pilots or surgeons – are neither appropriate nor perfect models.
- The 10% of possibly problematic cases observed in this initial and limited sample was low compared with some estimates from sceptical observers of literacy campaigns which predicted that the portfolios would turn out to misrepresent in a large number of cases.

This approach is not lightly recommended, and must be acted on developmentally. The integrity of the NLRD and the meaningfulness of the recording of credits is of major concern not only to system officials; a number of *Kha Ri Gude* learners encountered in the site visits made it clear that the validity of their certificates was important to them. The DBE must in the coming year signal very clearly to its implementation hierarchy that all portfolios must reflect the registered learners' own capabilities. Ample assistance from others is legitimate in the workbooks. Where the humanity of educators or family contribute to portfolios this should be reflected in the marks and comments of the hierarchy.

The recommendation is accompanied by the corollary that the experience of the first site visits must lead to refined process which will provide a larger sample of matched records.

An overview of the moderation statistics also suggests that the variability of marking could be reduced by additional distance training of supervisors and voluntary educators. We strongly recommend that the training resource should include exemplars to guide judgement in all tasks where the marking is open to variation.

More formal details about *Kha Ri Gude* course, portfolios and marking thereof will be found in the next section of this report. The statistical and critical analysis of the programme will be found in the extensive appendices.

The *Kha Ri Gude* course, its assessment and its marking

Assessment within *Kha Ri Gude*

The learners are 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 and 2011. The SAQA verification of the 2011 returns involved the drawing and moderating of a 4.1% sample (52,436 LAPs) representative of all languages, provinces, and supervisors.

Level of *Kha Ri Gude* courses and portfolios

Scrutiny of the curriculum and course materials in 2008 and 2011 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 essentially the same or similar (with minor refinements and enhancements). (See Appendix 14.)

Integrity of marking of the portfolios

The moderation exercise undertaken annually 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 annual moderation process in which some 200 coordinators with expert guidance follow stringent procedures to ascertain the extent to which the marking of the Learning Achievement Portfolios of evidence establishes that the management and scoring of the LAPs has a high degree of reliability. (See Appendix 1 and 2.)
- 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 moderation judgement 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. 4-5, 9-10, 14-15.)

The second moderation judgement required deciding on the accuracy of the level of the marks given to learners. (See Appendix 4, pp. 5, 9-10, 14-15.)

The third judgement related to the marking of the Site Visit Record Sheets where they had to mark the site-based assessment and decide on the authenticity of the LAP as compared to the site visit evidence. (See Appendix 4, pp. 5, 13, 16-17.)

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 (91%) 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 6% 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, 2010 and 2011 marks for the whole LAP, the communication/language and numeracy components, and for each question, indicate a high degree of congruency.

- 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 (11%) 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 3.05%) of possible indications of incompetent or irregular practice. The improvements in the moderation process have made it possible to detect these cases 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 9.)

- The size of classes reported provides a rough and ready check on the authenticity of the portfolio data. (See Appendix 10.)

The site visits undertaken in 2011 as a new step towards external quality assurance of Kha Ri Gude

The site visits undertaken in November 2011 complete the cycle of verification activities in the programme to establish a process that could be considered quality assurance (as opposed to moderation only) appropriate to an external quality council role.

The site visits to representative targeted sample of 300 class sites in all provinces yielded 1,558 records that could be matched to submitted LAPS (See Appendix 12). There was a substantial degree of fit between achievement on the LAPs and the independently assessed performance of actual learners at actual sites on near identical tasks. In other words there is a satisfactory, though not perfect, degree of authenticity of the evidence for awarding credits from the rigorously analysed site data (see Appendix 11).

Each site visit yielded a report from the visitors which strongly supports the value of *Kha Ri Gude* and the genuineness of the activities of learners and voluntary educators (See Appendix 12). In broad terms, the learning sites and those involved in them were impressively "real": Learners around the country volunteered appreciation and asked for longer courses, and, above all, for follow up into further education. Voluntary educators appeared to be genuinely committed and well apprised of their responsibilities in terms of the honest assessment of learners' performance and stated that learners themselves were sometimes critical if they thought that less competent co-learners were receiving certificates. Although the latter point

is impressionistic rather than rigorous, the site visits resulted in overwhelmingly positive reports concerning the impressive reality of the campaign (which is particularly notable as most visitors set out on the task either knowing little or nothing about the campaign or with some scepticism about the project).

The site visits, like the rest of SAQA's work on *Kha Ri Gude*, constitute quality assurance rather than "mere" technical verification. In other words, they are seen as capacity development exercises in which those involved in running the campaign become aware of the demands and constraints of properly quality-assured learning outcomes. In this respect, the annual verification workshops immediately raised awareness and improved practices (See Appendix 5). There is reason for confidence that the reality of the site visits and the analysis of the site visit records by the coordinators will increase accuracy, discipline and the quality of delivery in the coming year(s).

The site visits – necessarily innovative in many respects – have provided intensive new learning for the SAQA team of senior verifiers and for the senior visitors engaged to manage the visits around the country. This learning will lead to smoother implementation and clearer, more decisive results in 2013. In addition, reflections on the site visit data pose afresh the difficulty of professional decisions which seek both to assess formal credits for learning achievement and to nurture improved practices in a decidedly developmental terrain. This is an area in which, for example, judgements about authenticity are not simple, and where rigour of measurement may defeat or fail to identify real learning achievements. The honing of judgement and making sense of data in this context is an important development within SAQA's mission.

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 to 2010 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 to 2010.

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 and 2011. A very small minority of coordinators were newly appointed in 2011, most had served in 2008 to 2010.

monitors (who monitor the implementation of the programme in a cluster of four 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 learner assessment portfolios of evidence designed by *Kha Ri Gude*.

It was decided that certain 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 these Learner Assessment Portfolios (LAPs).

In addition the verification activities would be enhanced by a comparison of the results from a number of site visits conducted by SAQA in late 2011 with those in the LAPs submitted by those learners.

A design for the workshop was developed during January and February 2012 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 of the LAPs and do the site visit results and LAPs comparison (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
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 trouble-shooting and strategic adjustments where necessary.

For the first day (Friday 30 March) a general input was given on *the spirit driving the quest for quality assurance* in the campaign by the SAQA senior verifiers followed by a presentation by Melissa King on *the alignment of Kha Ri Gude and the National Qualifications Framework ABET unit standards*.

Then the moderators examined full packs of LAPs. 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.

Moderators were seated together in the relevant language groups.

For those moderators who were new to the verification workshop, a longer special separate training session was organised.

A decision had been made that, for the first moderation session, groups of three moderators each would collectively moderate a portfolios from one class in some detail. 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 went through the same process.

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 previous years this training warm-up went well and from then on each moderators handled full class sets of LAPs, though still being able to consult with the other members of the group (generally there were 7 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.

In the afternoon the verifiers were given training in the use of the site visit documents.

On Saturday 31 March a report was given by two of the SAQA appointed site visit coordinators on the site visit activity during November 2011, on their purpose and the outputs from the them .

Then the moderators were taken through the process of marking the site visit record sheet an entering certain data from the corresponding LAPs.

Thereafter work on the previous moderation process for the LAPs continued, though on Sunday 1st April, 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.

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 Sunday evening.

As many of the *Kha Ri Gude* personnel have done this activity four times there have been many requests for a a “real” assessment and moderation qualification to be issued.

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 end of March 2012 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 fifth 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 612,450 submitted LAPs (the number excluding those from the hearing disabled and the Braille scripts), after data capturing, been stored and gave the instruction that SAB&T were to draw a “fifth pack from each supervisor” sample. The senior verifiers are satisfied that the selection of each fifth pack had no influence on the nature of the sample. In addition, the additional 825 scripts of the hearing disabled and the Braille scripts were drawn.



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 16,150.

Packs containing an estimated nearly 58,000 LAPs were drawn from storage and of these some 24,608 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. In addition 527 LAPs from hearing disabled people (of whom there were 980 registered) were moderated as well as nearly all of the Braille scripts.

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 site visit and LAP comparison sample

During the site visits in November 2011 learners present were asked to complete a brief assessment instrument. These *Site Visit Record* sheets were matched with LAPs submitted by the same learners. Not all could be matched but a final tally of 1558 learners' site visit tests were matched to their completed LAPs. Moderators were instructed to mark the site visit records and enter the marks for the equivalent activities in the LAPs as well as to make a judgement on the authenticity of the match.

The Braille LAPs

Some 952 blind or sight disabled people were registered in the 2011 cohort. However the majority of these had sufficient vision to use the print materials and the minority used the Braille texts, most of which 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	23.7%	25.5%	27.4%
KwaZulu-Natal	22.9%	22.1%	21.0%
Limpopo	16.4%	17.2%	14.4%
Gauteng	12.6%	11.6%	11.6%
Mpumalanga	8.6%	8.0%	10.4%
Free State	8.1%	7.4%	8.5%
North West	4.6%	5.3%	3.0%
Western Cape	2%	2.0%	1.6%
Northern Cape	2.0%	0.8%	0.4%

Language	Number of learners		
	Registered	Submitted LAPs	Sample
isiXhosa	24.2%	35.8%	28.1%
isiZulu	27.1%	18.7%	23.2%
sePedi	12.5%	14.3%	11.5%
seSotho	8.4%	8.6%	10.9%
seTswana	8.2%	7.5%	5.6%
xiTsonga	4.1%	5.2%	3.9%
siSwati	3.0%	3.7%	2.1%
tshiVenda	2.9%	3.5%	2.3%
isiNdebele	1.5%	1.6%	6.0%
English	1.3%	0.4%	1.3%
Afrikaans	0.6%	0.7%	0.3%

Language by province										
Language [sample size]	Province (as % of language)									
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	Registered/ Sample
isiXhosa	88	1	<1	3	<1	<1	2	7	<1	Registered
6 928	94	<1	2	<1	<1		<1	3	<1	Sample
isiZulu	2	79	<1	12	6	<1	1	<1	<1	Registered
5 728	<1	86	<1	9	4		<1	<1	<1	Sample
sePedi	<1	<1	72	18	9	1	<1	<1	<1	Registered
2 845			66	26	6	2	<1			Sample
seSotho	3	<1	4	21	2	2	68	<1	<1	Registered
2 690	2		4	24		1	68			Sample
isiNdebele	1	<1	6	13	79	1	<1	<1	<1	Registered
1 483	1		8	1	89					Sample
seTswana	<1	<1	2	30	1	47	8	<1	12	Registered
1 380		1	3	39	1	5	4		5	Sample
xiTsonga	<1	<1	64	14	20	1	<1	<1	<1	Registered
956			62	16	22					Sample
tshiVenda	<1	<1	94	5	<1	<1	<1	<1	<1	Registered
574			97	<1				2		Sample
siSwati	<1	3	<1	2	94	<1	<1	<1	<1	Registered
524					100					Sample
English	13	11	12	28	4	4	19	7	2	Registered
323	7	6		39	12	6	23	7		Sample
Afrikaans	22	3	5	7	3	3	24	19	14	Registered
84		<1		40				58		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

29 March to 1 April 2012

--

South African Qualifications Authority
Kha Ri Gude literacy campaign South Africa

© South African Qualifications Authority and Kha Ri Gude literacy campaign
South Africa, 2012

South African Qualifications Authority
Postnet Suite 248
Private bag X06
Waterkloof
0145

Kha Ri Gude literacy campaign South Africa
Department of Basic Education
Private Bag X895
Pretoria
0001

Contents

The purpose and benefits of this verification	1
The three groups involved in this verification	1
What do the participants commit themselves to?	2
What do the senior verifiers do?	3
What do the verifiers have to do?	3
What do the moderators have to do?	4
The judgments the moderators have to make	4
The forms the moderators use	6
<i>General Checklist for verifying the marking of the LAPs</i>	7
<i>Learner Assessment Portfolio verification: data sheet 1 – class set</i>	9
<i>Learner Assessment Portfolio verification: data sheet 2 – sample from class set</i>	10
<i>Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set</i>	11
<i>Site Visit Correlation: data sheet 4</i>	13
The moderation process using the first four data forms	14
The three activities chosen for special attention	15
The moderation process using the Site Visit Correlation: data sheet 4	16
Outline of the verification process	18

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 do 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.

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

They will ensure that a suitable number of LAPs are compared with assessment results obtained from SAQA site visits to a sample of Kha Ri Gude classes.

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.

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 main 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 to check 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 **three** types of **judgements**. The first judgment is really about the marker, the second is about the learner and the third is a comparison of two assessments. These judgements have to be indicated by you on the data forms.

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). Remember – you are rating the marker (low) not the learner (which would also be low).

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). Remember you are rating the marker (low) not the learner (in this example high).

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).

Judgement Three: How do learner marks in the LAP compare with the marks given by you to a site-based assessment?

This judgement is based on your comparison of the LAP completed by the learner with a site-based assessment (which you will mark).

The forms the moderators use

There are five forms the moderators will use:

Guidelines for verifying the marking of the LAPs

Data sheet 1

Data sheet 2

Data sheet 3

Data sheet 4

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. This checklist is used only for the first three LAPs looked at. It is not handed in but, when these first three LAPs are looked at, a *Data sheet 1* should also be started, which will be handed in.

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.

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.

Data sheet 4

The *Site Visit Correlation: data sheet 4* (on yellow paper) is used to enter data from *Site Visit Record* sheets and your marks for the learner's site visit assessment, some corresponding marks from the learner's LAP and your judgement on the authenticity of the LAP as compared to the site visit assessment.

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

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	
	#	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: _____ 2012

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
----------------	--------------	-----------	-----------------	--------------	-----------------	-----------	--------------	----------------

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:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Number of LAPs in pack:	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																				

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 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?		
Validity		
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?		

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		

Kha Ri Gude: Site Visit Correlation: data sheet 4

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 isiNdebele	04 siSwati	05 isiXhosa	06 isiZulu	07 seSotho	08 sePedi	09 seTswana	10 tshiVenda	11 xiTsonga
--------------	------------	---------------	------------	-------------	------------	------------	-----------	-------------	--------------	-------------

Educator name: _____ Educator ID: _____

#	Learner Unique Number							Site visit record							LAP							Compare								
								Sch	Rpl	Fif	Wor	Tod	Num	Add	Lee	Total	A2	A4	A5B	A7	A13	A14	Han	Ove						
1																														
2																														
3																														
4																														
5																														
6																														
7																														
8																														
9																														
10																														
11																														
12																														
13																														
14																														
15																														
16																														
17																														
18																														

Verifier name: _____ Signature: _____ Date: _____ 2012

The moderation process using the first four 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.

Give one tick for each correct answer.

Yes ☐ No ☐

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
☐ 5	Learner answered 3 questions correctly.	
☐ 4	Learner answered 3 questions correctly.	
☐ 3	Learner answered 3 questions correctly.	
☐ 2	Learner answered 2 questions correctly. Let the learner reread the newspaper article about his/her baby and try to answer again in a later stage.	
☐ 1	Learner has only one correct answer. Let her or him try to do the activity again at a later stage. Also check whether she or he understands how to fill in and false answers, or whether she or he has specific reading problems.	

[illegible]

WRITING

Activity 9



Let learners do the activity after they have completed theme 9.



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

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

Kwa Ri Dupe Assessment Part 10

WHAT SHAPE IS THIS?

Example:  Circle

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

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

Draw the shape then shade $\frac{1}{6}$ 

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

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

Mark Criteria Date: _____

5 Learner has given 16 - 15 correct answers.

4 Learner has given 12 - 13 correct answers.

3 Learner has given 8 - 11 correct answers.

2 Learner has given 4 - 7 correct answers.

1 Learner was not ready to do this activity. Let learner redo this exercise at a later stage.

REMEMBER to copy all the boxes on both pages.

Total number of ticks for activity 16 _____

Moderation using the *Site Visit Correlation: data sheet 4*

The purpose of this verification activity is to **compare** the way the Learner Assessment Portfolios (LAPs) were completed with the results of a brief set of assessment exercises the learners did during a site visit to the class by SAQA personnel in late 2010.

The process

Each moderator will have a pack of *LAP*s from the class visited and a set of *Site Visit Record* sheets completed by learners in that particular class (though not necessarily from all the learners in the class).

- A. Take the yellow *Site Visit Correlation: data sheet 4* and fill in your Name, ID, Unique Kha Ri Gude number, the Province, Language, Educator name and the Educator ID for the set of LAPs you have in hand. If there is more than one language in the set, use a separate sheet for each language.
- B. It will be useful at this point to put the pile of *Site Visit Record* sheets and the *LAP*s in the order of the Unique Learner number (01 to 18) because you have to match the *Site Visit Record* for each learner with that learner's *LAP*. Now take the first *Site Visit Record* sheet and the matching *LAP* and complete the steps C, D and E below.
- C. Look at the *Site Visit Record* sheet and complete the steps 1 to 9 below in the section on the *Site Visit Correlation Data Sheet* in the sections 'Learner identity number' and 'Site visit record'.
Note: All the handwriting in green is by the SAQA visitor. Do not mark green text in the answers – it is not by the learner.
 1. Fill in the Learner's Unique Number (on front cover of LAP and LAP marksheet).
 2. Enter the learner's answer for number of years of schooling completed (0 to 9) in column *Sch*.
 3. Enter the learner's answer to the question "Could you read before the start of the KRG programme?" (No = 0; A little = 1; Yes = 2) in column *Rpl*.
 4. Mark the learner's performance on the copy of a LAP "Filling in a form" activity out of 8 (using the 8 mark blocks – each block ticked is a mark for a adequate answer by the learner) in column *Fif*.
 5. Mark the learner's reading comprehension by filling in the four missing words in the text out of 4 (a mark for each plausible word) in column *Wor*.
 6. Mark the learner's completion of the question about what they did at certain times of the day out of 6 (a mark for each meaningful statement) in column *Tod*.
 7. Mark the learner's filling in the missing numbers out of 9 (a mark for each correct number after 6) in column *Num*.
 8. Mark the learner's completion of the addition sums out of 4 in column *Add*.
 9. Write in the score written down for reading aloud (Not at all = 0; With difficulty = 1; Adequately = 2; Fluently = 3) in column *Lee*.

- D. Next take the matching LAP belonging to that learner and complete the steps 1 to 7 below in the section “LAP”:
1. Copy the Total Combined Mark from the mark sheet page in the centre of the LAP into double column *Total*.
 2. Fill in the learner's mark for Activity 2 “Filling in a form” on page 3 of the LAP (out of 8) in column *A2*.
 3. Fill in the learner's mark for Activity 4 “Reading speed” on page 7 of the portfolio (out of 6) in column *A4*.
 4. Count the ticks for Activity 5 part B “Telling the time” on page 9 of the LAP and fill in this mark (out of 6) in column *A5B*.
 5. Fill in the learner's mark for Activity 7 “Comprehension” on page 13 of the LAP (out of 6) in column *A7*.
 6. Fill in the learner's mark for Activity 13 “Numbers and counting” on page 21 of the LAP (out of 5) in column *A13*.
 7. Count the ticks for the first 4 blocks in Activity 14 “Addition and subtraction” on page 22 of the LAP and fill in this mark (out of 4) in column *A14*.
- F. Now, on the basis of your looking at the learner’s *Site Visit Record* and *LAP* do a comparison in the section “Compare”
1. Fill in **your own** assessment of the match of handwriting in the *Site Visit Record* and the *LAP* (No match = 0, Problematic match = 1; Adequate match = 2; Good match = 3) and fill it in in column *Han*.
 2. Fill in **your own** assessment of the authenticity of the *LAP* compared with the *Site Visit Record* (Clearly different writers = 0; Problematic, difficult to judge = 1; Mixed - most is clearly by the same learner = 2; Fully authentic = 3) and fill it in in column *Ove*.

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.

Session using the Site Visit Correlation: data sheet 4

At the scheduled time or when announced special pack will be distributed to each moderator. In the pack will be a file with a set of Site Visit Records for a particular class of learners and the pack of the corresponding LAPs for the class.

Instructions will be given on how to fill in the data sheets.

Once the set from a class is completed, another pack can be collected. No moderator will deal with more than two packs.

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 four 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 2012 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 all the verification workshops have had a positive training impact and enhanced the campaign's work.

Empowerment

As in previous years, 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 previous years 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



Service Recognition Award

presented to

David Ntutuzelo Mathobela Bara

This Award certifies that you successfully received training and participated in the National Verification Workshop, held on 30 March 2012 – 1 April 2012, to ascertain the integrity of the student Learning Assessment Portfolios of the Kha Ri Gude Mass Literacy Campaign.

We congratulate and thank you for your contribution to SAQA and the implementation of the NQF.

1 April 2012

Chief Executive Officer
South African Qualifications Authority

Date
Certificate No. 01/2011

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	18.3%	25.9%	19.7%	21.4%
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.	73.0%	67.0%	70.3%	67.3%
I =	Inaccurate and/or inconsistent judgement.	5.0%	4.9%	6.1%	9.0%
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.	3.7%	2.2%	4.0%	2.3%

The evidence from the moderators is consistent and clear. The majority (91%) 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 11%. When three individual activities were examined slightly more excellent marking was detected (average 22.3%) compared with the whole LAP marking (18.3%). With the inaccurate or problematic marking the three individual activities average was 9.5% as against the overall assessment of 8.7%.

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.

Comparison with the marking ratings of previous years

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

Summary of quality of marking ratings by year					
Code	Description of rating	Year			
		2008	2009	2010	2011
E =	Excellent well judged accurate assessment	57%	28%	16%	21%
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%	69%
E + A		87%	86%	90%	90%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%
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%	3%
I + P		13%	14%	10%	9%

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 and 21% in 2011). This we would ascribe partly 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.

The quality of marking rating of the hearing disabled sample

Although this is a very small group of 527 LAPs it was analysed separately to determine whether it differed from the general sample.

Summary of quality of marking ratings of hearing disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	12.4% [18.3%]	15.7% [25.9]	5.9% [19.7]	10.4% [21.4]
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.	49.6% [73.0%]	48.2% [67.0]	43.7% [70.3%]	43.7% [67.3]
I =	Inaccurate and/or inconsistent judgement.	16.2% [5.0%]	13.0% [4.9%]	11.7% [6.1%]	18.8% [9.0%]
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.	21.9% [3.7%]	23.1% [2.2%]	38.7% [4.0%]	27.1% [2.3%]

The evidence from the moderators (themselves hearing disabled, as are the original educators who marked these LAPs) is consistent in giving much higher percentages for Inaccurate and Problematic marking. Overall the **pattern** of rating of marking for the regular and deaf disabled groups is similar (they correlate at 0.745). What seems to be the case is that the level of strictness for recording poor marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough (see below)). Whatever the explanation the situation suggests further inquiry though this group is an extremely small subgroup of the *Kha Ri Gude* learners. We don't know enough to know why their markers and moderators have marked them differently to the "norm".

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	90.7%	94.3%	91.8%	87.9%
U	Mark is too low (the mark should be put up higher)	2.6%	2.4%	2.6%	2.0%
D	Mark is too high (the mark should be brought down lower)	6.7%	3.3%	5.5%	10.1%

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 6% versus 2% raised).

Comparison with the 2008 to 2010 fairness and quality of the mark ratings

Generally the rating of the level of the learner's performance was done in a fairly congruent way with that of previous years:

Summary of fairness and accuracy of the mark ratings					
Code	Description of rating	Year			
		2008	2009	2010	2011
S	Mark given is accurate and fair	87%	87%	91%	91%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%

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.

The quality and standards rating with the hearing disabled sample

Summary of fairness and accuracy of the mark ratings with hearing disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	47.9% [90.7%]	55.7% [94.3%]	42.9% [91.8%]	40.4% [87.9%]
U	Mark is too low (the mark should be put up higher)	12.8% [2.6%]	15.7% [2.4%]	12.4% [2.6%]	13.3% [2.0%]
D	Mark is too high (the mark should be brought down lower)	39.3% [6.7%]	28.7% [3.3%]	28.7% [5.5%]	46.4% [10.1%]

As with the moderators' rating of the accuracy of the markers, these ratings of how well the level of learner competence was done are far more strict. Again, overall the **pattern** of rating of marking for the regular and deaf disabled groups is similar (they correlate at 0.738). What seems to be the case is that the level of strictness for recording inaccurate or unfair marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation the situation needs inquiry.

Appendix 9

An analysis of moderator comments

A tally was made of the small number (%) 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 2,655 comments	% of LAP sample of 25,135
Marking does not match grading criteria, shows questionable judgement or, more broadly, is inaccurate or bad	985	37%	4%
Portfolios not marked (partially or completely)	540	20%	2%
Marks transferred or added incorrectly	441	17%	2%
Irregularities ignored such as inauthentic answers with different handwriting, copying or near identical responses in a class, or signs of undue educator influence	339	13%	1%
Administrative details absent, incomplete or wrong	289	11%	1%
No signatures from educator or supervisor or educator	61	2%	<1%
Total	2 655	100%	11%
Total as % of the 25,135 LAPs moderated	10.56%		

These comments are not large in number. Overall the total number of incidences of what can be considered serious comments (on possibly bad marking and the ignoring of irregularities) applies to 5% 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.

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

		Number of comments	% of the 2 655 comments	% of LAP sample of 25 135
Bad marking	Inaccurate marking	503	19%	2.00%
	Grading criteria misunderstood	175	7%	0.70%
	Inconsistent marking	117	4%	0.47%
	Bad marking (general)	111	4%	0.44%
	Questionable judgement	43	2%	0.17%
	Some Qs not done but marked	36	1%	0.14%
Not marked	Not marked (partially or completely)	540	20%	2.15%
Irregularities ignored	Not learners handwriting	249	9%	0.99%
	Not learner's work (general)	86	3%	0.34%
	Copying (general)	2	<1%	0.01%
	Q9 inappropriate	2	<1%	0.01%
Adding marks	Total scores but no marks	194	7%	0.77%
	Marks transferred incorrectly	125	5%	0.50%
	Marks counted incorrectly	79	3%	0.31%
	No scores	41	2%	0.16%
	No totals	2	<1%	0.01%
Administrative details incomplete or wrong	No ticks	108	4%	0.43%
	No dates (or same date repeated)	105	4%	0.42%
	Details incomplete	69	3%	0.27%
	Duplicate student numbers	6	<1%	0.02%
	Details incorrect	1	<1%	<0.01%
Signatures missing	No signature coordinator	22	1%	0.09%
	No signature supervisor	26	1%	0.10%
	No signature educator	13	<1%	0.05%
Total		2 655	100%	10.56%

Appendix 10

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 possibly requiring some portfolios being concocted).

This was done by making a tally of a sample of LAPs submitted from 1031 classes (and excluding classes where the class packs of LAPS had been disaggregated because of multiple languages). The number of full classes of 18 learners was appeared to be larger than in the previous year (86% as against 60%). So at least 14% of the classes had less than 18 learners.

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

Appendix 11

An analysis of site visit/LAP congruence

In November 2011 site visits were conducted at 177 physical sites with overall attendance by learners from about 300 classes. SAQA appointed visitors met with the voluntary educator attached to the class of learners and/or other local *Kha Ri Gude* personnel and those members of the class who were in attendance.

At each site the visitors asked the learners present to complete a set of assessment exercises (very similar in content and difficulty to those in the Learner Assessment Portfolio).

Each set of assessment exercises was enclosed in a folder which recorded details of the site and the visitors' observations on the class.

The purpose of gathering this data through this verification activity was to **compare** the results of this brief set of assessment exercises with the results of the Learner Assessment Portfolios (LAPs) completed by learners during the programme.

When the completed LAPs were submitted at the end of the programme an attempt was made to match the completed site visit assessment sheets from each site with the corresponding pack of submitted LAPs from that class.

An analysis was made of the comments made on each site visit (see Appendix 12).

At the verification workshop at the end of March 2012, the moderators took the matched site visit records and LAPs and marked each site visit assessment as well as recorded the marks obtained in the analogous activities in the LAP. This data was then analysed.

The sample

Some 1,705 site visit record sheets from the classes were to be matched with the corresponding pack of LAPs submitted from that class.

Not all the matches could be made by the time of the workshop at the end of March 2012 but a finally 1,600 site record sheets were each linked to the corresponding completed (or partially completed) LAP.

The remaining 105 cases of completed site visit records could not be matched with the corresponding LAP. This could be the result of:

- an administrative matching failure
- the person completing the site visit record was a registered *Kha Ri Gude* learner but did not complete and submit her or his LAP
- the person completing the site visit record was not a registered *Kha Ri Gude* learner (and therefore had no LAP to submit).

Site visit records by Province and Language										
Language	Province									
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	Total
isiXhosa	542	5					16	1	6	570
isiZulu		304		34	83		1		2	424
sePedi			34	18	2					54
seSotho				14			133			147
isiNdebele				1						1
seTswana				3		83			78	164
xiTsonga			69							69
tshiVenda										
siSwati					65					65
English										
Afrikaans									4	4
<i>Not recorded</i>			9		51					60
	542	309	112	70	201	83	150	1	90	1 558

Problems with the data coding and data capture

1. The SAQA data coding form had a field **Learner Unique Number** that was unfortunately misnamed **Educator number** on the Data Input Sheet and equally unfortunately on the Data capture spreadsheet only allowed for 7 digits instead of the needed 9 digits (thus losing the individual student identifier in the last two digits). This is only a problem of inconvenience in that to check any particular learner's data one will have to examine the batch of hard copies from that class.

2. There is a data oddity. Given that most classes have 18 learners or less, one needs to note that 25 of the 155 “same voluntary educator” sets have more than 18 cases and one even has 54 learners.

Matches per educator	Frequency
1	36
2	10
3	15
4	8
5	7
6	14
7	5
8	5
9	3
10	3
11	2
12	5
13	2
14	1
15	7
17	2
18	5

21	3
23	3
24	2
25	1
27	4
30	4
31	1
32	1
39	1
42	1
45	1
48	1
54	2
155	

This oddity is unlikely to be explained by a very very few educators running two or three classes. It is much more likely a field coding errors made by the site visitors where learners from several classes have gathered at the same physical site. It must be remembered that the site visitors had very little prior knowledge of the *Kha Ri Gude* campaign and its structures.

3. Some obvious SAQA data coding or data capturing errors in the initial matched data set of 1,600 cases led to another 42 cases having to be discarded leaving a final data set of 1,558 cases.
4. Further site visits in 2012 will need to address the language gaps in the first set of site visits.

The site visit report findings as matched to the LAPs

The 1,558 cases were analysed and the statistics are recorded below:

Prior experience

Two questions were asked about prior educational experience, one asked for the length of schooling and the second asked whether they had been able to read before.

Grade of schooling achieved

This was the learner's answer to the number of years of schooling completed (0 to 9).

Grade of schooling achieved			
Years	Frequency	Percent	Cumulative percent
None	606	38.9	38.9
Grade 1	356	22.8	61.7
Grade 2	242	15.5	77.3
Grade 3	98	6.3	83.6
Grade 4	60	3.9	87.4
Grade 5	56	3.6	91.0
Grade 6	56	3.6	94.6
Grade 7	32	2.1	96.7
Grade 8	27	1.7	98.4
Grade 9 or more	25	1.6	100.0
Totals	1 558	100.0	

It needs to be noted that, though the target group for the campaign is people with no or very little formal schooling, some people are admitted who have nominally achieved higher levels of schooling where the entrance/placement test administered to all prospective learners indicates that they are effectively illiterate and there is space in the class.

Prior reading ability

This was the learner's answer to the question “Could you read before the start of the *Kha Ri Gude* programme?”

Prior reading ability		
Ability	Frequency	Percent
No	569	36.5
A little	604	38.8
Yes	385	24.7
Totals	1 558	100

Activities replicated in site visit assessment and the LAP

Filling in a form

This is the moderator’s mark for the learner’s performance on a “Filling in a form” activity out of 8 and the educator’s mark for the similar activity in the LAP..

	Filling in a form			Activity 2	
Marks	Frequency	Percent		Frequency	Percent
0				2	0.1
1	6	0.4		5	0.3
2	7	0.5		10	0.6
3	46	3.0		16	1.0
4	136	8.8		64	4.1
5	107	6.9		347	22.3
6	174	11.2		143	9.2
7	186	12.0		138	8.9
8	886	57.2		833	53.5
Totals	1 548	100		1 556	100

Time of day

The learners complete a set of questions about what they did at certain times of the day out of 6 (a mark for each meaningful statement).

	Time of day			Activity 5b	
Marks	Frequency	Percent		Frequency	Percent
0				23	1.5
1	19	1		10	0.6
2	36	3		10	0.6
3	43	3		57	3.7
4	117	8		54	3.5
5	125	9		530	34.0
6	1 091	76		874	56.9
Totals	1 431	100		1 558	100

Write the missing numbers in a number grid

The learners fill in nine missing numbers in a grid of 1 to 100 (a mark for each correct number).

Missing numbers		
Marks	Frequency	Percent
1	4	0.3
2	8	0.5
3	10	0.7
4	21	1.4
5	15	1.0
6	203	13.4
7	44	2.9
8	86	5.7
9	1119	74.1
Totals	1510	100

The LAP activity was somewhat more comprehensive with 15 marks reduced to a mark out of 5.

Activity 13		
Marks	Frequency	Percent
0	1	0.1
1	1	0.1
2	18	1.2
3	89	5.7
4	186	11.9
5	1 263	81.1
Totals	1 558	100

Moderators' judgements on the congruence between the Site Visit Records and the LAPs

There were two general comparisons made, one of the congruence of the handwriting in the two instruments and the second of the authenticity of the LAP assessment when compared to the site visit assessment.

Comparison of handwriting

Moderators judged the match of handwriting in the *Site Visit Record* and the

Handwriting match		
Match	Frequency	Percent
Not match	147	9.4
Problematic match	160	10.3
Adequate match	592	38.0
Good match	659	42.3
Totals	1558	100

Authenticity of the Lap compared with the Site Visit Record

The moderators filled in their own assessment of the authenticity of the *LAP* compared with the *Site Visit Record*.

Overall authenticity		
Authenticity	Frequency	Percent
Clearly different writers	140	9.0
Problematic, difficult to decide	180	11.6
Mixed - most is clearly b y the same learner	643	41.3
Fully authentic	595	38.2
Totals	1558	100

Congruence Handwriting and Overall authenticity

Handwriting congruence	Overall authenticity				Totals
	Clearly different writers	Problematic , difficult to judge	Mixed - most is clearly by the same learner	Fully authentic	
No match	115	29	3	0	147
Problematic match	13	86	60	1	160
Adequate match	9	62	460	61	592
Good match	3	3	120	533	659
Totals	140	180	643	595	1558

Some crosstabulations

Reading aloud (Site visit)

The site visitor's score for the learner reading aloud a short text.

Reading aloud		
Ability	Frequency	Percent
Not at all	252	16.2
With difficulty	359	23.0
Adequately	774	49.7
Fluently	173	11.1
Totals	1558	100

Prior Grade level and Reading aloud (Site visit)

Grade	Reading aloud				Totals	Number
	Not at all	With difficulty	Adequately	Fluently		
None	26%	31%	40%	3%	100%	606
Grade 1	6%	20%	68%	6%	100%	356
Grade 2	25%	22%	41%	12%	100%	242
Grade 3	7%	15%	59%	18%	100%	98
Grade 4	2%	3%	63%	32%	100%	60
Grade 5	9%	23%	43%	25%	100%	56
Grade 6	4%	7%	50%	39%	100%	56
Grade 7	3%	22%	50%	25%	100%	32
Grade 8		11%	48%	41%	100%	27
Grade 9 or higher			60%	40%	100%	25
Totals	16%	23%	50%	11%	100%	

Whilst most learners read “adequately”, the predictable pattern revealed (pink for highest score, blue for next highest score) is that people with the least schooling have more difficulty and those from the higher grades are more likely to read “fluently”.

There was no exactly equivalent activity in the LAP, but the activity in which learners had to read as many words as they could from a list of words in a fixed time provides the closest match. The pattern here is not clear at all (apart from learners who had previously reached Grade 6 and 7 doing much better). The effectiveness of this LAP activity may need further investigation.

Prior Grade level and Reading speed (LAP Activity 4)

Grade	Reading speed mark					Total s
	1	2	3	4	5	
None	2%	7%	17%	18%	56%	100%
Grade 1	1%	7%	24%	19%	49%	100%
Grade 2	13%	10%	23%	13%	42%	100%
Grade 3	4%	16%	7%	11%	61%	100%
Grade 4	5%	13%	3%	20%	58%	100%
Grade 5	0%	21%	21%	5%	52%	100%
Grade 6	0%	4%	11%	11%	75%	100%
Grade 7	0%	19%	0%	3%	78%	100%
Grade 8	0%	26%	4%	19%	52%	100%
Grade 9 or higher	0%	0%	17%	33%	50%	100%
Totals	3%	9%	18%	16%	53%	100%

While a majority (53%) had a high (5) score on the reading words at speed tests there was little to differentiate between learners success here and their prior school grade level (except perhaps grades 6 and 7 did well). This may possibly be ascribed to the programmes’ success in teaching all the learners to sound out words.

Reading aloud and Reading speed (LAP Activity 4)

Reading speed (LAP Reading speed (Activity 4))	Reading aloud				Totals
	Not at all	With difficulty	Adequately	Fluently	
0	0	3	1	1	5
1	44	6	3	0	53
2	27	46	55	11	139
3	55	61	140	22	278
4	45	51	130	27	253
5	81	292	445	112	830
Totals	252	359	774	173	1558

The Reading Speed score did not distinguish particularly well between those who read aloud “adequately” and those who read only “with difficulty”.

Scores for Site exercises and LAP activities

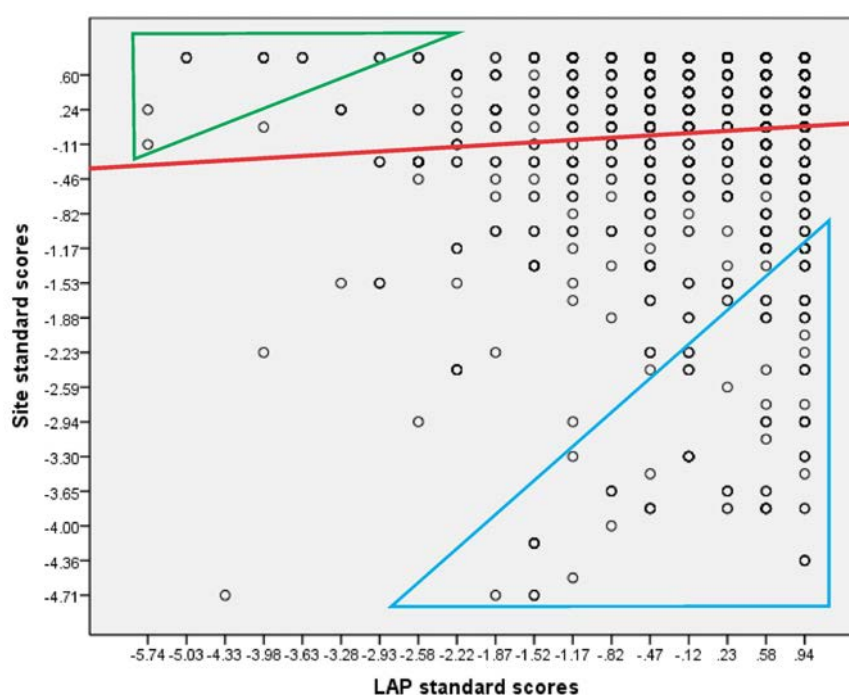
Most of the mean and median scores on these activities are relatively high (as would be expected for these simple demonstrations of competency).

The maximum total score for the five Site visit exercises (excluding the reading aloud test) was 31, for the more or less five equivalent LAP activities 28. The means and standard deviations are as follows:

	Mean	Standard deviation	Number
Site activities	26.6188	5.64971	1 558
LAP activities	25.3357	2.84805	1 558

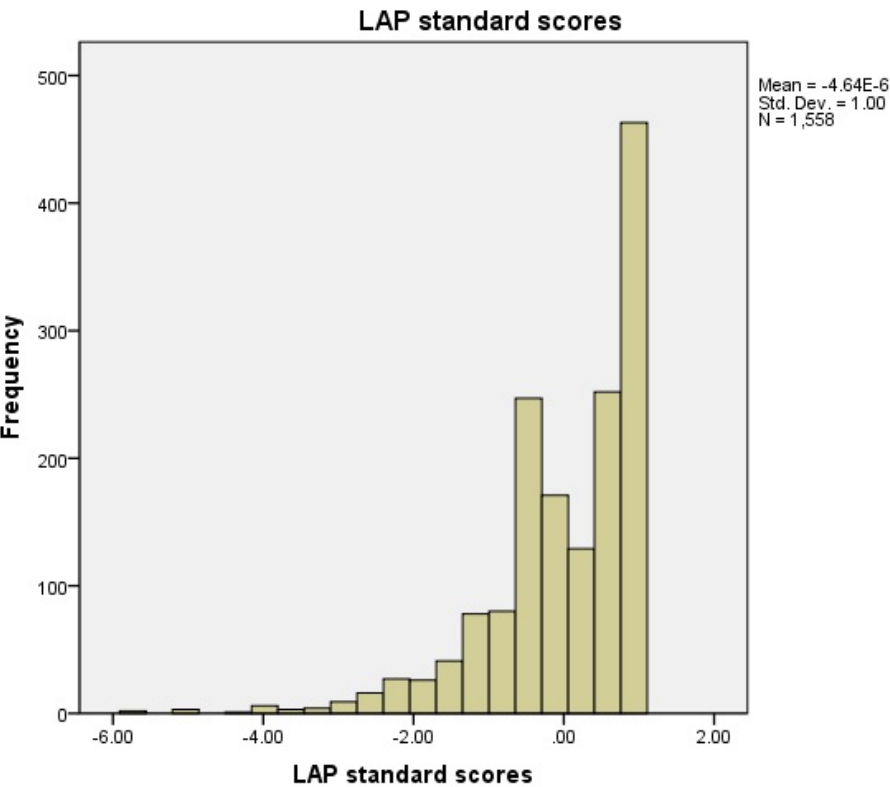
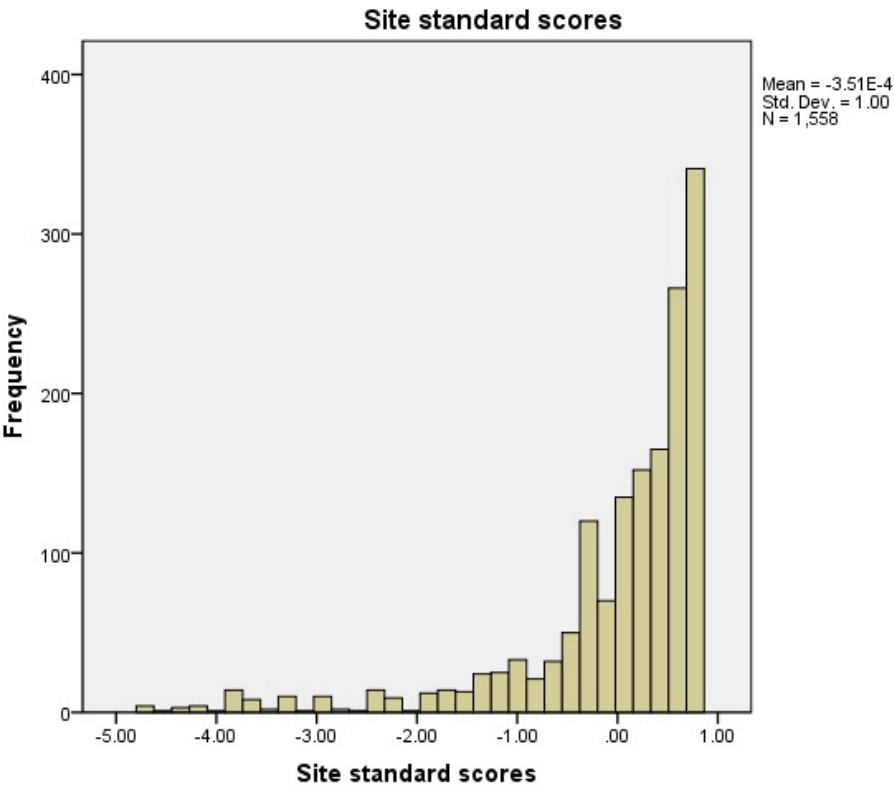
The means are comparable. The Site visit shows a larger standard deviation which suggests that there is a greater degree of homogenisation in the LAPs.

The correlation between the two sets of individual marks was very low (0.072), though when the two sets of scores are transformed into standard scores it is possible to view the pattern of general comparability graphically in a scatterplot. The red line indicates the regression line. Scores in the green triangle are high on the site test but low on the equivalent LAP activities. Scores in the blue triangle are high on the LAP but low on the site tests.



Generally the LAP marks tend to be relatively higher (as would be expected), though, as these bar graphs of the two sets of standard scores score show,

overall the general patterns of scores are similar.



Appendix 12

Implementation of the site visits in November 2011

Pilot

In February 2011 pilot site visits were run in Gauteng and KwaZulu-Natal by the SAQA team. These provided useful insights for designing the actual site visit procedures.

Sampling

Once the go-ahead was received it was decided that the SAQA team itself should take complete control of the process of selecting the sample of sites to be visited so that all arrangements independently of *Kha Ri Gude*'s own management.

The sample of sites was selected in late September 2011 on the basis of a range of considerations:

- **The budget:** This allowed for around 300 visits on estimates of the costs, about one percent of the total number of learning sites
- **Roughly proportional representation of provinces:** in the event, 60 each in KwaZulu-Natal and Eastern Cape, 40 each in Gauteng and Limpopo, and 20 each in Free State, Mpumalanga, Northern Cape and Western Cape. This meant that the smallest provinces in terms of participation were over-represented, but this seemed necessary for them to be adequately represented at all.
- **Randomly chosen coordinators:** the sample was first randomly selected from the national record of about 200; after inspection the random selection was “structured” to improve spread in terms of geographical and demographic coverage.
- **Travel economies:** After personal phone calls to all selected coordinators, slight further adjustments were made in order to ensure that longer journeys would be able to net at least two sites in one day

The sampling process and the vicissitudes of actual organising visits in situ led to some imperfections of coverage, notably in language distribution. Most notably, minority languages like isiNdebele and siSwati yielded few records, and there are no

matching sets for Venda or English, though these were made available. No special sites catering for blind or deaf learners were included in the sample. It is difficult to see how to overcome this problem of the smaller languages, as they are often found in mixed language classees.

Timing

The timing of the visits was a matter of concern. It was essential that the visits be conducted as close as possible to closure of the programme early in December, so that the assessment tasks would be done by learners who should have completed the portfolio - but who would still be available. At the same time, the visits should not allow for too long an opportunity for special forewarning and preparation that would make the results misleading. (In the event, the visitors found no evidence of special “grooming” of sites.)

The visits were conducted from late October into the first week of December. To some extent there was attrition because learners had by then “wandered away” from their programmes, having completed their portfolios early. This affected mainly some urban centres. In rural sites the educators and classes were happy to be visited, and to come together even on weekends. Packs of individual records for rural sites tended to be much fuller than urban packs.

Visitors

The site visits were managed and staffed by four consultancies. The top management of the consultancies participated in the design and planning of the roll out, entering into contracts with SAQA to this end. In identifying site visitors, the consultancies followed guidelines which called for individuals who had the maturity and experience to conduct survey-type activities reliably, with understanding and courtesy - and who had their own transport and knew the terrain to which they were assigned. In the event most of the site visitors had experience and training in adult education.

This model for employing the visitors worked well beyond expectations. With the backing of the senior consultants, the visitors contacted coordinators, supervisors and voluntary educators in the difficult task of scheduling and completing visits to remote places, juggling schedules, or organising special sessions. All the visitors would appear to have conducted their visits with dedication and dispatch.

Procedures and materials

The consultants and visitors were provided with highly detailed directions for conducting the visits. (Copies of the instructions are available separately.) The *Kha Ri Gude* learners were, courteously and helpfully, asked to complete a double page of

tasks without the presence of teachers or other interested officials. The tasks were drawn as a representative set directly from the portfolios, though some were adapted for the occasion. The sets of tasks were available in all eleven languages. Individual records from the site were kept in identifying folders with space for comments where necessary. Although every effort was made to require maximum identification information, especially for sites, there were weaknesses in this area leading to some limitations in matching visit records with portfolios. This will be dealt with in training in the next roll-out.

Actual roll-out

Many of the visitors were diligent beyond the call of duty in filling in the visit cover sheet – which was only intended for observations of special cases. Many also gave verbatim reports of their experiences. The following observations are possible from a rapid analysis of the cover sheets and these comments:

The consultancy management and the visitors were generally exhausted from the intensity of the experience in a hot season, but came back filled with enthusiasm for the project and eager to be involved again. The positive feeling seems to be reciprocal, with many comments from the coordinators at the verification weekend that the visits were enjoyed by the classes and educators (who seemed to be glad to be acknowledged).

Probably the most common observation on the cover sheets is that the learners loved *Kha Ri Gude* or at least found it very helpful. They and the educators often find the course too short, however, and are even more concerned that there should be follow-up. But it would seem from a smaller number of observations, that learners do not want to go to Public adult learning centres (PALCs) or to “do ABET”. They want a follow up of *Kha Ri Gude*.

Visitors were satisfied for the most part that the educators took the task of assessment through the portfolio seriously, and they and the learners tended to have a good grasp of the idea that the assessment should be the learner’s own work. The visitors were told on several occasions that the educator felt the need for fuller guidance about managing and marking the portfolios. (There is an occasional request that the portfolios be printed with a larger font, which goes together with a note that the learners need glasses.)

Learners valued the certificates, but educators sometimes observed that their classes from two years back were still waiting for certificates from the Department of Basic Education.

Some observations highlight the contexts of poverty, with learners asking for food to be supplied, or educators saying that their learners come to the class hungry. Learners also ask for *Kha Ri Gude* T-shirts.) There are numbers of complaints about the venue for learning being unsuitable.

Attendance at the site visit could be highly variable. On a few occasions no-one turned up, with no reasons being offered. Two visits in KwaZulu-Natal were aborted because the villages concerned were cut off by floods. Low attendance was caused by funerals, work, or offers of work. (Possibility of EPWP enrolments had most learners in one district making their priorities clear.) On the other hand, there were occasions when all the sites in a community or a valley insisted on participating in the visit.

Questions about the length of the tasks and the learners' ability to cope with them indicate that the instrument itself is reasonably appropriate. The majority of the learners seem to have completed the set of tasks in an hour. Some groups would appear to be made up of already educated learners, who completed the tasks quickly, but it was more common that groups were found to be very slow. Some visitors came back from long days in rural areas complaining (indulgently) that the learners were all old rural women and that the site visit had taken many hours.

The comments contain many local observations of a kind that will be familiar to adult educators - ranging from the difficulty of getting the class together regularly and consistently to complaints about late payment for the teachers. Perhaps the most individual remark was the point that *Kha Ri Gude's* timing did not take consideration of the chicory season (in the Eastern Cape). Criticisms like these are minor against the overwhelmingly positive feel of visitor comments.

Appendix 13

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 general 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. The four verification events have shown that, as captured by the verification methods used, that the marking of the LAPs over the last four years has been consistent. The decision to reduce the number in the general moderation sample was therefore justified.

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.

What we suggest for the next verification workshop with the 2012 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.

The hearing disabled sub-sample

The unusual rigour of the moderation of this small group needs to be examined and explained.

The site visits

These should be continued and the field recording instruments and tests refined.

Appendix 14

Quality and standards in the *Kha Ri Gude* campaign programme

Purpose of this report

The *Kha Ri Gude* Literacy Campaign is now in its fourth year of implementation, enabling over one million learners to read and write up to a level of literacy equivalent to ABET Level 1.

The purpose of this report is take an evaluative look at the programme at this point in its evolution. This will be done through two lenses: (i) the relationship of the *Kha Ri Gude* programme to the ABET Level 1 unit standards; and (ii) how ‘standards’ in a broader sense are achieved and maintained through quality assurance practices and procedures related to the programme.

The ABET Level 1 Unit Standards

The development of the *Kha Ri Gude* curriculum and course materials took into account accepted practice in the SAQA context. One of its starting points therefore was the ‘design-down’ process from the outcomes of the ABET Level 1 unit standards for Communication and for Mathematical Literacy.

In order to refresh the idea of standards in the system, this report briefly summarises the synergies between the relevant ABET standards (those that were current in 2007) and the programme coverage.

The overall credit value of the Communication (20 credits) and Numeracy (10 credits) standards at ABET level 1 is 30 credits, which translates into 300 ‘notional’ hours of study. The concept of ‘notional’ hours encompasses the idea that learners will practise and apply learned skills outside of instruction time, so the *Kha Ri Gude* programme provision of 240 hours of contact tuition is within acceptable parameters.

In the table below the Communication Unit Standard titles and Specific Outcomes are listed. Comment is made on the *Kha Ri Gude* programme in relation to these, and to other relevant aspects of the standards such as standard or outcome range.

ABET Level 1 Communication Unit Standards and <i>Kha Ri Gude</i>		
Unit Standard Title	Outcomes	Comment
Use basic reading/receptive skills to respond to defined simple texts [119633] [8]	This unit standard will give a learner initial mastery of reading/ receptive skills for a range of simple texts. • Use appropriate reading/receptive strategies to suit the text and the purpose of the task. • Understand the literal meaning of a text. • Relate text to own experience and knowledge • Identify features of a text.	The <i>Kha Ri Gude</i> programme starts from a baseline of inability to read, and uses enabling outcomes to build mastery of the alphabet, individual words and sounds up to sentences. By the end of the programme learners are assessed on their reading of simple text of different types, which meet the range specified in the unit standard. Learning activities meet the unit standard outcomes in that learners have to use comprehension skills to extract and process the literal meaning, and relate what they read to their own lives. They are familiarised with a number of formats such as pictures, dialogues, tables, lists, forms, textual conventions (e.g. letters), everyday practical texts, symbols and so on, covering the range examples given in the unit standard.

Use basic writing/signing skills [119638]	Persons credited with this Unit Standard will gain initial mastery of writing/signing skills for a range of simple texts. • Select and present content appropriate to the writing/signing task. • Organise and format text appropriately to the writing/signing task. • Use appropriate language structures.	The programme starts from a baseline of inability to write, and uses enabling outcomes to build conceptual and physical mastery of the alphabet, individual words and sentences. During the programme learners practise writing paragraphs, writing in their journals and writing down information into various forms and templates. By the end of the programme learners are assessed on writing connected sentences and producing a letter. The range of punctuation used (capitals, full stops, commas and questions marks) goes beyond the range specified in the unit standard.
---	---	---

Use speaking/ signing and listening skills [119630] [6]	This unit standard will be useful for learners who are acquiring an additional language, and wish to communicate orally/in sign with others on a simple level. • Initiate and maintain conversation. • Ask for and give simple information, explanations, directions and instructions. • Make and respond to offers and requests. • Express opinions and feelings. • Listen and respond to oral/ signed text.	The programme introduces English vocabulary in relation to all the outcomes listed in the unit standard, and enables learners to practise speaking English with each other and in groups. Learners also learn to speak about numbers and time through the medium of English, as well as learning how to use some verb forms, and some parts of speech such as pronouns and comparative adjectives. In addition, learners do some reading and writing in English in life skill contexts such as banking and form filling. Learners check each other and get feedback from their group and from the facilitator. There is no formal assessment against this unit standard.
---	--	--

To sum up, the Literacy (communication) *Kha Ri Gude* learning programme show more than sufficient coverage of the unit standards. In relation to the reading and writing skills, the portfolio tool gathers sufficient evidence at the right level for the award of these two standards. There is no formal assessment of the speaking and listening skills in English, but the outcomes are covered at the right level in the *English for Everyone* programme.

In the table below the Mathematical Numeracy Unit Standard titles and Specific Outcomes are listed. Comment is made on the *Kha Ri Gude* programme in relation to these, and to any other relevant aspects of the standards such as outcome range.

ABET Level 1 Numeracy Unit Standards and <i>Kha Ri Gude</i>		
Unit Standard Title	Outcomes	Comment
Work with numbers; operations with numbers and relationships between numbers [119370] [6]	People credited with this unit standard are able to: • Recognise, order, describe and compare numbers • Perform calculations to solve realistic and abstract problems • Use different techniques and strategies to calculate • Solve problems in contexts (social, economic, environmental, human rights) • Describe and illustrate a historical number system	The programme starts with a basic introduction to the concept of number and possible relationships between numbers. Learners practise counting and writing numbers, and move on to various forms of calculation, including adding, subtracting, multiplying and dividing. They begin to work with simple fractions, percentages and decimals. Activities involving calculations frequently use real everyday items (e.g. groceries; household items and so on) that learners can relate to. Many number concepts are introduced and practised through the use of games using dice or lotto cards, for example. As suitable for adult learners, mathematical concepts such as decimals and percentages are in addition mediated through money sums in everyday life applications, drawing on learners' own financial literacy knowledge. As required by the unit standard, learners practise using calculators. The only outcome that does not appear to be addressed in the programme is 'Describe and illustrate a historical number system', in terms of the outcome range given of '... a basic number system, e.g. the Egyptian or Roman system.'

Demonstrate an understanding of patterns, functions and algebra [119374] [2]	People credited with this unit standard are able to: • Recognise, create and describe various patterns and functional relationships • Investigate observed patterns and analyse mathematical situations and structures • Identify and describes number and geometric patterns in real-life situations	Many of the learning activities deal with understanding and recognising number sequences and number patterns, in both abstract and concrete contexts. A conceptual understanding of mathematical patterns and situations is mediated through working with fractions, and through discussing mathematical principles (e.g. asking ‘why’ questions in relation to number). Different ways of handling data are illustrated through graphic representations of number, through calendars, timetables, charts and so on. Geometric patterns are introduced through a wide variety of visuals and graphics, including pictures, shapes, forms, tables, calendars, clocks and number and shape games. Note: The <i>Kha Ri Gude</i> programme appears to follow the guideline given in the Independent Examination Board ABET Level 1 <i>User Guide</i> which states the following: ‘The Unit Standard uses the terms “functions” and “algebra”. However, at Levels 1 and 2 the work you are required to cover involves pre-algebraic thinking, which focuses mainly on patterns in various forms.’ (<i>IEB Numeracy ABET Levels 1 & 2</i>, 2006)
--	--	--

Work with shape, space and measurement concepts [119366] [2]	People credited with this unit standard are able to: • Recognise identify, name, compare and sort two-dimensional shapes and three-dimensional objects in the environment and in pictures • Read, interpret and draw simple maps • Solve simple problems in measurement contexts • Recognize and describe objects in three dimensions viewed from different positions	Volume, shape and measurement are all taught in the context of everyday life needs and applications (e.g. the use of containers, simple maps and directions, distance, baby weights and so on). The emphasis is on understanding the implications of dimensions, and practising measuring and interpreting for real life needs.
--	--	---

The relationship between the Numeracy ABET Level 1 standards and the *Kha Ri Gude* programme is not clear cut. Outcome 5 of 119370 does not appear to be covered, although the relevance of historical number systems to *Kha Ri Gude* learners is questionable. The issue of how ‘functions’ and ‘algebra’ can be understood at this basic level of numeracy cannot be explored in this report.

What can be said, however, is that the *Kha Ri Gude* programme appears to go beyond the Numeracy standards in relation to the emphasis on everyday life application of number-handling skills, and in terms of financial literacy, thereby fulfilling vital ‘fit-for-purpose’ criteria for learning programmes. The portfolio assessment tool gathers evidence of number-writing skills, counting, pattern recognition, addition and subtraction, multiplication and division, fractions and shapes, understanding of pricing, data handling through reading of tables to extract information, and measuring and map reading.

Some final comments can be made on the link between the Critical Cross Field outcomes as they appear in the ABET unit standards and the *Kha Ri Gude* programme.

The Communication standards include the ways in which language addresses the first five critical outcomes, but does not have much relating to numbers six and seven (using science, and understanding the world as a set of related systems). In relation to the developmental outcomes, mainly those addressing learning strategies, participation as a citizen and cultural and aesthetic sensitivities are included.

The Mathematical Literacy unit standards list all seven critical outcomes, and include all five of the developmental outcomes.

Clearly, many of the critical outcomes are inextricably bound up with language and with numeracy as our primary means of learning about and organising reality. The key question is whether the learning programme makes these critical outcomes ‘actionable’ (in the sense used by SAQA), or not. There is also a debate whether there is sufficient ‘content’ at ABET Level 1 in order to do this, and whether it is indeed even fair to engage with these complexities during the arduous process of learning to read, write and count. This argument notes that the critical outcomes, in a formal and assessable sense, need to ‘build on’ to these foundational skills after the acquisition of literacy. It should be noted, though, that the *Kha Ri Gude* programme does not claim to explicitly address any of the critical outcomes. It could perhaps safely be said that the active process of learning to read, write and count does ‘action’ at least some aspects of the critical and developmental outcomes.

The primary function of unit standards is to achieve a common understanding of the scope and coverage of related learning programmes, in order to guide the design of comparable educational provisions. As such they are only one of the tools contributing towards a quality standard in education and training. Other tools include assessment and moderation guidelines, provider accreditation requirements and quality assurance systems. In the next section of this report we look at other quality criteria for the evaluation of the *Kha Ri Gude* programme.

Kha Ri Gude and programme quality

In this section comment is made on the quality of the *Kha Ri Gude* programme and learner support materials. The *Kha Ri Gude* programme is made up of the following materials:

Learner Workbooks

These include the following:

Mother Tongue Literacy Manual to teach reading and writing in mother tongue

Numeracy Manual to teach basic numeracy in mother tongue

English for Everyone Manual to teach oral English

Learner Assessment Portfolio (LAP) as the overall assessment instrument

Learners also receive an alphabetised dictionary, a 'Journal Dialogue' booklet and the *Kha Ri Gude* Reading Book.

Educator materials

In addition to copies of the Learner Workbooks, educators receive *Facilitator's Notes* (for Literacy teaching, Numeracy teaching and English for Everyone) which include detailed lesson plans to follow in relation to the learner materials. Educators also receive a *Training Manual for Volunteers*, supported by a training video, which is the basis for the two day initial training workshop. The manual itself serves as a resource for the educators throughout delivery, as it includes various guidelines, templates and tracking forms. All of these materials form part of a 'teaching kit' that additionally includes stationary and administrative resources, as well as other support material such as a book box library.

Criteria for programme evaluation

There are widely accepted 'good practice' criteria for learning programme design and materials, covering a number of features which are considered in any evaluation of programme materials. Brief comment is made on the nature of the *Kha Ri Gude* materials against these categories. These categories and criteria are derived and adapted from a number of sources, including the *Policy Document on Adult Basic Education and Training* (Department of Education, October 1997); and *An Evaluation of South African ABET Learning Support Material* (Department of Education, SIDA and IEB, August 2000).

1. The design process

Key criteria here are that programmes are designed according to the needs of the target audience, drawing on theories of learning and teaching appropriate to the subject or discipline, and stating the relevant outcomes and standards at which learning is aimed.

The programme was developed by a writing team comprising African language experts, phoneticians and linguists in order to ensure that the literacy materials could be simultaneously versioned in all eleven languages. The level and desired outcomes took initial literacy and numeracy as a starting point, and were shaped by the ABET Level 1 unit standards as discussed above. The methodological approach is discussed in point 4 below.

2. Specifications and structure

Key criteria here are clarity regarding programme specifications, and appropriateness of structure.

Kha Ri Gude was designed for national delivery to address illiteracy. The delivery model uses volunteer educators mentored by supervisors who in turn report to co-ordinators, managed by various national teams with specific responsibilities.

Clear specifications are given in relation to:

- the target audience for learning
- the target ABET level to be achieved
- the aims and outcomes of the programme
- the layered delivery model, in terms of different roles and responsibilities of the different players, and in particular the structured support given for face-to-face teaching
- the structure of the overall programme, in terms of the way in which the different components (literacy, numeracy, oral English) are mediated.

In relation to how individual lessons are structured, there is a good balance between educator input, learning activities and feedback. The types of activities are varied, and there are opportunities to work alone, in pairs or in a group.

3. The Content

Key criteria here are that content is relevant and current, free of errors and supports the learning outcomes to be achieved.

After the initial learning of the alphabet, the content is mediated through themes, around which a set of lessons is structured. The themes for language deal with issues such as health, work, leisure and civic issues, of relevance and interest to adult learners, and aimed at stimulating applied use of language. The themes for numeracy

teach the basic number skills in the context of real life situations and applications, including financial literacy. The materials are clearly South African in origin, drawing on our own contexts, cultural practices and symbols.

The link between programme and the relevant ABET standards is discussed above.

The English-language versions of the materials are free of errors. This report has not evaluated the accuracy of the versions in other languages.

4. Methods

Key criteria here are that the teaching methods are informed by a professionally acceptable teaching methodology or theory, and that they satisfy professional standards (e.g. they have approaches and components compatible with the learning area or discipline).

The *Kha Ri Gude* materials use recognised literacy teaching methodologies, including phonics, the use of letter and word cards, games and practice-based drills. For numeracy, mastery of basic number operations is built up sequentially, and learners practise application of skills through a number of different types of activities, including games.

In general, the materials are interactive and activity-based. They are aimed at encouraging learners to work together as well as on their own, and to apply what they are learning to their own lives. Educators are given plenty of guidance on how to motivate learners and promote their self-confidence, relate learning to their prior experience, and take charge of their own learning resources. These features are all good exemplifications of adult education philosophies and practices. The statement of methodology given in the materials is as follows:

An integrated methodological approach is used drawing on the benefits of the language experience approach while taking seriously the recent developments emanating from neuro-cognitive research into how adults learn to read. In line with this research, the programme undertakes to enhance the visual literacy and perceptual skills learners need to “handle” a range of graphics. It also aims to develop automaticity by addressing the mechanics of reading, phonemic awareness, letter sound relationships and word analysis. At the same time it is ensured that the contextualisation and the rudiments of a language experience approach have not been compromised.

The materials meet the criterion that the methods claimed are applied in practice in the learner materials and facilitator guidelines themselves.

Given that the educators are volunteers who may not have had prior experience in teaching adult basic education, the *Facilitator Guides* are appropriately directive and

helpful in giving step-by-step guidance on how to teach effectively.

5. Readability and presentation

Key criteria for readability are that the language, vocabulary, style and syntax are at the appropriate level, easy to use (good spacing, font size, presentation of information, captions and so on), and should be visually appealing and durable.

In terms of language in the English language versions, both the learner materials and the facilitator materials are perfectly pitched for their target audiences. The *Kha Ri Gude* materials are exceptionally well presented and well referenced, with varied and interesting illustrations, graphical representations of information and support materials. They are both sturdy and attractive.

6. Assessment

Key criteria here relate to achieving an appropriate balance between formative/diagnostic assessment, and formal assessment for competence. In addition, there is generally a stress on ‘transparency’ in that learners need to know when, how and why they are being assessed.

Most of the ongoing formative assessment during the programme is very informal, in the sense that it relates to ‘checking’ of work during lessons, and utilising peer feedback. This approach is appropriate for ABET level 1 learners who have had little experience (or bad experiences) of formal education: they should not be overwhelmed with ‘formal’ assessments and tests that could undermine their confidence. At a certain point in the literacy programme (Theme 4), learners are given a short diagnostic test in order to place different groups of learners. At key points in both the Communication and Numeracy programmes, learners complete relevant assessment activities in order to start building up their portfolios.

The primary formal assessment mechanism throughout the programme is the Learner Assessment Portfolio (LAP) for Communication and Numeracy (mother tongue). While portfolios are acceptable as a summative assessment instrument for certification, it is well known that they pose a number of challenges. Briefly, these comprise of lack of standardisation of evidence, problems with standardisation of marking by different assessors, questions related to authenticity, and a number of moderation problems

The *Kha Ri Gude* programme has tried to address these issues as follows:

- The LAP is designed so that learners provide evidence of achievement at key points in their literacy and numeracy progress.

- The LAPs are highly structured so that comparable evidence is received from all learners.
- Marking criteria and structured templates are clearly set out to enable educators to mark to the same standard.
- Educators are trained in the marking process prior to delivering the programme, and have opportunities during the programme to check the standard of marking with supervisors and other volunteer educators.
- Authenticity is confirmed through a recently-introduced Site Verification Task on an acceptable sample basis.
- There is a structured moderation process which has evolved over the life of the *Kha Ri Gude* project. It includes moderator training, standardised procedures, and review of the new Site Verification Task in relation to designated portfolios.

Putting it all together in a Quality Assurance Framework

The diagram on the next page sums up the various elements that go to make up *Kha Ri Gude* model. Brief conclusions are given on each of these elements:

Design and development: the materials are excellent in coverage, methods and appearance, and the programme should enable learners to achieve the required level of the ABET level 1 unit standards.

The programme meets ‘fit-for-purpose’ criteria in that it addresses real life needs for literacy and numeracy of its target audience. It may be that a review against the most recent unit standards is required.

Delivery is probably the most complex aspect of an undertaking of this nature, and relies heavily on human resources and logistical efficiency. This report can only state that the facilitator support materials are more than adequate.

The assessment model and instrument suits the target group of learners, but there are areas of potential slippage in the portfolio approach. This puts greater emphasis on the moderation process.

The moderation process has been developmental in nature, and can only strengthen as an experienced pool of moderators is built up. The recent innovation of a verification test is a good addition to the model.

Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

- Standards
- Literacy and numeracy teaching methods
- Adult education approaches
- Good practice materials development principles

Delivery

- Layered approach: coordinators, supervisors, volunteer educators
- Training: delivery, methods, and marking
- Systems and procedures
- Support people

Assessment model

- Formative assessment
- Portfolio assessment

Moderation Process

- Verification tasks
- Sample comparison with LAP
- LAP moderation procedures

Report to the
South African Qualifications Authority (SAQA)

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

Year Five: 2012

David Adler, John Aitchison and Edward French

12 June 2013

Contents

Executive summary.	iii
-------------------------	-----

Report

A major, low-key programme of national importance.	1
Value added by and to SAQA.	2
Provisos and recommendations.	5
The <i>Kha Ri Gude</i> course, its assessment and its marking.	6

Appendices.	9
------------------	---

1. The initial relevant competencies of the personnel involved.	11
2. The design and implementation of the verification process.	12
3. The sampling process.	15
4. The training guide.	19
5. The training impact of the verification process.	45
6. The Certificate given to the Moderators and Verifiers.	47
7. The results of the marking rating.	51
8. The quality and standard of the learning exhibited in the portfolios.	55
9. An analysis of moderator comments.	59
10. Sizes of class as a check on authenticity.	61
11. The site visits.	63
12. An analysis of site visit/LAP congruence.	71
13. The Moderators' responses to the site Visit and LAP comparison.	87
14. Suggestions for improvements to SAQA and <i>Kha Ri Gude</i>	94
<i>Kha Ri Gude</i> Quality Assurance.	96

Executive Summary

Rapid overview

This report gives an account of SAQA's processes of moderation and verification of the *Kha Ri Gude* national literacy campaign in 2012, and specifically of the findings of the verification workshop held at the end of March 2013.

A short history of *Kha Ri Gude* and SAQA's involvement with the programme is provided. Arguments on the basis of the findings of the verification workshop are offered, and are backed by extensive tabulation and discussion of the results.

The report records that the SAQA specialists appointed to conduct the process:

- consider the process to have advanced to the point where it would be justified to describe it as “quality assurance”,
- drawing on the observations made during verification and moderation, judge the overall achievement of *Kha Ri Gude* and its implementation positively,
- find that the processes of moderation and verification justify the recording of the 2012 results on the National Learner Record Database (NLRD), in spite of some uncertainties discussed in the report, and
- make recommendations that SAQA continue the process in a developmental spirit, and that the Department of Basic Education put in place processes to strengthen the authenticity of the learners' portfolios and further enhance the consistency of the marking.

A summary of the moderation of the 2012 *Kha Ri Gude* results

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, 609,199 in 2010, 660,924 in 2011, and 676,323 in 2012.
2. At the end of March 2013 SAQA conducted the fifth annual moderation of the *Kha Ri Gude* adult literacy campaign. A sample of 36,228 Learner Assessment Portfolios (LAPs) was scrutinized by 220 *Kha Ri Gude* moderators and verifiers with oversight by the six senior verifiers from the SAQA team. This sample represents 5.7% of the 635,270 LAPs returned at the end of 2012.

3. The appended accounts and data allow for the conclusions that:
- The management of the logistics, records and data for *Kha Ri Gude* since 2008 has been more than satisfactory, and outstanding in certain respects.
 - The moderation process in the first four years has led to a stable system and a shared understanding of SAQA's demands. The overall processing for 2012 was again satisfactory, showing a tightening of procedures, minimal unsatisfactory marking at the *Kha Ri Gude* classes and a small overall incidence of possible irregularities.
 - The overall statistical pattern is similar to that for 2011.
 - 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 (93%) was judged excellent or acceptable.
 - Moderator recommendations that particular marks be raised or lowered were few (7% of the total), and partly balanced each other out (moderators wanted 5% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison of the 2008, 2009, 2010, 2011 and 2012 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 7%). No more than 2% of the marking indicated the possibility of serious irregularities.
4. The site visits and assessment tests to 300 classes in October 2012 continued the process of 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). Analysis of the results of matching the site tests with the LAPs has indicated a fair comparability affirming general authenticity of the LAP results though the lack of detailed correlation at the individual level raises concerns about the marking by the educators of the LAPs. From this first full experience of comparative analysis it seems that simple technical changes in the marking system within the LAPs plus more rigorous training of educators in the marking could enhance the comparability of site visit tasks with the LAPs.
5. As in the case of the 2011 campaign cohort, the SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2012 be recorded on the NLRD.

Report

A major, low-key programme of national importance

The three SAQA specialists appointed to manage the verification and moderation of the *Kha Ri Gude* national adult literacy campaign reiterate their previously expressed view that they have been participating in an achievement – one that needs to be more broadly known. The positive view below is one reached after an appropriately sceptical engagement with the programme. Although the SAQA task is pointedly not one of evaluation, the following views are of relevance to the quality assurance of the programme:

The achievement of *Kha Ri Gude* consists in a range of features of the campaign which include:

- the sheer reach of the campaign, which has registered over 2,916,000 adult learners since 2008, with over about 90% completing the 6-month course
- comprehensive, professional and attractive published curriculum materials in huge quantities – workbooks and portfolio books in all eleven official languages and Braille, as well as educators' guides
- an extremely efficient logistics system which annually distributes over 670,000 sets of materials to all corners of the country, tracks enrolments and collects and manages the return of over 635,000 portfolios, while managing the registration and payment (mainly small stipends) of close to 40,000 educators in decidedly non-formal contexts (homes, garages, churches), often in remote areas
- a generally successful hierarchy made up of voluntary educators (responsible for the recruitment and teaching of at least 18 learners each year), assisted by local supervisors under the guidance of district coordinators, who report to national management in the Department of Basic Education
- use of an official moderation and verification approach linking the programme to the quality demands of the National Qualifications Framework (NQF) allowing successful learners to be recorded on the National Learner Record Database (NLRD)

There is no reason to change the high praise for the *Kha Ri Gude* model. It should be extended in various ways, as recently proposed in adult education and training policy discussions. However, the scope and content of the programme and aspects of the staffing and management have been unchanged over the five years, so that the model could start to be undermined by implementation fatigue and repetitiveness. Moreover, based on their knowledge of the adult literacy terrain and their observations in the various quality assurance activities, the Senior Verifiers are concerned that the

original constituency for *Kha Ri Gude* has been more or less saturated. If it continues to be implemented in its present form (content, level, timing) it will become a self-sustaining institution with some re-distributive benefits, but no new learning or development.

SAQA's quality assurance is undertaken to help ensure that the adult literacy learners are not let down again by the failure of education provision, but are the beneficiaries of a credible product and service. It is good to be able to report that this is the case.

By 2013 it is possible to say that SAQA has introduced an appropriate model of quality assurance to *Kha Ri Gude*, and is not merely moderating and registering results.

The site visit evidence provide much evidence for the positive "reality" of *Kha Ri Gude* and show that for the most part the knowledge and skills reflected in the portfolios are those of the learners themselves. However the processes and evidence of the visits raise interesting questions of interpretation and practice which need to be explored.

Provisos and recommendations

Inevitably in so large a programme operating in contexts of poverty and need, allowance must be made for operational imperfections and uncertainties of decision. For example, in spite of the impressive programming of the logistics, records and identities have become confused in the relay through to the NLRD, though we understand that much progress was made in the second half of 2012 to regularise this.

We must repeat that the major conundrum for quality assurance in this context relates to the question of authenticity. *Kha Ri Gude* operates in a context in which values and concerns are shaped both by communal (ubuntu) mutuality and an adult education ethos that emphasizes caring and a non-competitive stance. Cases where learners' work has clearly been assisted by a helping hand cannot readily be dismissed as irregular or even fraudulent in this context, and yet are not exactly acceptable in the formal registration of credits. The obvious solution might be to introduce a simple national external examination in the place of, or in addition to, portfolios. But this solution poses considerable problems in reality. It decidedly works against the ethos of the campaign, and would introduce its own problems of intrusive additional cost and management – without by any means eliminating irregularities (as is seen in conventional examinations systems such as the National Senior Certificate).

As will be seen in the appendices, the site visits threw up a proportion of cases – as many as 11% of the sample – where the authorship of the portfolio is questionable. The SAQA specialists have debated the implications of this observation at length. The awareness of the site visits on the part of the 220 coordinators who analysed them plus action by national management will almost certainly continue to reduce the incidence of possible irregularities in 2013 and 2014. However, this beneficial quality assurance effect must be strengthened by explicit instructions and training on the part of *Kha Ri Gude* management.

(Note that in the 2012 workshop all the coordinators were involved in the analysis of the site visit tasks against the equivalent LAP tasks. This approach may have contributed to the problem of correlation discussed below – as opposed to creating a more specialised team – but was justified in terms of spreading awareness of the procedure for the sake of future growth in the validity of the LAPs.)

The *Kha Ri Gude* course, its assessment and its marking

Assessment within *Kha Ri Gude*

The learners are 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 (the service provider) 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 and 2011, and 95% in 2012. The SAQA verification of the 2012 returns involved the drawing and moderating of a 5.7% sample (36,228 LAPs) representative of all languages, provinces, and supervisors.

Level of *Kha Ri Gude* courses and portfolios

Scrutiny of the curriculum and course materials in 2008 and 2011 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 in 2012 cohort remain essential the same or similar (with minor refinements and enhancements). There is a need for the content (not format) of the LAP to change as the identical exercises have now been in use for five years.

Integrity of marking of the portfolios

The moderation exercise undertaken annually provides what we consider to be a solid basis for accepting the results as a whole. (See details of the design for the 2012 verification exercise in Appendix 2.)

We note the following:

- The annual moderation process in which some 220 coordinators with expert guidance follow stringent procedures to ascertain the extent to which the marking of the Learning Achievement Portfolios of evidence establishes that the management and scoring of the LAPs has a high degree of reliability. (See Appendix 1 and 2.)
- 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 2012 exercise) were successfully trained in the revised moderation procedures with highly specific criteria and guidelines. (See Appendix 4.)
- The first moderation judgement 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.)
- The second moderation judgement required deciding on the accuracy of the level of the marks given to learners. (See Appendix 4.)
- The third judgement related to the marking of the site visit record sheets where they had to mark the site-based assessment and decide on the authenticity of the LAP as compared to the site visit evidence. (See Appendix 4.)
- Most of the coordinators have carried out the moderation procedures for a number of years. To some extent their moderation has now become routine. This has benefits in the ease of implementation and in general reliability, but may have disadvantages of a certain complacency and boredom – especially as the content of the programme has remained unchanged in all but a number of trivial details. Although this factor was exacerbated by a certain underlying discontent in the 2013 workshop (related to certain central management issues and not to the workshop itself), there is no reason to qualify the previous view of the general professionalism of the moderation.
- 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 (93%) was judged excellent or acceptable. (See Appendix 7.)

- Moderator recommendations that particular marks be raised or lowered were few (7% of the total), and partly balanced each other out (moderators wanted 5% 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, 2010, 2011 and 2012 marks for the whole LAP, the communication/language and numeracy components, and for each question, indicate a high degree of congruency.
- 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 (7%) 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 2%) of possible indications of incompetent or irregular practice. The improvements in the moderation process have made it possible to detect these cases 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 9.)
- The size of classes reported provides a rough and ready check on the authenticity of the portfolio data. (See Appendix 10.)

The site visits undertaken in 2012 as further step towards external quality assurance of *Kha Ri Gude*

The site visits undertaken in November 2011 and October 2012 complete the cycle of verification activities in the programme to establish a process that could be considered quality assurance (as opposed to moderation only) appropriate to an external quality council role.

The site visits to a representative targeted sample of 300 class sites in all provinces yielded 2,669 records that could be matched to submitted LAPS (See Appendix 12). There was a fair degree of

overall fit between achievement on the LAPs and the independently assessed performance of actual learners at actual sites on near identical tasks. In other words there is a satisfactory, though not perfect, degree of authenticity of the evidence for awarding credits from the rigorously analysed site data (see Appendix 12). However, certain caveats have to be noted in relation to the lack of correlation between the individual marks in site visit and LAP (see below).

Each site visit yielded a report from the visitors which strongly supports the value of *Kha Ri Gude* and the genuineness of the activities of learners and voluntary educators (See Appendix 11). In broad terms, the learning sites and those involved in them were impressively “real”. Learners around the country volunteered appreciation and asked for longer courses, and, above all, for follow up into further education. Voluntary educators appeared to be genuinely committed and well apprised of their responsibilities in terms of the honest assessment of learners’ performance and stated that learners themselves were sometimes critical if they thought that less competent co-learners were receiving certificates. Although the latter point is impressionistic rather than rigorous, the site visits resulted in overwhelmingly positive reports concerning the impressive reality of the campaign (which is particularly notable as most visitors set out on the task either knowing little or nothing about the campaign or with some scepticism about the project.)

The site visits, like the rest of SAQA’s work on *Kha Ri Gude*, constitute quality assurance rather than “mere” technical verification. In other words, they are seen as capacity development exercises in which those involved in running the campaign become aware of the demands and constraints of properly quality-assured learning outcomes. In this respect, the annual verification workshops immediately raised awareness and improved practices (See Appendix 5). There is reason for confidence that the reality of the site visits and the analysis of the site visit records by the coordinators will increase accuracy, discipline and the quality of delivery in the coming year(s). Explicit reminders of the site visits by *Kha Ri Gude* management will enhance this quality assurance effect.

The issue of the lack of correlation between the individual results for site visit test and LAP are a cause for puzzlement, if not concern. This lack of correlation between the total site and LAP scores is visually displayed in the contingency table in Appendix 12 and no linear pattern is detected in the scatterplot of the two overall scores.

All the paired site and LAP exercises had very low correlations. No correlation exceeds 0.10. Although some of these coefficients are statistically significant, this is an artifact of the very large sample size ($n > 2600$). In terms of variance explained, less than 1% of the variance is explained in every case. This is saying that the relationship is meaningless.

Though it is possible that this is partly explained by the small range of possible scores for each exercise (8, 5, 5, 6, 10, 4) and that this would affect the power of the correlation coefficient. Because of the small range of possible scores for each exercise it is likely that a minor marking misjudgement (one mark difference) may have a large impact. However, even if that was corrected for, it is unlikely that the correlation would increase to a meaningful level.

Also, in the LAPs the final score for each activity relies on the marker interpreting a set of criteria (which serve to reduce a set of ticks down to a score out of 5). Though these criteria seem admirable, it is possible that they are not clearly understood by the educator markers. This suggests a possible need for a new marking scheme and more training for the educators.

It should be emphasised that the site visit tasks were not designed with a view to obtaining finely grained statistical correlations. Their main use was in the establishment of the reality and identity of the learners and the judgement of authenticity of the LAPs by comparison of handwriting and the probability that the person who did the tasks was also the person who did the LAP. In these respects the findings were acceptable.

The detailed statistical analysis was an afterthought. It should be a useful tool for gaining insight into the relationship of portfolio and test. For this to work well, though, the scoring procedures on the LAPs should be simplified and made more direct (no reduction to small range scores), and the site visit tasks must be fine-tuned.

Need for a meeting of minds

In the course of its quality assurance action, SAQA has gained insights, puzzlements and concerns about the actual achievement of knowledge and skills in the *Kha Ri Gude* programme. The huge worth of the *Kha Ri Gude* model and the social movement that it represents demand that these issues be shared at the highest levels to ensure that further use of the model is truly fruitful. A meeting between relevant top education leadership and SAQA regarding the possible refinement of the model might be organised as early as possible after the release of this report.

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 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 to 2011 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 to 2011.

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 to 2012. A very small minority of coordinators were newly appointed in 2012, most had served in 2008 to 2011.

monitors (who monitor the implementation of the programme in a cluster of four 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 learner assessment portfolios of evidence designed by *Kha Ri Gude*.

It was decided that certain 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 these Learner Assessment Portfolios (LAPs).

In addition the verification activities would be enhanced by a comparison of the results from a number of site visits conducted by SAQA in late 2012 with those in the LAPs submitted by those learners.

A design for the workshop was developed during January and February 2013 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 of the LAPs and do the site visit results and LAPs comparison (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
3. the six SAQA **senior verifiers** who supervised the workshop. These verifiers included the original three senior verifiers appointed in 2008 by SAQA and three new senior verifiers (all of whom had taken part in previous verification workshops), who were nominated by *Kha Ri Gude*. The senior verifiers 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 trouble-shooting and strategic adjustments where necessary.

On the first day of the workshop (Friday 22nd March), a general input was given on developments, followed by all the moderators being taken through the process of marking the site visit record sheets and entering certain data from the corresponding LAPs. Though this was a complex process it was completed by the afternoon.

On Saturday the moderators continued with their examination of full packs of LAPs. They were also 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.

People who had no previously moderated were trained as a separate sub-group. They were taken through the *Guide for moderators and verifiers* and data capture forms and issued with sets of portfolios to moderate.

Moderators were seated together in the relevant language groups.

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.

Thereafter work on the previous moderation process for the LAPs continued, though on Sunday 24th March, given the already large sample already looked at, instructions were given that, in the case of the remaining LAPs, a smaller sample (initially, 6 or a third of 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.

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 Sunday evening.

As many of the *Kha Ri Gude* personnel have done this activity five times there have been more vocal requests for a “real” assessment and moderation qualification to be issued to them.

Appendix 3

The sampling process

Drawing the sample

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 one 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.

Some 676,323 learners registered in 2012 and 635,270 submitted LAPs, a 94% return rate.

The SAQA team visited the warehouse where all the 633,281 LAPs (the number excluding the 1 989 submitted from the hearing disabled (1,453) and the Braille scripts (536)) were stored after the data from them had been captured. Instructions were given that SAB&T were to draw a “third pack from each supervisor” sample, thus making available for moderation approximately one tenth of all the LAPs. The senior verifiers are satisfied that the selection of each third pack had no influence on the nature of the sample. In addition, the full 1,989 scripts of the hearing disabled and the Braille scripts were drawn.

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 16,164, which is less than half of what was moderated in actuality.

Packs containing an estimated nearly 63,000 LAPs were drawn from storage and of these some 36,228 were moderated with at least some LAPs drawn from every pack. This sample size (5.7%) was more than adequate and far larger than normally required in social sciences research. In addition all the LAPs from hearing disabled people were moderated as well as all of the Braille scripts.

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

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 site visit and LAP comparison sample

During the site visits in 2012, learners present were asked to complete a brief assessment instrument. These *Site Visit Record* sheets were matched with LAPs submitted by the same learners. Not all could be matched but a final tally of 2,669 learners' site visit tests were matched to their completed LAPs. Moderators were instructed to mark the site visit records and enter the marks for the equivalent activities in the LAPs as well as to make a judgement on the authenticity of the match.

Province	Number of learners		
	Registered	Submitted LAPs	Sample
Eastern Cape	23.8%	24.3%	28.7%
KwaZulu-Natal	22.0%	22.1%	22.2%
Limpopo	16.1%	16.5%	16.9%
Gauteng	13.1%	12.9%	9.6%
Mpumalanga	8.4%	8.5%	7.6%
Free State	7.8%	7.4%	7.1%
North West	5.3%	5.1%	5.6%
Western Cape	2.3%	1.9%	1.5%
Northern Cape	1.1%	1.3%	0.9%

Language	Number of learners		
	Registered	Submitted LAPs	Sample
isiXhosa	26.0%	27.0%	30.6%
isiZulu	26.4%	27.6%	24.3%
sePedi	13.3%	14.8%	11.9%
seTswana	9.0%	8.6%	8.8%
seSotho	8.4%	8.6%	8.1%
xiTsonga	4.1%	4.4%	5.9%
tshiVenda	3.0%	3.1%	2.3%
siSwati	2.9%	3.0%	3.0%
isiNdebele	1.6%	1.8%	3.0%
English	1.6%	0.2%	0.9%
Afrikaans	0.7%	1.1%	1.2%

The low number of submitted LAPs in English is the one noticeable anomaly.

Language by province										
Language [sample size]	Province (as % of language)									
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	Submitted/ Sample
isiXhosa	89	<1	<1	2	<1	<1	2	6	<1	Submitted
11 087	93	1	<1	1	<1		<1		<1	Sample
isiZulu	<1	79	<1	14	6	<1	1	<1	<1	Submitted
8 783		90	<1	7	3				<1	Sample
sePedi	<1	<1	70	20	8	1	<1	<1	1	Submitted
4 298			78	16	5	1				Sample
seTswana	<1	<1	2	25	2	52	9	<1	8	Submitted
3 198	<1		3	24	<1	61	8		4	Sample
seSotho	2	<1	2	24	1	1	70	<1	<1	Submitted
2 918	1	<1		24			74		1	Sample
xiTsonga	<1	<1	61	16	20	2	<1	<1	1	Submitted
2 153			78	12	9	1				Sample
tshiVenda	<1	<1	91	5	3	<1	<1	<1	<1	Submitted
842			97	3				<1		Sample
siSwati		<1	<1	2	95	1	<1	<1	1	Submitted
1 080	<1	1		1	98					Sample
isiNdebele	<1	<1	4	9	84	2	1	<1	1	Submitted
1 089		1	7	2	90		1			Sample
English	4	20	6	50	1	1	8	6	3	Submitted
326	5	6	12	55	2	8	7	4	1	Sample
Afrikaans	11	3	5	22	3	4	14	16	22	Submitted
425	13	11		18	<1		4	16	37	Sample
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	

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 of 2012

21 to 24 March 2013

--

South African Qualifications Authority
Kha Ri Gude literacy campaign South Africa

© South African Qualifications Authority and Kha Ri Gude literacy campaign
South Africa, 2013

South African Qualifications Authority
Postnet Suite 248
Private bag X06
Waterkloof
0145

Kha Ri Gude literacy campaign South Africa
Department of Basic Education
Private Bag X895
Pretoria
0001

Contents

The purpose and benefits of this verification	1
The three groups involved in this verification	1
What do the participants commit themselves to?	2
What do the senior verifiers do?	3
What do the verifiers have to do?	3
What do the moderators have to do?	4
The judgments the moderators have to make	4
The forms the moderators use	6
<i>General Checklist for verifying the marking of the LAPs</i>	7
<i>Learner Assessment Portfolio verification: data sheet 1 – class set</i>	9
<i>Learner Assessment Portfolio verification: data sheet 2 – sample from class set</i>	10
<i>Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set</i>	11
<i>Site Visit Correlation: data sheet 4</i>	13
The moderation process using the first four data forms	14
The three activities chosen for special attention	15
The moderation process using the Site Visit Correlation: data sheet 4	16
Outline of the verification process	18

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 do 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?

Five 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.

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

They will ensure that a suitable number of LAPs are compared with assessment results obtained from SAQA site visits to a sample of Kha Ri Gude classes.

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.

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 main 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 to check 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.

They will also mark the assessments written by learners during the SAQA site visits.

The judgements the moderators have to make

The moderators have to make **three** types of **judgements**. The first judgment is really about the marker, the second is about the learner and the third is a comparison of two assessments. These judgements have to be indicated by you on the data forms.

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 you are 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). Remember – you are rating the marker (low) not the learner (which would also be low).

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). Remember you are rating the marker (low) not the learner (in this example, high).

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).

Judgement Three: How do learner marks in the LAP compare with the marks given by you to a site-based assessment?

This judgement is based on your comparison of the LAP completed by the learner with a site-based assessment (which you will mark).

The forms the moderators use

There are five forms the moderators can use:

Guidelines for verifying the marking of the LAPs

Data sheet 1

Data sheet 2

Data sheet 3

Data sheet 4

Guidelines for verifying the marking of the LAPs

This is a two page general checklist (printed on green paper) that can be used in an initial training or warm up round. This checklist is used only for the first three LAPs looked at. It is not handed in but, when these first three LAPs are looked at, a *Data sheet 1* should also be started, which will be handed in.

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.

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 must record how many LAPs there were in the whole class set pack.

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.

Data sheet 4

The *Site Visit Correlation: data sheet 4* (on yellow paper) is used to enter data from *Site Visit Record* sheets and your marks for the learner's site visit assessment, some corresponding marks from the learner's LAP and your judgement on the authenticity of the LAP as compared to the site visit assessment.

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 1?		
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	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																									
10																									
11																									
12																									
13																									
14																									
15																									
16																									
17																									
18																									

Verifier name: _____ Signature: _____ Date: _____ 2013

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	
	#	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: _____ 2013

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	
------------------------	--

Kha Ri Gude: Site Visit Correlation: data sheet 4

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 isiNdebele	04 siSwati	05 isiXhosa	06 isiZulu	07 seSotho	08 sePedi	09 seTswana	10 tshiVenda	11 xiTsonga
--------------	------------	---------------	------------	-------------	------------	------------	-----------	-------------	--------------	-------------

Educator name: _____ Educator ID:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

 Educator Unique Number:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

#	Learner Unique Number	Site visit record							LAP							Compare			
		Sch	Rpl	Fif	Wor	Lee	Tod	Num	Add	Yrs	Lpr	Total	A2	A4	A5B	A7	A13	A14	Ove
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			

Verifier name: _____ Signature: _____ Date: _____ 2013

The moderation process using the first four 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.

The three activities chosen for special attention

Give one tick for each correct answer.

Yes ☒ No ☐

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

1 Learner answered all 3 questions correctly.

2 Learner answered 2 questions correctly.

3 Learner answered 1 question correctly.

4 Learner answered 2 questions correctly. Let the learner reread the newspaper article about Martha and her baby and try to answer again at a later stage.

5 Learner has only one correct answer. Let her or him try to do the activity again at a later stage. Also check whether she or he understands how to fill in 'Yes' and 'No' answers, or whether she or he has specific reading problems.

KwaZulu Assessment Portfolio

Activity 9

WRITING

Let learners do this activity after they have completed Writing 8.

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

Mark Criteria Date

1 All sentences are well constructed and meaningful.

2 Learner has made some mistakes but sentences are meaningful.

3 Learner has made many mistakes but sentences are understandable.

4 Sentences are not understandable. She or he should redo the activity.

5 Learner was not ready to do the activity and should redo it later.

KwaZulu Assessment Portfolio

WHAT SHAPE IS THIS?

Example: Circle

Draw the shape then shade 1/2.

Draw the shape then shade 1/2.

Draw the shape then shade 1/2.

Draw the shape then shade 1/2.

Draw the shape then shade 1/2.

Mark Criteria Date

1 Learner has given 6-10 correct answers.

2 Learner has given 5-9 correct answers.

3 Learner has given 4-8 correct answers.

4 Learner has given 3-7 correct answers.

5 Learner was not ready to do the activity. Let learner redo this exercise at a later stage.

REMEMBER! Always use full names.

Total number of ticks for activity 10.

KwaZulu Assessment Portfolio

Blank lined area for writing or drawing.

Moderation using the *Site Visit Correlation: data sheet 4*

The purpose of this verification activity is to **compare** the way the Learner Assessment Portfolios (LAPs) were completed with the results of a brief set of assessment exercises the learners did during a site visit to the class by SAQA personnel in late 2012.

The process

Each moderator will have a pack of *LAP*s from the class visited and a set of *Site Visit Record* sheets completed by learners in that particular class (though not necessarily from all the learners in the class).

- A. Take the yellow *Site Visit Correlation: data sheet 4* and fill in your Name, ID, and Unique Kha Ri Gude number, and then the Province, Language, Educator name and the Educator ID for the set of LAPs you have in hand. If there is more than one language in the set, use a separate data sheet for each language.
- B. It will be useful at this point to put the pile of *Site Visit Record* sheets and the *LAP*s in the order of the Learner's unique number (01 to 18) because you have to match the *Site Visit Record* for each learner with that learner's *LAP*.

Now take the first *Site Visit Record* sheet and the matching *LAP* and complete the steps C, D and E below.

- C. Look at the *Site Visit Record* sheet and complete the steps 1 to 9 below in the section on the *Site Visit Correlation: data sheet 4* in the sections 'Learner Unique Number' and 'Site visit record'.

*Note: All the handwriting in green is by the SAQA visitor. Do not mark **green** text in the answers – it is **not** by the learner.*

- 1. Fill in the "Learner Unique Number" (on front cover of LAP and on page i of the LAP).
- 2. Enter the learner's answer for "Number of years learner attended school" (0 to 5) on page i of the LAP into the column *Sch*.
- 3. Enter the learner's answer to the question "Could you read before the start of the Kha Ri Gude programme?" (No = 1; A little = 2; Yes = 3) in column *Rpl*.
- 4. Mark the learner's performance on the "Fill in this form" activity out of 8 (using the 8 blue mark blocks – each block ticked is a mark for a adequate answer by the learner) in column *Fif*.
- 5. Mark the learner's answers to the "Read and fill in the right word" reading comprehension by filling in the five missing words in the text out of 5 (a mark for each plausible word) in column *Wor*.

6. Write in the score written down for “Reading aloud” (Could not read at all = 1; With great difficulty = 2; Slowly and with some difficulty = 3; Adequately = 4; Fluently = 5) in column *Lee*.
 7. Mark the learner's completion of the question “Write what you do during the week at these times” out of 6 (a mark for each meaningful statement) in column *Tod*.
 8. Mark the learner's answers to “Fill in the missing numbers” out of 10 (a mark for each correct number) in double column *Num*.
 9. Mark the learner's completion of “Add the following” addition sums out of 4 in column *Add*.
- D. Next take the matching LAP belonging to that learner and complete the steps 1 to 8 below in the section “LAP”:
1. Fill in the number of “Number of years learner attended school” (one of 0 to 5) on page i into column *Yrs*.
 2. Fill in the answer to “Has learner ever learnt to read and write before joining the Kha Ri Gude?” (1 (Yes) or 2 (No)) in column *Lpr*.
 3. Copy the “Total Combined Mark” from the mark sheet page i into double column *Total*.
 4. Fill in the learner's **Total number of ticks** for Activity 2 “Filling in a form” on page 3 of the LAP (out of 8) in column *A2*.
 5. Fill in the learner's **Mark** for Activity 4 “Reading speed” on page 7 of the LAP (out of 5) in column *A4*.
 6. Count the number of ticks for Part B *only* of Activity 5, “Now say what you do during the week at these times” and fill in this mark (out of 6) in column *A5B*. [Do not use the mark in the **Total number of ticks** block, as it is for both parts A and B.]
 7. Fill in the learner's **Mark** for Activity 7 “Comprehension” on page 13 of the LAP (out of 5) in column *A7*.
 8. Count the number of ticks the “Fill in the missing numbers” part of Activity 13 on page 21 only (out of 10) in column *A13*.
 9. Count the number of ticks for the first 4 blocks in Activity 14 “Addition and subtraction” on page 22 only and fill in this mark (out of 4) in column *A14*.
- F. Now, on the basis of your looking at the learner’s **Site Visit Record** and **LAP** do a comparison in the section “Compare” :
1. Fill in your **own** assessment of the authenticity of the **LAP** compared with the **Site Visit Record** (Clearly different writers/handwriting = 1; Problematic, difficult to judge = 2; Mixed - most is clearly by the same learner = 3; Fully authentic = 4) and fill it in column *Ove*.

Outline of the verification process in 2013

Training session for new moderators

This will be done separately.

Introduction

Information will be given about the timetable, the purposes of the verification (See page 1.) and signing of commitment form (See page 2).

First session using the Site Visit Correlation: data sheet 4

In plenary the participants should sit in the area designated for the particular language group.

The special site visit pack will be distributed to each moderator. In the pack will be a file with a set of Site Visit Records for a particular class of learners and the pack of the corresponding LAPs for the class.

Instructions will be given on how to fill in the data sheets (see pages 13, 16-17)

Once the set from a class is completed, another pack can be collected. Most moderators will not deal with more than two packs.

Introductory moderation session (if required)

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.

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.

Normal moderation sessions

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.

Further rapid moderation sessions

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

Further detailed moderation sessions

Further instructions will be given and sets or randomly selected individual portfolios moderated using Data sheet 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 three years? From numerous comments and observations made by participants it is clear that the first four 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 2012 and 2013 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 all the verification workshops have had a positive training impact and enhanced the campaign's work.

Empowerment

As in previous years, the verification participants felt empowered by the experience. Further insights were gained into the marking principles and ratings applicable to the portfolios and through the correlation of the site visit assessments and the LAPs. 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, though they are increasingly vocal in wanting some kind of certification for the assessment and moderation experience and skills.

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, though they would like a more serious qualification

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 previous years 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. The training of the new moderators was particularly well received.

Appendix 6

The Certificate given to the Moderators and Verifiers



Service Recognition Award

presented to

Name of Recipient

This Award certifies that you successfully received training and participated in the National Verification Workshop, held on the 21 March 2013 to 24 March 2013, to ascertain the integrity of the student Learning Assessment Portfolios of the Kha Ri Gude Mass Literacy Campaign.

We congratulate and thank you for your contribution to SAQA and the implementation of the NQF.

24 March 2013

Chief Executive Officer
South African Qualifications Authority

Date
Certificate No. 01/2013

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	16.0%	25.6%	17.8%	20.7%
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.	76.3%	69.8%	75.8%	71.2%
I =	Inaccurate and/or inconsistent judgement.	4.8%	3.0%	4.0%	6.6%
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.	2.4%	1.6%	2.3%	1.4%

The evidence from the moderators is consistent and clear. The majority (91%) 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 11%. When three individual activities were examined slightly more excellent marking was detected (average 22.3%) compared with the whole LAP marking (18.3%). With the inaccurate or problematic marking the three individual activities average was 9.5% as against the overall assessment of 8.7%.

An analysis was done of the problematic marking (summarised in the tables in Appendix 9). Though there is some variability between the problematic marking recorded for each province and language this variability is within reasonable bounds.

Comparison with the marking ratings of previous years

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

Summary of quality of marking ratings by year						
Code	Description of rating	Year				
		2008	2009	2010	2011	2012
E =	Excellent well judged accurate assessment	57%	28%	16%	21%	20%
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%	69%	73%
E + A		87%	86%	90%	90%	93%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%	5%
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%	3%	2%
I + P		13%	14%	10%	9%	7%

What is interesting about this data series is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic (and problematic marking is decreasing).

There is evidence of a now stable 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 and 21% in 2011 and 20% in 2012). This we would ascribe partly 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.

The quality of marking rating of the hearing disabled sample

Although this is a small group of 1453 LAPs it was analysed separately to determine whether it differed from the general sample.

Summary of quality of marking ratings of hearing disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	28.8% [16.0%]	28.3% [25.6%]]	11.6% [17.8%]]	13.7% [20.7%]]
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.	31.4% [76.3%]	37.1% [69.8%]]	34.8% [75.8%]]	45.7% [71.2%]]
I =	Inaccurate and/or inconsistent judgement.	26.3% [4.8%]	24.4% [3.0%]	19.8% [4.0%]	13.7% [6.6%]
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.	13.5% [2.4%]	10.1% [1.6%]	33.8% [2.3%]	17.3% [1.4%]

As with the previous year the evidence from the moderators (themselves hearing disabled, as are the original educators who marked these LAPs) is consistent in giving much higher percentages for Inaccurate and Problematic marking, though overall the **pattern** of rating of marking for the regular and deaf disabled groups is similar (they correlate at 0.7). What seems to be the case is that the level of strictness for recording poor marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough (see below)). Whatever the explanation for this continuing situation, further inquiry is needed, though this group is an extremely small subgroup of the *Kha Ri Gude* learners.

Appendix 8

The quality and standard of the learning exhibited in the portfolios

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	92.3%	96.0%	94.1%	90.5%
U	Mark is too low (the mark should be put up higher)	2.1%	1.5%	2.1%	1.9%
D	Mark is too high (the mark should be brought down lower)	5.6%	2.5%	3.9%	7.5%

Again, the ratings are fairly consistent. The moderators believed that for most (about 93%) 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 7% 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 (5% versus 2% raised).

Comparison with the 2008 to 2011 fairness and quality of the mark ratings

Generally the rating of the level of the learner's performance was done in a fairly congruent way with that of previous years:

Summary of fairness and accuracy of the mark ratings						
Code	Description of rating	Year				
		2008	2009	2010	2011	2012
S	Mark given is accurate and fair	87%	87%	91%	91%	93%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%	2%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%	5%

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 9.

The quality and standards rating with the hearing disabled sample

Summary of fairness and accuracy of the mark ratings with hearing disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	48.6% [92.3%]	51.4% [96.0%]	33.4% [94.1%]	45.7% [90.5%]
U	Mark is too low (the mark should be put up higher)	3.8% [2.1%]	10.4% [1.5%]	3.4% [2.1%]	6.7% [1.9%]
D	Mark is too high (the mark should be brought down lower)	47.6% [5.6%]	38.2% [2.5%]	63.2% [3.9%]	47.6% [7.5%]

As with the moderators' rating of the accuracy of the markers, their judgment on whether the marks were at the right level was done far more strictly. Again, overall the **pattern** of rating of marking for the regular and deaf disabled groups is somewhat similar (they correlate at 0.4, a much weaker correlation than in the previous year when it was 0.7). What seems to be the case is that the level of strictness for recording inaccurate or unfair marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation this continuing situation needs inquiry.

Appendix 9

An analysis of moderator comments

A tally was made of the small number (4.5%) 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 1 616 comments	% of LAP sample of 36 228
Marking does not match grading criteria, shows questionable judgement or, more broadly, is inaccurate or bad	536	33%	1.5%
Portfolios not marked (partially or completely)	369	23%	1.0%
Irregularities ignored such as inauthentic answers with different handwriting, copying or near identical responses in a class, or signs of undue educator influence	364	23%	1.0%
Marks transferred or added incorrectly	141	9%	0.4%
No signatures from educator or supervisor or educator	117	7%	0.3%
Administrative details absent, incomplete or wrong	89	6%	0.2%
Total	1 616	100%	4.5%
Total as % of the 36 228 LAPs moderated	4.5%		

These comments are not large in number. Overall the total number of incidences of what can be considered serious comments (on possibly bad marking and the ignoring of irregularities) applies to only 2.5% of the portfolios. It is interesting to note that the number of comments is less than half of the previous year's number (4.5% compared with 10.6% of LAPs moderated) which suggests an improvement in the marking.

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

	2 655	Number of comments	% of the 1 616 comments	% of LAP sample of 36 228
Bad marking	Inaccurate marking	331	20.5%	0.91%
	Grading criteria misunderstood	120	7.4%	0.33%
	Bad marking (general)	43	2.7%	0.12%
	Questionable judgement	33	2.0%	0.09%
	Some Qs not done but marked	9	0.6%	0.02%
Not marked	Not marked (partially or completely)	315	19.5%	0.87%
	Total mark given but no signs of questions being marked	54	3.3%	0.15%
Irregularities ignored	Not learners handwriting	302	18.7%	0.83%
	Not learner's work (general)	35	2.2%	0.10%
	Copying (general)	19	1.2%	0.05%
	Q9 inappropriate	8	0.5%	0.02%
Adding marks	Marks transferred incorrectly	95	5.9%	0.26%
	Marks counted incorrectly	20	1.2%	0.06%
	No scores	26	1.6%	0.07%
Administrative details incomplete or wrong	No dates (or same date repeated)	43	2.7%	0.12%
	Duplicate student numbers	18	1.1%	0.05%
	Details incomplete	16	1.0%	0.04%
	No ticks	12	0.7%	0.03%
Signatures missing	No signature coordinator	64	4.0%	0.18%
	No signature supervisor	28	1.7%	0.08%
	No signature educator	25	1.5%	0.07%
Total		1 616	100.0%	4.46%

The hearing-disabled group submitted 316 comments (on a large 21.75% of the sample). Their pattern of comments is however very similar to that of the general sample (though 41 comments were made stating that the voluntary educators needed training).

Appendix 10

Sizes of classes as check on authenticity

In previous verification workshops a rough and ready check was made on the authenticity of the portfolio data by seeing if there was any tendency to keep artificially high the number of portfolios submitted per class. Such a practice would disguise any dropout of learners and possibly requiring some portfolios being concocted.

This was done by making a tally of a sample of LAPs submitted from classes (and excluding classes where the class packs of LAPS had been disaggregated because of multiple languages). Unfortunately the data recording by the moderators appears to have become confused when they were asked to only moderate a smaller number from each pack and it is unclear whether the tally recorded in these cases refers to the number marked only or the number of LAPS in the whole pack. Excluding 778 cases where the accuracy is in doubt, classes with a full 18 class members submitting LAPS formed 75.6% of the sample.

This does suggest that, whatever the strong (and no doubt exceedingly strong) pressure to keep the class size at 18, there is some authentic recording of dropout. Though the results of this measure of authenticity provide some encouragement, it must be recognised that it is of limited utility and that the real dropout (or irregular attendance) rate is probably higher and therefore the genuine regular class size somewhat lower.

Appendix 11

The site visits

In November 2012 site visits were conducted at 300 physical sites with overall attendance by learners from about 300 classes (of the overall 37,000 classes). SAQA appointed visitors met with the voluntary educator attached to the class of learners and/or other local *Kha Ri Gude* personnel and those members of the class who were in attendance.

The main aim of the visits was for learners to complete sample tasks under independent supervision to enable the verification of the results on the Learner Assessment Portfolios (LAPs). However, it was also important for the verification process for SAQA to gain some insight into the reality of the provision, and particularly of the broader quality of the site-based assessment process.

At each site the visitors asked the learners present to complete a set of assessment exercises (very similar in content and difficulty to those in the Learner Assessment Portfolio). This set of exercises were a revised and re-typeset version of the ones used in 2011.

Each set of assessment exercises was enclosed in a folder on which would be recorded details of the site and the visitors' observations on the class. The SAQA visitor had to complete substantial identification details. There was also ample space for the visitor to write down observations (guided by some questions), though the visitor was under no obligation to do so (and the visitors' guidance notes made it clear that they are not to see themselves as evaluators).

The additional questions were originally intended for three purposes:

- To provide insight into how the verification exercise and the instrument were received and completed by the learners (and by the Educator and Supervisor)
- To obtain insights into the attitude of the participants at the site to the assessment process
- As an incident record (to note problematic experiences or deviations from expectation).

Although the completion of the questions was optional, a remarkable majority of the visitors did fill in the cover questionnaire for each visit, often providing interesting views on the process. Because of the interest of these comments, they have been summarised below.

It must be noted that the visitors' notes and comments were not those of trained researchers or field-workers. They were spontaneous, but often seriously professional reflections on what was experienced at the site. They quite often deviate from the specific requirements of the questionnaire. The visitors' guide makes it very clear that they are not to see themselves as evaluators. The fact that their views are unsolicited may be seen as adding to their interest.

The analysis categories

The analysis follows the questions as set out in the site visit cover folders.

- Time taken for verification tasks (roughly)
- Do you see this as: Very slow; slow; reasonable?
- Comments on the way learners approached the tasks: ...
- What did the learners think about the Kha Ri Gude programme?
- Is there anything notable in the voluntary educator's or supervisor's views on the Learner Assessment Portfolios (LAPs) and on the marking of the LAPs?
- Any other comments you may need to make.

The analysis looks at the frequency of responses, from the frequency of time taken to the frequency of recurring general comments by the visitor.

Each of the responses on the question sets was subjected to two processes of analysis:

- It was scored on a scale from 0-4 (0 being very negative, 4 being very positive)
- Responses were allocated a number for each new point as that point arose.

The analysis

Time taken

It should be noted that the content of the tasks was taken entirely from work that the learner should already have completed in the LAP.

The tasks in the verification exercise would take a fully literate person familiar with the content between five and ten minutes to complete. A newly-literate adult completing a 6-month programme will inevitably take much longer.

The time recorded:

Time taken	Number of sites
More than 90 minutes	49
Between 60 and 89 minutes	99
Between 40 and 59 minutes	55
Between 20 and 39 minutes	89

The slowest recorded time was more than two hours. Some 15 cover folders do not report the time.

Judgement on time taken

The site visitors' judgements of the speed of completion of the tasks were:

Time taken	Number of sites
Very slow	21
Slow	69
Reasonable	192

The variance in time appears from a rough examination to have some correlation with difference between deep rural areas and more urban areas. However, it is also clear that the different teams involved set themselves different limits. From the judgements of the speed of completion it would seem that many of the visitors were tolerant of slow times, taking context into account. Thus, most of the very slowest times were recorded in KwaZulu-Natal reflecting a serious concern for the old people encountered at remote sites by a particularly professional team closely involved in literacy work. Slow times were often accompanied by a note from the visitor begging for the older learners to be supplied with reading glasses.

Some of the quick completion rates raised a query from the visitor about whether the learners were *bona fide* adult literacy learners, as they seemed to be too highly literate already.

Learner's attitudes to the verification exercise

Learner's attitude to the verification exercise (as graded by the site visitors) were generally positive:

Attitude to verification	Number of responses	As % responses
Very positive	48 (16%)	18%
Positive	155 (52%)	59%
Acceptable or Satisfactory	48 (16%)	18%
Negative	12 (4%)	5%
Not recorded	37 (12%)	

The KwaZulu-Natal responses were notably very positive.

In summary, here is a range of the main points made (in descending order of frequency):

- The learners were eager but nervous or anxious initially (some thought the visit related to a certificate) but relaxed after explanation (62).
- Many learners needed some assistance (59) (some more than others (22), some needed too much (18) (especially with Task 6 (Writing down what they do at different times of the day during the week.)).
- The learners were confident / active / involved / enthusiastic / enjoyed the event (44)
- The learners were eager to write what they saw as an official test in order to prove themselves and/or obtain a certificate – though sometimes a little anxious because of this (31)
- The learners appreciate external quality assurance of their work (13)

The handful of negative responses relate to dissatisfaction with local delivery of the programme, not with the SAQA site.

What learners think about the Kha Ri Gude programme

Responses were remarkably positive:

Attitude to Kha Ri Gude programme	Number of responses	As % responses
Very positive	52 (17%)	20%
Positive	216 (55%)	62%
Satisfied	40 (13%)	15%
Not satisfied	8 (3%)	3%
Not recorded	36 (12%)	

In summary, here is a range of the main points made (in descending order of frequency):

- The learners want more time **and** more levels in the Kha Ri Gude programme (45)
- The learners want more time for the course (often suggesting 12 months) (33)
- The learners are grateful and want more (30)
- Very happy, would like Kha Ri Gude to continue being offered (21)
- The learners are proud and grateful (32)
- The learners experience the programme as life-changing (32)
- The reception of the programme is only moderate (14)

Other points worth noting including a number of secondary responses reporting that learners' struggle because of poor eyesight, plus calls for more reading matter, and for food gardens linked to the project. Two pleasant observations were that "learners feel that their dignity has been restored" and that "through Kha Ri Gude learners feel included in the new South Africa." A number of sites were pleased to have external visits and called for more attention from the centre.

Voluntary educators' or supervisors' views on the Learner Assessment Portfolios (LAPs) and on the marking of the LAPs

Although there were fewer of these observations they were overwhelmingly positive.

View on LAPs and verification exercise	Number of responses	As % responses
Very positive	46 (15%)	22%
Positive	104 (35%)	50%
Satisfactory	51 (17%)	24%
Unsatisfactory	9 (3%)	4%
Not recorded	90 (30%)	

The 3% unsatisfactory rating was always a matter of the visitor being distinctly unimpressed by the educator or with the running of the class as a whole. In other words, the comment had little to do with the LAPs or the verification exercise *per se*.

In summary, here is a range of the main points made (in descending order of frequency):

- There is not enough time to do justice to the course (33)
- The Voluntary Educator had no problem marking the LAPs, thought them fine (26)
- The Voluntary Educator is very fair and helpful to the learners (24)
- The site is generally very satisfactory (18)
- The Voluntary Educator likes the way the whole system fits together (13)
- The Voluntary Educator needs more training and supervision (12)
- The class had fallen behind in the course (10)
- The slow delivery of materials is problematic to the Voluntary Educator (7)

General comments

The general comments box was often left empty, but nearly half of the visits do have comments and these are largely positive.

General comments	Number of responses	As % responses
Very positive	31 (10%)	22%
Positive	81 (27%)	57%
Negative	24 (8%)	17%
Very negative	5 (2%)	4%
Not recorded	159 (53%)	

The comments offer a scatter of views, which include:

- There is a need for more (visible) monitoring of Kha Ri Gude's hierarchy and site delivery (19)
- There's a felt need for new levels in Kha Ri Gude (22)
- Better venues are sorely needed – perhaps state facilities (10)
- The visitor is excited, grateful, deeply impressed (9)
- Classes are well organised with good Voluntary Educators (9)
- Impression that already educated people were being used for the site visit instead of actual learners (if these existed) (8)
- Learners need reading glasses (8)
- Bad weather (rain, floods) or pay-day caused low learner turn-out for some site visits (6)
- Delays in stipend frustrate the Voluntary Educators (4)

Appendix 12

An analysis of site visit/LAP congruence

The purpose of gathering this data through this verification activity was to **compare** the results of this brief set of assessment exercises with the results of the Learner Assessment Portfolios (LAPs) completed by learners during the programme.

When the completed LAPs were submitted at the end of the programme an attempt was made to match the completed site visit assessment sheets from each site with the corresponding pack of submitted LAPs from that class.

An analysis was made of the comments made on each site visit (see Appendix 11).

At the verification workshop at the end of March 2013, the moderators took the matched site visit records and LAPs and marked each site visit assessment as well as recorded the marks obtained in the analogous activities in the LAP.

This data was then analysed and some basic frequency tables generated, which are reproduced below.

The sample

The site visit record sheets from the classes were to be matched with the corresponding pack of LAPs submitted from that class.

Not all the matches could be made by the time of the workshop at the end of March 2013 but finally 2 669 site record sheets were each linked to the corresponding completed (or partially completed) LAP.

Where there was no match there are three possible explanations:

- an administrative matching failure
- the person completing the site visit record was a registered *Kha Ri Gude* learner but did not complete and submit her or his LAP
- the person completing the site visit record was not a registered *Kha Ri Gude* learner (and therefore had no LAP to submit).

Site visit records by Province and Language										
Language	Province									
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	Total
isiXhosa	886			8	38			126	18	1076
isiZulu	11	478	4	51	2					546
sePedi	15		148	99	20	40				322
seTswana				49		128			16	193
seSotho		12		8			77			97
xiTsonga			135		69					204
tshiVenda			69							69
siSwati				1						1
isiNdebele				1	38					39
English				37	1		22	12		72
Afrikaans								5	45	50
	912	490	356	254	168	168	99	143	79	2 669

The site visit report findings as matched to the LAPs

Prior experience

Two questions were asked about prior educational experience, one asked for the length of schooling and the second asked whether they had been able to read before. They were answered by the learners during the site visit. The answer in the LAPs would most probably have been entered by the Voluntary Educator at the beginning.

Grade of schooling achieved

This was the learner's answer to the number of years of schooling (0 to 5 or higher).

Site visit: Grade of schooling completed			
Years	Frequency	Percent	Cumulative percent
None	1 112	41.7	41.7
Grade 1	693	26.0	67.6
Grade 2	328	12.3	79.9
Grade 3	212	7.9	87.9
Grade 4	139	5.2	93.1
Grade 5 or higher	185	6.9	100.0
Totals	2 669	100	

LAP: Grade of schooling achieved			
Years	Frequency	Percent	Cumulative percent
None	1 275	47.8	47.8
Grade 1	347	13.0	60.8
Grade 2	1 025	38.4	99.2
Grade 3	15	0.6	99.7
Grade 4	7	0.3	100
Totals	2 669	100	

Crosstabulation of School grade reached

A crosstabulation between the site visit data and the LAP data on years of schooling raises a problem with the datasets that applies to all the data from the comparison. There is a wide discrepancy between the two datasets that makes any attempt to generate correlational data problematic.

Grade of schooling completed

		LAP					
S I T E	Years	None	Grade 1	Grade 2	Grade 3	Grade 4	Totals
	None	660	91	356	4	1	1 112
	Grade 1	332	109	248	2	2	693
	Grade 2	112	49	166	1	0	328
	Grade 3	70	33	102	7	0	212
	Grade 4	49	30	58	1	1	139
	Grade 5 or higher	52	35	95	0	3	185
Totals		1 275	347	1 025	15	7	

Take the site visit's categorisation of 1 112 learners as having no schooling and the LAP as there being 1 275. But only 660 learners correlated across the two datasets. The LAP data was entered by the educator, the site visit data by the site visitor. What explanation is there for this huge discrepancy:

- that the data was incorrectly captured by educator or site visitor or both?
- that the learners provided incorrect information?

It needs to be noted that, though the target group for the campaign is people with no or very little formal schooling, some people are admitted who have nominally achieved higher levels of schooling where the entrance/placement test administered to all prospective learners indicates that they are effectively illiterate and there is space in the class. To what extent did learners who had some schooling deny it in the hope of being admitted to a class as people with no schooling?

Prior reading ability

This was the learner's answer to the question “Could you read before the start of the *Kha Ri Gude* programme?” There was a similar question in the LAP.

	Site: Prior reading ability			LAP: Prior reading ability	
Ability	Frequency	Percent		Frequency	Percent
No	1 241	47		1 647	62
A little	1 393	52			
Yes	35	1		500	19
0 ?				522	20
Totals	2 669	100.0		2 669	100.0

It is unclear what the miscoded “0” in the LAP data stands for: ‘No’ was “2”, ‘Yes’ was “1”.

The more nuanced site visit question generated the modal number of people with “a little” reading ability.

Filling in a form

This is the moderator's mark for the learner's performance on a "Filling in a form" activity out of 8 and the educator's mark for the similar activity in the LAP.

	Site: Filling in a form			Lap: Activity 2	
Marks	Frequency	Percent		Frequency	Percent
0	286	10.7		72	2.7
1	24	0.9		21	0.8
2	27	1.0		22	0.8
3	110	4.1		63	2.4
4	50	1.9		190	7.1
5	74	2.8		532	19.9
6	145	5.4		262	9.8
7	358	13.4		314	11.8
8	1595	59.8		1192	44.7
Totals	2 669	100.0		2 668	100.0

The site visit does identify those who simply cannot complete the task. The LAP generally, and predictably, has more positive results.

Comprehension/Cloze test/Comprehension test

The two activities are not directly comparable but both do test comprehension.

	Site: Missing words			LAP: Activity 7	
Marks	Frequency	Percent		Frequency	Percent
0	549	20.6		105	3.9
1	80	3.0		24	0.9
2	117	4.4		39	1.5
3	259	9.7		297	11.1
4	1 607	60.2		303	11.4
5	57	2.1		1 901	71.2
Totals	2 669	100.0		2 669	100.0

Time of day activities

The learners completed a set of six questions about what they did at certain times of the day. The site and LAP exercises are identical.

	Site: Time of day			LAP: Activity 5b	
Marks	Frequency	Percent		Frequency	Percent
0	590	22.1		84	3.1
1	107	4.0		22	0.8
2	109	4.1		30	1.1
3	235	8.8		79	3.0
4	182	6.8		215	8.1
5	167	6.3		617	23.1
6	1 278	47.9		1 622	60.8
Totals	2 668	100.0		2 669	100.0

Write the missing numbers in a number grid

The learners fill in nine missing numbers in a grid of 1 to 100 (a mark for each correct number).

	Site: Missing numbers			LAP: Activity 13	
Marks	Frequency	Percent		Frequency	Percent
0	500	18.7		64	2.4
1	34	1.3		11	0.4
2	23	0.9		16	0.6
3	23	0.9		55	2.1
4	51	1.9		258	9.7
5	217	8.1		2 249	84.3
6	1 811	67.9		1	0.0
7				1	0.0
8					
9	1	0.0		3	0.1
10	7	0.3		11	0.4
Totals	2 667	100.0		2 669	100.0

It is possible that most moderators did **not** follow the instructions in copying the LAP mark (marks were actually out of 10 not 5) and entered the mark for this activity and a previous activity (out of 5). The site mark is also puzzling, suggesting that learners were incapable of filling in the missing numbers 69, 76, 81 and 100 in a table of 100 numbers.

Addition

The learners completed a set of four simple addition sums. The site and LAP exercises are identical.

	Site: Add			LAP: Activity 14	
Marks	Frequency	Percent		Frequency	Percent
0	590	22.1		84	3.1
1	107	4.0		22	0.8
2	109	4.1		30	1.1
3	235	8.8		79	3.0
4	182	6.8		215	8.1
5	167	6.3		617	23.1
6	1 278	47.9		1 622	60.8
Totals	2 668	100.0		2 669	100.0

The statistical correlation between the site visit and LAP datasets

All the paired site and LAP exercises had very low correlations. No correlation exceeds 0.10. Although some of these coefficients are statistically significant, this is an artifact of the very large sample size ($n > 2600$). In terms of variance explained, less than 1% of the variance is explained in every case. This is saying that the relationship is meaningless.

It is possible that this is partly explained by most of the activity marks being on a 5 point scale and that this would affect the power of the correlation coefficient, but even if that was corrected for, it is unlikely that the correlation would increase to a meaningful level. No linear pattern is detected in the scatterplot of the two overall scores.

A contingency table of the overall site visit and LAP total mark sets is reproduced on the next page.

Contingency table of site visit and LAP total marks

Site score	LAP score																															
	0	5	7	8	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total							
0	10	0	1	0	0	0	0	0	0	0	1	3	8	4	13	8	22	41	30	26	32	54	0	0	253							
1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	1	0	1	1	0	1	0	0	7							
2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	4	0	0	2	0	0	10							
3	0	1	0	1	0	0	0	0	0	1	1	0	1	2	4	7	1	15	10	4	8	14	0	0	70							
4	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	0	2	1	2	0	0	9							
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	1	0	0	6							
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	4	2	2	1	4	0	0	17							
7	1	2	0	2	0	0	0	0	0	0	0	0	1	3	5	5	5	14	13	7	8	8	0	0	74							
8	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	1	1	0	0	1	0	0	7							
9	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	1	1	1	0	3	2	0	0	11							
10	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	3	1	1	0	0	2	0	0	9							
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	3	3	0	0	10							
12	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	2	3	1	0	2	0	0	12							
13	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	2	3	1	0	2	1	0	0	12							
14	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	4	1	1	5	0	0	15							
15	0	0	0	0	0	0	0	0	0	0	0	0	0	4	3	1	0	1	5	3	1	5	0	0	23							
16	0	0	0	0	0	0	0	1	0	0	0	1	0	2	0	1	1	1	8	2	2	3	0	0	22							
17	1	0	0	0	1	0	0	0	0	0	1	0	0	3	0	0	1	3	3	1	1	3	0	0	18							
18	1	0	0	0	0	1	0	0	1	0	1	1	1	1	0	0	5	4	6	4	1	9	0	0	36							
19	0	0	0	0	0	0	1	0	0	1	3	1	3	2	0	3	2	4	11	10	6	12	0	0	59							
20	2	0	0	0	0	0	0	0	1	0	0	0	0	1	1	4	4	3	12	9	6	14	0	0	57							
21	2	0	0	0	1	0	0	1	1	1	0	1	1	5	2	2	10	7	11	9	11	15	0	0	80							
22	3	0	0	0	0	0	1	2	1	0	0	1	5	1	4	6	4	17	17	12	13	31	0	0	118							
23	8	0	0	0	0	0	1	0	1	0	3	2	4	5	6	8	5	15	9	20	16	22	0	0	125							
24	7	0	0	0	0	0	0	0	1	2	0	2	3	1	1	9	9	18	30	15	36	27	0	0	161							
25	8	0	0	0	0	0	1	0	0	1	1	3	1	5	8	9	17	16	33	30	52	53	0	0	238							
26	6	0	0	0	1	0	0	2	2	2	2	1	3	4	7	11	7	17	22	30	35	61	0	0	213							
27	4	0	0	0	1	0	1	0	0	0	3	3	5	7	10	18	34	38	27	36	52	92	0	0	331							
28	7	0	0	0	0	1	0	1	1	1	2	3	10	10	19	26	51	79	72	81	118	163	1	1	647							
29	0	0	0	0	0	0	0	0	0	0	0	1	6	2	1	1	0	0	0	0	0	0	0	0	11							
31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1							
32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1							
33	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	2							
Total	63	3	1	3	5	3	5	8	12	9	19	23	53	68	90	125	195	311	338	308	410	612	1	1	2 665							

The scores marked in bold (in unshaded cells) indicate serious anomalies, particularly where learners with very low site scores have received very high LAP marks. The opposite tendency (high site marks and nil LAP marks) is probably explained in 53 cases as being LAPs that were handed in (returned) but never done. The shaded green cells are where the highest number of scores should have been clustered if there had been a high correlation (which there was not).

Moderators' judgements on the congruence between the Site Visit Records and the LAPs

There was one general comparisons of the two instruments – the moderators were asked to make a judgement of the overall authenticity of the LAP assessment when compared to the site visit assessment.

Authenticity of the Lap compared with the Site Visit Record

The moderators filled in their own assessment of the authenticity of the *LAP* compared with the *Site Visit Record*.

Overall authenticity of LAP		
Authenticity	Frequency	Percent
Clearly different writers/handwriting	268	11.1
Problematic, difficult to judge	614	25.4
Mixed - most is clearly by the same learner	1511	62.6
Fully authentic	20	0.8
Totals	2413	100.0

This result seems plausible. The LAPs could be expected, as products of a continuous developmental process, to contain revised material, additions by the educator, etc. The “fully authentic”, in the academic sense of literally a ‘learner alone’ product would be rare. This is not to say that these LAP results are not real.

Reading aloud (site visit) data

This table records the site visitor's score for the learner reading aloud a short text.

Reading aloud (Site visit 2012)		
Ability	Frequency	Percent
0 ?	625	23.4
Not at all	132	4.9
With difficulty	1 646	61.7
Slowly and with some difficulty	40	1.5
Adequately	226	8.5
Fluently		
Totals	2 044	100

The miscoded “0” could stand for the reading aloud exercise not having been done or be a miscoding for “Not at all”. It is likely that it is the latter, as a crosstabulation with Grade level shows that most of the “0”s had no schooling (449) or grade 1 only (100).

These results do suggest the necessity for a post Kha Ri Gude follow up if adequate reading skills are to be developed and consolidated.

It is interesting that the 2011 site visits recorded a very different picture (though with a simpler categorisation which was interpreted differently by the site visitors (and suggests more detailed training of the site visitors) :

Reading aloud (Site visits 2011)		
Ability	Frequency	Percent
Not at all	252	16.2
With difficulty	359	23.0
Adequately	774	49.7
Fluently	173	11.1
Totals	1 558	100.0

Prior Grade level and Reading aloud (site visit)

Grade	Reading aloud					Totals
	Not at all	With great difficulty	Slowly and with some difficulty	Adequately	Fluently	
None	63	508	13	79		663
Grade 1	43	469	15	66		593
Grade 2	17	250	2	27		296
Grade 3	4	155	5	24		188
Grade 4	3	110	3	11		127
Grade 5 or higher	2	154	2	19		177
Totals	132	1 646	40	226		2 044
Totals	6%	81%	2%	11%		100%

Prior Grade level (site) and Reading speed (LAP Activity 4)

Site: Grade	LAP: Reading speed mark						Totals
	0	1	2	3	4	5	
None	2%	6%	9%	25%	21%	37%	100%
Grade 1	2%	3%	10%	23%	18%	44%	100%
Grade 2	3%	3%	8%	25%	25%	37%	100%
Grade 3	4%	2%	9%	20%	23%	43%	100%
Grade 4	11%	3%	6%	19%	14%	47%	100%
Grade 5 or higher	3%	0%	5%	18%	15%	59%	100%
Totals	3%	4%	9%	23%	20%	42%	100%

While a majority (53%) had a high (5) score on the reading words at speed tests there was little to differentiate between learners success here and their prior school grade level (except for Grade 5 and higher). This may possibly be ascribed to the programmes' success in teaching all the learners to sound out words.

Reading aloud and Reading speed (LAP Activity 4)

Reading speed (LAP Reading speed (Activity 4))	Reading aloud (site)					Totals
	"0"	Not at all	With great difficulty	Slowly and with some difficulty	Adequately	
0	15	5	48	3	11	82
1	42	2	53	1	3	101
2	51	9	137	14	20	231
3	129	29	393	12	51	614
4	140	30	313	5	44	532
5	248	57	702	5	97	1109
Totals	625	132	1 646	40	226	2 669
Totals		6%	81%	2%	11%	100%

The miscoded "0" could stand for the reading aloud exercise not having been done or be a miscoding for "Not at all". It is likely that it is the latter as a crosstabulation with Grade level shows that most of the "0"s had no schooling (449) or grade 1 only (100).

Scores for site exercises and LAP activities

Most of the mean and median scores on these activities are relatively high (as would be expected for these simple demonstrations of competence).

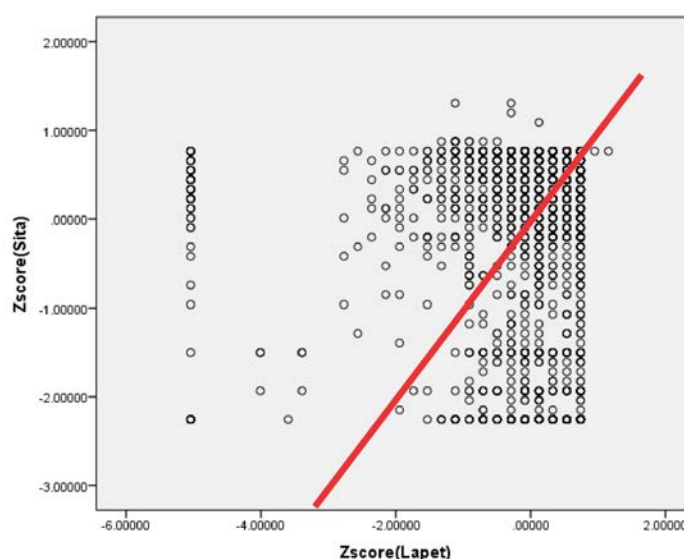
The maximum total score for the five site visit exercises (excluding the reading aloud test) and the equivalent LAP exercises was 33. The means and standard deviations are as follows:

	Mean	Standard deviation	Number
Site activities	20.9	9.3	2 666
LAP activities	25.0	4.8	2 668

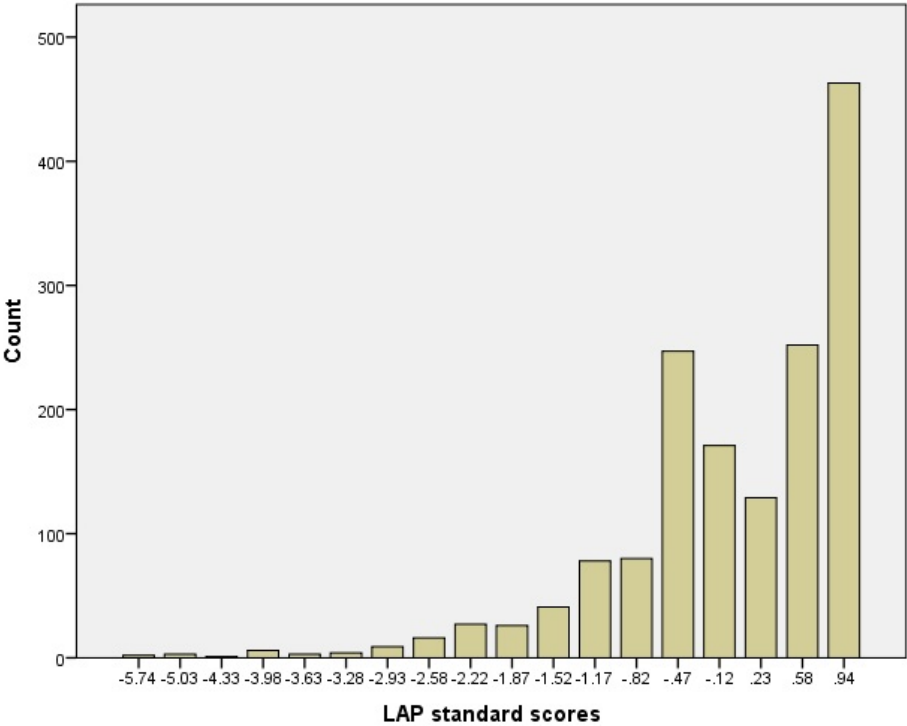
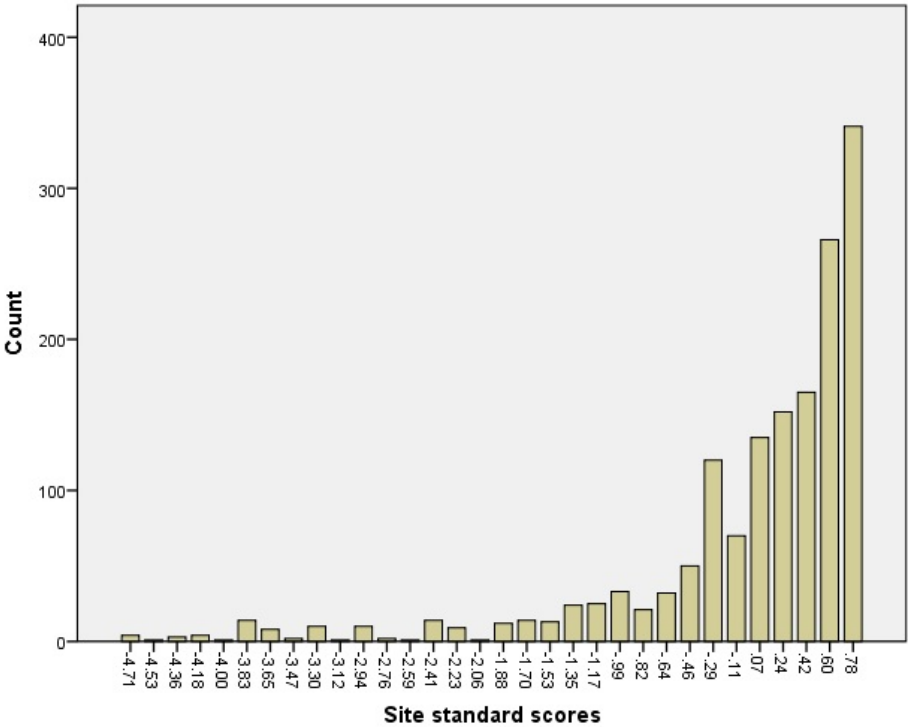
The slight difference between the means is expected. The LAP is a continuous assessment instrument and work can be revised and done slowly. One would expect learners to do better and the overall results to be more homogenous and with a lower standard deviation. The site visit score shows a larger standard deviation which is also predictable.

If the two sets of scores are transformed into z-scores (i.e. so that their standard deviation is the same) the correlation between the two sets of individual marks was very low (0.072) though statistically significant.

Below is a scatterplot of the two sets of (standardised) scores. The heavy line indicates the expected line of best fit. As can be seen there is a wide variation from this.



Generally the LAP marks tend to be relatively higher (as would be expected), though, as these bar graphs of the two sets of standard scores show, overall the general patterns of scores are similar.



Appendix 13

The Moderators' responses to the site visit and LAP comparison

Background

The coordinators acting as moderators had spent the morning of 22nd March and part of the afternoon capturing the data on the site visit records and on matching tasks in the linked Learner Assessment Portfolios (LAPs).

The thirty verifiers were asked to lead and report on discussion in response to the following themes:

- Any thoughts after this morning's work
- Recommendations that the SAQA team might make to Kha Ri Gude management as a result of what they had seen
- Recommendations about the design and running of the site visit programme in 2013
- Recommendations about the design and running of the site Visit/LAP comparison session.

The issues raised here would be taken seriously in future developments.

The issues raised

The issues and comments raised by SAQA are tabulated below together, where appropriate, with a comment from the SAQA team and an indication of who should take the matter forward.

Issue with comments and recommendations	SAQA response	Agency for action
Concern about the appointment of a number of unsatisfactory new coordinators in the past year. They are not properly trained and bring down the quality of the programme.	Not a SAQA matter.	KRG management and co-ordinators in meeting on Monday and Tuesday
Need for proper valid certificates that recognise the assessment and moderation experience gained by the moderators at these verification workshops	Progress has been slow on this matter but there are ongoing discussions in progress with ETDP SETA and UNISA.	SAQA team and KRG management
Would a proper KRG national examination with full external marking and moderation be desirable in KRG?	Logistics and costs would be a major factor to consider. Impact on learner attitudes would also have to be considered.	KRG management
Should we not have accredited KRG assessors to do the visiting and related work?	One must distinguish between assessment in KRG (which is currently done by voluntary educators) and moderation or verification (which good practice tends to argue should be done by an external agency or a separate component of the system (such as a monitoring unit)	KRG management
The site visits were great and a new experience. They help us to get insight into what is going on at the centres around the country. It's good to get proof that all the sites we hear about really exist. The approach is very sound, though it probably creates some fear in the Voluntary Educators.	Noted.	

More frequent site visits, documented by photos, should happen.	More frequent visits has budgetary implications. It is obviously a good idea. Some photos were taken in KwaZulu-Natal and the Eastern Cape in 2012.	KRG management re budget. SAQA team's instructions to site visitors re photos.
We are grateful that the certification process improved in 2012.	Noted.	
After five years it is surprising that VEs are still writing in marks based on the number of ticks, instead of using the criteria. This leads to completely misleading results when the marks are added up on the summary page!	Coordinators and supervisors have a responsibility to train on this and to check and reject LAPs that have not been marked properly.	KRG training
A longer KRG programme of eight months is needed.	Clearly desirable but with budgetary implications and problems associated with the DBE financial year.	KRG management
The site visit/LAP comparison session on 22nd March was confusing. Some thought they were going to do the usual moderation. Others were excited to learn about the new process they were about to learn about. However, the interjection of new advice and guidance while we were working put us off our tracks. "Crowd control" during the training was poor. Everybody needed to be quiet so that the moderators could engage with the new process.	Our apologies for this. Part of the problem was logistical. The blue folder packs were meant to have been distributed at registration.	SAQA team

We thought we were here to moderate. Why did the visitors not mark the site visit records and we just record the marks?	The site visitors were never meant to mark the site visit tests (although they had to assess the reading ability). Except for that they had no training in marking. The marking of the site visit records by the participants at this workshop is an essential part of the verification process.	SAQA team to revise Moderators guide for 2014
Wasn't the site visit sample too small?	Statistically it was reasonable, though obviously the larger the sample the better. The sample of 300 is enough to give us useful statistical information that we need. We only had a budget for 200 visits but by cutting costs we managed 300. KRG would benefit by more monitoring visits from senior officials.	KRG management for budget
We felt that the site visitors were not properly trained. They were not always clear about what was expected, and we don't think we can compare the performance in both sets of tasks (visit record and LAP). The visitors should record information - like the unique numbers - accurately.	Problem noted: We regret that there were some unsatisfactory encounters. But the main problem has been the budget which limited time for training and supervision.	SAQA team.

We are a bit concerned that the same coordinators seemed to be targeted for the second year, and that many sites of one coordinator were visited rather than the visits being spread among coordinators. Also, the visits seem to miss the deep rural areas.	For the sake of continuity we visited one previously-visited area and one not visited before when designing the sample. The sample for visiting was affected by a very limited budget in 2012 which especially affected reach into deep rural areas (which involve great costs in time and transport).	SAQA team
Some problems in organisation sometimes meant that learners could not be there on the day of the visit and this gives the wrong impression. Sometimes the visitor was late or communication was poor. Appointments need to be made well in advance so that the learners can be prepared to come. Please could we have advance notice and time frames for the visits.	Visitors are expected to make arrangements between one or two weeks before the visit. They are expected to arrive on time as arranged. It is not desirable to give too early a warning for various reasons. All sites around the country should feel that they might be visited. By the same token, some visitors had frustrating experiences after carefully negotiated appointments had been made. Warning too far in advance can create misleading findings.	SAQA team KRG management
The duration of the site visits is puzzling. We see that some visits were two hours and others only 20 minutes. These seem to us too much and too little.	The site visitors are asked to give the learners as much time as they need. They should perhaps be given clearer guidelines about the time limits.	SAQA team

The visitors should provide feedback immediately to the learners and VEs during the visit.	This is not their job nor are they trained to do it. This point misunderstands the intention of the verification by SAQA of the summative assessment in the LAPs. It is important to recognise that we were very clear that we were NOT conducting an evaluation, or a formative assessment (which would be aimed at directly helping sites to improve). The visitors were not expected, and were neither qualified nor trained for doing this. However, the point shows that some visitors may need to give more careful attention to how they brief and debrief the learners, VEs and Supervisors.	SAQA team KRG training
How the site visitors appointed?	Community agencies were sub-contracted to run the site visits in their provinces.	
The visitors should know the languages of the sites visited.	This is a primary requirement for the appointment of visitors. Sometimes sites have mixed languages, and the visitor might not be competent in one or the other. It would be helpful to have information about visits where the visitor did not know the language of the site.	

The VE should be present during the visit and not excluded. The VE's insights into the learners and their learning should be attended to.	It is not that the VE is excluded from the visit. Their attendance is necessary. They are excluded from the assessment test. This has to be independent. In the nature of things, VEs should be eager to help their learners - but this makes their presence unsatisfactory when the site visit tasks are being done.	
Would it be possible to get some insight into best-performing sites?	A valuable suggestion which can be explored	SAQA team KRG management
There was an unnecessary number of typos in the site visit questionnaires (this seemed to apply particularly to seTswana and isiXhosa).	The text was precisely the same as the text in the LAP. Some errors may have been made in re-typing these. The problem will be attended to.	SAQA team
The instrument (task sheet) needs to be improved . It needs to be edited and moderated before distribution. The instrument should be communicated to the coordinators in advance.	The scope for improvement is limited because the site visit tasks must be the same as LAP tasks. It would also compromise the independence of the site visit records if the learner task sheet instrument were communicated to the coordinators in advance.	
Tokens should be given to the learners to allow them to cater for the visits .	Requires a budget.	KRG management

Appendix 14

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 general verification process. It worked well and the support provided by SAB&T was superb.

The site visit/LAP comparison is of great interest and should be further developed.

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.

The next verification workshop with the 2013 cohort of LAPs should concentrate on the qualitative examination of 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 continue to 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. This recommendation has not been followed up in previous years and these changes are urgent and necessary.

The hearing disabled sub-sample

The unusual rigour of the moderation of this small group needs to be examined and explained. Still no report has been provided on this.

Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

Standards
Literacy and numeracy teaching methods
Adult education approaches
Good practice materials development principles

Delivery

Layered approach: coordinators, supervisors, volunteer educators
Training: delivery, methods, and marking
Systems and procedures
Support people

Assessment model

Formative assessment
Portfolio assessment

Moderation Process

Verification tasks
Sample comparison with LAP
LAP moderation procedures

Site Visit Process

Assessment tasks
Marked
Compared with learner's LAP results

Report to the
South African Qualifications Authority (SAQA)

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

Year Six: 2013

David Adler, John Aitchison and Edward French

25 August 2014

Contents

Executive summary.....	iii
------------------------	-----

Report

Overview.	1
General observations.	2
Our findings.....	3

Appendices..... 5

Introduction to the Appendices.	5
1. The initial relevant competencies of the personnel involved.....	7
2. The design and implementation of the verification process.....	9
3. The sampling process.	11
4. The training guide.....	15
5. The training impact of the verification process.	41
6. The results of the marking rating.	43
7. The quality and standard of the learning exhibited in the portfolios.	47
8. An analysis of moderator comments.....	51
9. The site visits.	55
10. An analysis of site visit/LAP congruence.....	57
<i>Kha Ri Gude</i> Quality Assurance.....	76

Executive Summary

Rapid overview

This report with its appendices gives an account of SAQA's processes of moderation and verification of the *Kha Ri Gude* national literacy campaign in 2013, and specifically of the findings of the verification workshop held at the end of March 2014.

The report records that the SAQA specialists appointed to conduct the process:

- drawing on the observations made during verification and moderation, judge the overall achievement of *Kha Ri Gude* and its implementation positively,
- find that the processes of moderation and verification justify the recording of the 2013 results on the National Learner Record Database (NLRD), in spite of some uncertainties discussed in the report, and
- make recommendations that SAQA continue the process in a developmental spirit, and that the Department of Basic Education put in place processes to strengthen the authenticity of the learners' portfolios and further enhance the consistency of the marking.

A summary of the moderation of the 2013 *Kha Ri Gude* results

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, 609 199 in 2010, 660 924 in 2011, 676 323 in 2012, and 562 926 in 2013.

Kha Ri Gude classes were finally operational by the end of the year 2013 after a very late start due to unexplained procurement delays. The majority of the classes were completed in spite of the delays in the commencement date.

2. At the end of March 2014 SAQA conducted the sixth annual moderation of the *Kha Ri Gude* adult literacy campaign. A sample of 38 526 Learner Assessment Portfolios (LAPs) was scrutinized by 220 *Kha Ri Gude* moderators and verifiers with oversight by the five senior verifiers from the SAQA team. This sample represents 7.8% of the LAPs returned at the end of 2013 and early 2014.

3. The appended accounts and data allow for the conclusions that:
- The management of the logistics, records and data for *Kha Ri Gude* since 2008 has been more than satisfactory, and outstanding in certain respects.
 - The moderation process in the first five years has led to a stable system and a shared understanding of SAQA's demands. The overall processing for 2013 was again satisfactory with minimal unsatisfactory marking at the *Kha Ri Gude* classes and a small overall incidence of possible irregularities.
 - The overall statistical pattern is similar to that for 2012.
 - 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 (8% of the total), and partly balanced each other out (moderators wanted 6% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison of the 2008, 2009, 2010, 2011 and 2012 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 was 10%. No more than about 3% of the marking indicated the possibility of serious irregularities.
4. The site visits and assessment tests to 100 classes in late 2013 and early 2014 continued the process of 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). Analysis of the results of matching the site tests with the LAPs has indicated a fair comparability affirming general authenticity of the LAP results though the lack of detailed correlation at the individual level raises concerns about the marking by the educators of the LAPs. From this second experience of comparative analysis it seems that simple technical changes in the marking system within the LAPs plus more rigorous training of educators in the marking could enhance the comparability of site visit tasks with the LAPs.
5. As in the case of the 2012 campaign cohort, the SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2012 be recorded on the NLRD.

Report

Overview

This report is concerned with the sixth SAQA moderation of the results of the *Kha Ri Gude* national literacy campaign. As in previous years the core activity was the moderation, by some 200 *Kha Ri Gude* coordinators supervised by SAQA's senior verifiers, of the marking of a sample of 7.8% of the 495 786 learner assessment portfolios submitted at the end of the 2013 campaign period. In addition, as in the previous two years of the campaign, site visits were conducted to verify the authenticity of a smaller sample of learners' work.

A number of changes and innovations were introduced in this moderation process:

- In order to spread the load and develop leadership of quality assurance in the campaign, three new Senior Verifiers from within *Kha Ri Gude* joined the verification team.
- For budgetary reasons the site visits were reduced from 300 (in 2011 and 2012) to 100. Instead of comprehensive coverage of all provinces, these site visits were limited to three provinces.
- Three innovative procedures were introduced into the moderation process:
 - ▶ Each group of moderators was supported not only by a verifier, but by a second moderator who conducted an in-depth check of a sample of the work moderated.
 - ▶ Towards the end of the process, groups were assigned to do an in-depth, intensive review of whole portfolios in order to comment both on the integrity of the portfolio and on evidence of its educational impact.
 - ▶ In addition, groups were also asked to focus only on the handwriting in sets of whole portfolios that had already been moderated to establish the extent to which the portfolios clearly represented the learner's own work. Handwriting has proved to be one of the most significant identifiers of authenticity.

The three original Senior Verifiers are in agreement that the mass process of the moderation of portfolio results has served its purpose, and that if, as a result of budgetary constraints, choices have to be made, the future moderation and verification work will have higher validity and make a bigger contribution to continuous improvement if there is a larger site. The previous moderation workshop could be closed and the savings devoted to the site visits and their analysis. This will not only provide more detailed information about the authenticity of the results, but will give major feedback on the quality of educational achievement in *Kha Ri Gude*.

General observations

While the SAQA moderation process affirmed once more the value of the *Kha Ri Gude* campaign and the broad credibility of its results, a number of concerns were raised by the process. A memo was written to the SAQA CEO by the authors of this report soon after the completion of the Site Visits and the Verification workshop had been completed (as the authors did not want to be placed in a situation where their recommendations were not able to be implemented because of the finalisation of this full report usually takes some time to complete due to the rigorous analysis required). Nevertheless the unusual step of signaling early was taken because it seemed clear that urgent steps had to be taken based on the observations noted during the two completed moderation processes. The SAQA CEO wrote to the Director-General of the Department of Basic Education and to the CEO of the *Kha Ri Gude* programme to convey the concerns described.

The analysed results and insights that are the content of this report have supported the views contained in the SAQA Senior Verifiers' note which are summarised below.

The concerns

Timing and course duration

By far the most serious concern relates to the delay in starting the Kha Ri Gude programmes in 2013. (The delay is attributed especially to unusually long and inexplicable delays in the tender process for various procurements including that of the logistics provider.) The delay impacts severely on our quality assurance work in at least two ways:

- ▶ There can be little doubt that the shortened period, and the fact that tuition may end up running very problematically over Christmas and the New Year, put pressure on the whole system, and especially the voluntary educators, to rush instruction and assessment. Apart from the obvious impact on quality in a programme that our site visits show is generally regarded as too short, there is a heightened likelihood of falsification of portfolios in this situation.
- ▶ There was a very direct and unfortunate impact of the lateness on our ability to run a reliable site visit programme. Confusion around timing meant that a process already reduced by budgetary considerations was further compromised. In the last resort the sampling process became somewhat less rigorous because identified sites were unavailable (because of the late start). There were far too many situations where we could not link site visit learner tasks to portfolios from the same site.

It is therefore of major concern for us to learn that the procurement requirements for 2014 had not yet been finalised by July 2014 which probably means that the programme tuition will probably only commence in September 2014.

Previous recommendations not attended to

Our second area of concern relates to repeated recommendations made previously that have not been acted on:

- We requested in our reports for 2011, 2012, and 2013 that the Learner Assessment Portfolios be revised. One cannot have an assessment instrument that has retained identical questions for six years. This revision/refreshment is hardly a difficult process in most cases easily made by changing a few details. Without these changes the assessment becomes suspect through its utter predictability. Yet no attempt has been made to implement this recommendation.
- We also requested that the way the assessment scores are entered (currently for many of the assessment activities the marker has to transpose a raw score into a score on a scale according to certain criteria) be relooked at. [We suspected that some of the lack of correlation between these LAP scores and out site visit assessment instrument scores can be explained by problems with this scaling process by relatively unskilled markers.]
- We further requested that specific educator training and support be targeted at lessening the incidences of unsatisfactory marking or the likelihood of the presentation of portfolios that are not authentic.
- There are some details within the portfolios which should have been corrected several years ago, notably a major misprint whereby the results for two exercises appear on the wrong pages.
- The unusual rigour of the moderation of the hearing disabled group has been drawn to the attention of *Kha Ri Gude* twice but still no report has been received.

Communication Challenges

We were also adversely affected by the late and sometimes inaccurate communication of changes to SAQA by the *Kha Ri Gude* officials. For example we received the news of the introduction of “new coordinators” to the verification workshop only days before the event. This required considerable changes in the planning and preparation for the event which inevitably affected the intensity of quality assurance that we were able to infuse. We also found that in some cases we were given false information and directions about the sites.

Our Findings

The *Kha Ri Gude* programme has made a considerable impact in South Africa. Particularly its conceptual foundation, its innovative infrastructure and the overall quality of its field personnel have been commented on favourably by educationists of repute both in South African and internationally. The President in his state of nation speech focused on the

campaign as a noteworthy achievement of Government. At Provincial level political support for the programme has been high and there have been strong requests for its further introduction, particularly to higher levels. The Department of Higher Education and Training Task team report on Report on Community Education and Training Centres proposes it as a fundamental model for the proposed Community Learning Centres.

The infrastructure and logistics of the programme continue to be impressive. One must always bear in mind that the numbers in this programme are comparable to those of the National Senior Certificate without the development of an established infrastructure based on schools (and instead being run in garages and sitting rooms). The motivation and pride of esteem amongst the learners is palpable if one judges from the spontaneous reports of site visitors.

The results of the Verification Workshop, as reported in the appendices which follow, have reached a consistency and maturity which allows us to make the findings that we can still support.

There are however disquieting administrative, training and control areas revealed both in the portfolios and site visits, which, if recognised and attended to can be remedied.,

We feel strongly that SAQA's contribution to the programmes has been beneficial and appreciated and would like it to continue since we do feel that we can be constructive in the programme going forward.

We therefore recommend that the results for the 2013-2014 programme be recorded on the National Learner Record Database (NLRD).

David Adler
John Aitchison
Edward French

Appendices

Introduction to the appendices

We draw your attention to the following:

- ▶ The process of the annual moderation process in which some 200 coordinators with expert guidance follow stringent procedures to ascertain the extent to which the marking of the Learning Achievement Portfolios of evidence establishes that the management and scoring of the LAPs has a high degree of reliability. (See Appendices 1 and 2.)
- ▶ 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 2013 exercise) were successfully trained in the moderation procedures for 2014. (See Appendices 2 and 4.)
- ▶ The first moderation judgement 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.)
- ▶ The second moderation judgement required deciding on the accuracy of the level of the marks given to learners. (See Appendix 4.)
- ▶ The third judgement related to the marking of the site visit record sheets where they had to mark the site-based assessment and decide on the authenticity of the LAP as compared to the site visit evidence. (See Appendix 4.)
- ▶ SAQA issued moderators and verifiers with a service recognition award. (See Appendix 5.)
- ▶ 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 6.)
- ▶ Moderator recommendations that particular marks be raised or lowered were few (8% of the total), and partly balanced each other out (moderators wanted 6% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment. (See Appendix 7.)

- ▶ A comparison of the 2008, 2009, 2010, 2011, 2012 and 2013 marks for the whole LAP, the communication/language and numeracy components, and for each question, indicate a high degree of congruency. (See Appendices 6 and 7.)
- ▶ 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.
- ▶ Comments made by the moderators were analysed and they provide a summary of the errors and questionable judgements made in the marking. (See Appendix 8.)
- ▶ The process of the site visits and a detailed analysis of a comparison of their results compared with those of the LAPs is provided. (See Appendices 9 and 10.)

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 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. However, except insofar as many have already participated in the 2008 to 2012 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 to 2012.

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. The competence and commitment of this group was amply demonstrated to SAQA during the verification workshops held from 2009 to 2013. A minority of coordinators were newly appointed in 2013, most had served in 2008 to 2012.

monitors (who monitor the implementation of the programme in a cluster of four 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 learner assessment portfolios (LAPs) of evidence designed by *Kha Ri Gude*.

As with previous years it was decided to analyse certain sections of the portfolios more carefully (Activities 7, 9 and 16) and as with the last two years that the verification activities would be enhanced by a comparison of the results from a number of site visits conducted by SAQA in late 2013 and early 2014 with those in the LAPs submitted by those learners.

A design for the workshop was developed during February and March 2014 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 of the LAPs and do the site visit results and LAPs comparison (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
3. the five SAQA **senior verifiers** who supervised the workshop. These verifiers included two of the original three senior verifiers appointed in 2008 by SAQA and three new senior verifiers (all of whom had taken part in previous verification workshops), who were nominated by *Kha Ri Gude*. The senior verifiers 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 trouble-shooting and strategic adjustments where necessary.

On the first evening of the workshop (Saturday 29th March), a welcome was given.

From Sunday 30th March to Tuesday 1st April moderation work was undertaken as in previous years.

Three innovations in procedure were introduced during the moderation in 2014:

- a full “second moderation”
- an in-depth review of a random selection of moderated sets of LAPs
- a review of moderated sets of LAPs focusing only on handwriting

All three were considered worthwhile additions to the repertoire of moderation actions.

In the “**second moderation**” one or two members of a larger group of moderators gave close attention to a few LAPs in the sets already processed by their colleagues. This was unanimously hailed as very helpful. The process led to valued collegial discussions of issues arising from the few anomalies or differences that emerged. The professional interest of the work was felt to rise. There was increased confidence in the accuracy of the moderation. And each group’s verifier felt much more supported, with a somewhat lightened role.

The **in-depth review** was conducted only at the end of the process, and used all groups of moderators that had completed their particular language sets earlier than others. One or two LAPs selected at random from completed moderations were looked at in their entirety and a total of 103 LAPs were examined. The aim was to make holistic judgement on whether each particular LAP showed convincing growth on the part of a unique learner. Three questions were paramount:

Was the LAP consistently authentic?

Did the LAP leave an impression of steady growth?

Were there signs that the learner had in some way been empowered?

Most of the 103 LAP reviews yielded in this brief exercise by 46 of the moderators are very positive indeed. The thoughtfulness of these moderators is generally impressive, with some writing little essays on what they saw in their LAPs. They refer to clear growth and improvement, to LAPs that reflect a constructive relationship between facilitator and learner, warm appreciation on the part of the learner for the opportunity to learn, and occasional detail criticisms where the LAP appears in part to be done by someone other than the learner to particular questions that the learner did not begin to cope with. One reviewer suggested that the LAP include more opportunities for the learner to reflect on their own experience and identity.

The “**handwriting commission**” involved 52 moderators who reviewed 262 LAPs. They rated each on a scale from 0 (Very clearly inauthentic even fraudulent) through 1 (Problematic) and 2 (Broadly acceptable) to 3 (Very clearly authentic).

These additional procedures seem not only worthwhile in themselves, but are likely to have value in the feedback of the moderators to their regions. Should the standard moderation process continue to be used in future these procedures would be recommended.

Appendix 3

The sampling process

Drawing the sample

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 one 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.

Some 562 926 learners registered in 2013 and 495 786 submitted LAPs, an 88% return rate (down from the 94% return rate of the previous year). Hearing disabled people (1 494 enrolled) submitted 662 LAPs. No Braille LAPs from the blind learners (1 945) had been submitted at the time of the verification workshop.

The SAQA team visited the warehouse where all the LAPs were stored after the data from them had been captured. Instructions were given that SAB&T were to draw a “fifth” pack from each supervisor” sample, thus making available for moderation approximately one tenth of all the LAPs. The senior verifiers are satisfied that the selection of each fifth pack had no undue influence on the nature of the sample. In addition, the full 662 LAPs of the hearing disabled were drawn.

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 16,051, which is less than half of what was moderated in actuality.

Packs containing an estimated nearly 50 000 LAPs were drawn from storage and of these some 38 526 were moderated with at least some LAPs drawn from every pack. (In the case of the hearing disabled people all their LAPs were moderated.) This sample size (7.8%) was more than adequate and far larger than normally required in social sciences research.

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

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 site visit and LAP comparison sample

During the site visits in 2013 and 2014, learners present were asked to complete a brief assessment instrument. These *Site Visit Record* sheets were matched with LAPs submitted by the same learners. Not all could be matched but a final tally of 330 learners' site visit tests were matched to their completed LAPs. Moderators were instructed to mark the site visit records and enter the marks for the equivalent activities in the LAPs as well as to make a judgement on the authenticity of the match.

Province	Number of learners		
	Registered	Submitted LAPs	Sample
KwaZulu-Natal	21.2%	22.0%	24.3%
Eastern Cape	20.3%	21.5%	20.8%
Limpopo	15.9%	16.7%	19.8%
Gauteng	15.5%	14.4%	13.1%
Mpumalanga	8.4%	8.7%	7.5%
Free State	8.0%	7.3%	7.9%
North West	5.7%	5.2%	2.6%
Western Cape	2.5%	2.2%	2.2%
Northern Cape	2.5%	1.9%	1.9%
	100%	100%	1.001

Language	Number of learners		
	Registered	Submitted LAPs	Sample
isiZulu	27.3%	27.7%	27.7%
isiXhosa	24.0%	24.8%	23.0%
sePedi	14.5%	14.8%	11.9%
seTswana	10.6%	9.9%	8.8%
seSotho	9.5%	8.7%	9.5%
xiTsonga	4.0%	4.1%	5.9%
tshiVenda	3.0%	3.2%	4.6%
siSwati	2.9%	3.0%	2.6%
isiNdebele	1.7%	1.6%	2.1%
English	1.4%	1.2%	0.6%
Afrikaans	1.2%	0.9%	1.1%

Language by province										
Language [sample size]	Province (as % of language)									
	KZN	EC	LP	GP	MP	NW	FS	WC	NC	Submitted/ Sample
isiZulu	79	<1	<1	14	7	<1	1	<1	<1	Submitted
10459	86	<1	<1	9	5		<1		<1	Sample
isiXhosa	1	85	<1	4	<1	<1	1	8	1	Submitted
8652	1	90	<1	1	<1	<1	<1	8	<1	Sample
sePedi	<1	<1	69	21	9	1	<1	<1	1	Submitted
5857			70	26	4	<1			<1	Sample
seSotho	<1	3	3	24	2	2	66	<1	1	Submitted
3588	<1	1	1	22	<1	1	73	1	1	Sample
seTswana	<1	<1	3	29	1	47	7	<1	12	Submitted
2730	1		2	38	1	34	10	<1	15	Sample
xiTsonga	<1	<1	61	16	21	1	<1	<1	<1	Submitted
2234			71	11	17	<1				Sample
tshiVenda	<1	<1	93	5	<1	<1	<1	<1	<1	Submitted
1735			93	7				<1		Sample
siSwati	1	<1	<1	2	96	<1	<1	<1	<1	Submitted
994				2	98					Sample
isiNdebele	<1	<1	5	12	81	1	1	<1	1	Submitted
793	4	1	3	2	89		1			Sample
English	12	11	10	38	2	4	14	4	6	Submitted
244	15	4		69	1	4	7	1	7	Sample
Afrikaans	1	16	1	3	1	2	6	18	53	Submitted
408		8	3	1	0	<1		29	59	Sample
	KZN	EC	LP	GP	MP	NW	FS	WC	NC	

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 of 2013

March 2014



South African Qualifications Authority
Kha Ri Gude literacy campaign South Africa

© South African Qualifications Authority and Kha Ri Gude literacy campaign
South Africa, 2014

South African Qualifications Authority
Postnet Suite 248
Private bag X06
Waterkloof
0145

Kha Ri Gude literacy campaign South Africa
Department of Basic Education
Private Bag X895
Pretoria
0001

Contents

The purpose and benefits of this verification	1
The three groups involved in this verification	1
What do the participants commit themselves to?	2
What do the senior verifiers do?	3
What do the verifiers have to do?	3
What do the moderators have to do?	4
The judgments the moderators have to make	4
The forms the moderators use	6
<i>General Checklist for verifying the marking of the LAPs</i>	7
<i>Learner Assessment Portfolio verification: data sheet 1 – class set</i>	9
<i>Learner Assessment Portfolio verification: data sheet 2 – sample from class set</i>	10
<i>Learner Assessment Portfolio verification: data sheet 3 – detailed analysis of one sample per class set</i>	11
<i>Site Visit Correlation: data sheet 4</i>	13
The moderation process using the first four data forms	14
The three activities chosen for special attention	15
The moderation process using the Site Visit Correlation: data sheet 4	16
Outline of the verification process	18

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 do 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?

Five 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.

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

They will ensure that a suitable number of LAPs are compared with assessment results obtained from SAQA site visits to a sample of Kha Ri Gude classes.

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.

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 main 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 check 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.

Moderators may also be asked to mark assessments written by learners during the SAQA site visits. These assessments enable a comparison to be made between the LAP marks and the Site visit marks.

The judgements the moderators have to make

The moderators have to make **three** types of **judgements**. The first judgment is really about the marker, the second is about the learner and the third is a comparison of two assessments. These judgements have to be indicated by you on the data forms.

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 you are 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). Remember – you are rating the marker (low) not the learner (which would also be low).

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). Remember you are rating the marker (low) not the learner (in this example, high).

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).

Judgement Three: How do learner marks in the LAP compare with the marks given by you to a site-based assessment?

This judgement is based on your comparison of the LAP completed by the learner with a site-based assessment (which you will mark).

The forms the moderators use

There are five forms the moderators can use:

Guidelines for verifying the marking of the LAPs

Data sheet 1

Data sheet 2

Data sheet 3

Data sheet 4

Guidelines for verifying the marking of the LAPs

This is a two page general checklist (printed on green paper) that can be used in an initial training or warm up round. If there is a warm up round then it is used only for the first three LAPs looked at. It is not handed in but, when these first three LAPs are looked at, a *Data sheet 1* should also be started, which will be handed in.

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.

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 **must** record how many LAPs there were in the whole class set pack.

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 or more LAPs from a class set. It is handed in.

Data sheet 4

The *Site Visit Correlation: data sheet 4* (on yellow paper) is used to enter data from *Site Visit Record* sheets and your marks for the learner's site visit assessment, some corresponding marks from the learner's LAP and your judgement on the authenticity of the LAP as compared to the Site visit assessment.

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	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																									
10																									
11																									
12																									
13																									
14																									
15																									
16																									
17																									
18																									

Verifier name: _____ Signature: _____ Date: _____ 2014

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				
	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:

This must be filled in.

Verifier name: _____ Signature: _____ Date: _____ 2014

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
----------------	--------------	-----------	-----------------	--------------	-----------------	-----------	--------------	----------------

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:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Number of LAPs in pack:	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																				

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 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?		
Validity		
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?		

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	
------------------------	--

Kha Ri Gude: Site Visit Correlation: data sheet 4

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 isiNdebele	04 siSwati	05 isiXhosa	06 isiZulu	07 seSotho	08 sePedi	09 seTswana	10 tshiVenda	11 xiTsonga
--------------	------------	---------------	------------	-------------	------------	------------	-----------	-------------	--------------	-------------

Educator name: _____ Educator ID: _____ Educator Unique Number: _____

#	Learner Unique Number								Site visit record								LAP								Compare	
									Sch	Rpl	Fif	Wor	Lee	Tod	Num	Add	Yrs	Lpr	Total	A2	A4	A5B	A7	A13		A14
1																										
2																										
3																										
4																										
5																										
6																										
7																										
8																										
9																										
10																										
11																										
12																										
13																										
14																										
15																										
16																										
17																										
18																										

Verifier name: _____ Signature: _____ Date: _____ 2014

The moderation process using the first four 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:
All completed activities have been marked, and
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.

[illegible]

WHAT SHAPE IS THIS?

Example:  Circle 

Draw one tick for the correct label and one for the correctly stating the colour.



 ☐ ☐

Draw the shape then shade ½

 ☐ ☐

Draw the shape then shade ¾

 ☐ ☐

Draw the shape then shade ¾

 ☐ ☐

Draw the shape then shade ¾

Tick	Options	Date
☒	Learner has given 10 correct answers	
☒	Learner has given 50 correct answers	
☒	Learner has given 100 correct answers	
☒	Learner has given 17 correct answers	

Learner was not ready to do this activity
 Let learner redo this exercise at a later stage

 **REMEMBER**
 Always use the correct colour crayon

Total number of ticks for activity is



Kiss Me Crayle Assessment Portfolio

Moderation using the *Site Visit Correlation: data sheet 4*

The purpose of this verification activity is to **compare** the way the Learner Assessment Portfolios (LAPs) were completed with the results of a brief set of assessment exercises the learners did during a site visit to the class by SAQA personnel in late 2013 and early 2014..

The process

Each moderator will have a pack of **LAP**s from the class visited and a set of **Site Visit Record** sheets completed by learners in that particular class (though not necessarily from all the learners in the class).

- A. Take the yellow **Site Visit Correlation: data sheet 4** and fill in your Name, ID, and Unique Kha Ri Gude number, and then the Province, Language, Educator name and the Educator ID for the set of LAPs you have in hand. If there is more than one language in the set, use a separate data sheet for each language.
- B. It will be useful at this point to put the pile of **Site Visit Record** sheets and the **LAPs** in the order of the Learner's unique number (01 to 18) because you have to match the **Site Visit Record** for each learner with that learner's **LAP**.

Now take the first **Site Visit Record** sheet and the matching **LAP** and complete the steps C, D and E below.

- C. Look at the **Site Visit Record** sheet and complete the steps 1 to 9 below in the section on the **Site Visit Correlation: data sheet 4** in the sections 'Learner Unique Number' and 'Site visit record'.

*Note: All the handwriting in green is by the SAQA visitor. Do not mark **green** text in the answers – it is **not** by the learner.*

- 1. Fill in the "Learner Unique Number" (on front cover of LAP and on page i of the LAP).
- 2. Enter the learner's answer for "Number of years learner attended school" (0 to 5) on page i of the LAP into the column *Sch*.
- 3. Enter the learner's answer to the question "Could you read before the start of the Kha Ri Gude programme?" (No = 1; A little = 2; Yes = 3) in column *Rpl*.
- 4. Mark the learner's performance on the "Fill in this form" activity out of 8 (using the 8 blue mark blocks – each block ticked is a mark for a adequate answer by the learner) in column *Fif*.
- 5. Mark the learner's answers to the "Read and fill in the right word" reading comprehension by filling in the five missing words in the text out of 5 (a mark for each plausible word) in column *Wor*.

6. Write in the score written down for “Reading aloud” (Could not read at all = 1; With great difficulty = 2; Slowly and with some difficulty = 3; Adequately = 4; Fluently = 5) in column *Lee*.
 7. Mark the learner's completion of the question “Write what you do during the week at these times” out of 6 (a mark for each meaningful statement) in column *Tod*.
 8. Mark the learner's answers to “Fill in the missing numbers” out of 10 (a mark for each correct number) in double column *Num*.
 9. Mark the learner's completion of “Add the following” addition sums out of 4 in column *Add*.
- D. Next take the matching LAP belonging to that learner and complete the steps 1 to 9 below in the section “LAP”:
1. Fill in the number of “Number of years learner attended school” (one of 0 to 5) on page i into column *Yrs*.
 2. Fill in the answer to “Has learner ever learnt to read and write before joining the Kha Ri Gude?” (1 (Yes) or 2 (No)) in column *Lpr*.
 3. Copy the “Total Combined Mark” from the mark sheet page i into double column *Total*.
 4. Fill in the learner's **Total number of ticks** for Activity 2 “Filling in a form” on page 3 of the LAP (out of 8) in column *A2*.
 5. Fill in the learner's **Mark** for Activity 4 “Reading speed” on page 7 of the LAP (out of 5) in column *A4*.
 6. Count the number of ticks for Part B *only* of Activity 5, “Now say what you do during the week at these times” and fill in this mark (out of 6) in column *A5B*. [Do not use the mark in the **Total number of ticks** block, as it is for both parts A and B. We are only looking at part B.]
 7. Fill in the learner's **Mark** for Activity 7 “Comprehension” on page 13 of the LAP (out of 5) in column *A7*.
 8. Count the number of ticks the “Fill in the missing numbers” part of Activity 13 on page 21 only (out of 10) in column *A13*.
 9. Count the number of ticks for the first 4 blocks in Activity 14 “Addition and subtraction” on page 22 only and fill in this mark (out of 4) in column *A14*.
- F. Now, on the basis of your looking at the learner's **Site Visit Record** and **LAP** do a comparison in the section “Compare” :
1. Fill in your **own** assessment of the authenticity of the **LAP** compared with the **Site Visit Record** (Clearly different writers/handwriting = 1; Problematic, difficult to judge = 2; Mixed - most is clearly by the same learner = 3; Fully authentic = 4) and fill it in column *Ove*.

Outline of the verification process in 2014

Training session for new moderators

This will be done separately.

Introduction

Information will be given about the timetable, the purposes of the verification (See page 1.) and signing of commitment form (See page 2).

Introductory moderation session (if required)

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.

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.

Normal moderation sessions

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.

Further rapid moderation sessions

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

Further detailed moderation sessions

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

Special sessions using the Site Visit Correlation: data sheet 4

These will take place parallel to the normal sessions with selected groups of verifiers and moderators.

The participants should sit in the area designated for the particular language group.

The special site visit pack will be distributed to each moderator. In the pack will be a file with a set of Site Visit Records for a particular class of learners and the pack of the corresponding LAPs for the class.

Instructions will be given on how to fill in the data sheets (see pages 13, 16-17)

Once the set from a class is completed, another pack can be collected.

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 four years? From numerous comments and observations made by participants it is clear that the first five 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 2012 to 2014 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 all the verification workshops have had a positive training impact and enhanced the campaign's work.

Empowerment

As in previous years, the verification participants felt empowered by the experience. Further insights were gained into the marking principles and ratings applicable to the portfolios and through the correlation of the site visit assessments and the LAPs. 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, though they are increasingly vocal in wanting some kind of recognised certification for the assessment and moderation experience and skills.

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, though they would like a more serious qualification.

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.

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 previous years 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. The training of the new moderators was again well received.

All the moderators and verifiers received a a service recognition award.

Appendix 6

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	13.5%	21.1%	14.7%	17.2%
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%	70.9%	74.8%	72.0%
I =	Inaccurate and/or inconsistent judgement.	6.7%	4.8%	6.7%	8.0%
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.	3.4%	3.2%	3.8%	2.7%

The evidence from the moderators is consistent and clear. The majority (90%) of the marking was good – either acceptable or excellent with the marking of the Activity 7 rated highest (92%). The inadequate and problematic marking averaged out at 9.8%. When three individual activities were examined slightly more excellent marking was detected (average 17.6%) compared with the whole LAP marking (13.5%). With the inaccurate and problematic marking the three individual activities average was 9.7% as against the overall assessment of 10.1%.

Comparison with the marking ratings of previous years

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

Summary of quality of marking ratings by year							
Code	Description of rating	Year					
		2008	2009	2010	2011	2012	2013
E =	Excellent well judged accurate assessment	57%	28%	16%	21%	20%	17%
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%	69%	73%	74%
E + A		87%	86%	90%	90%	93%	90%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%	5%	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%	3%	2%	3%
I + P		13%	14%	10%	9%	7%	10%

What is interesting about this data series is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic. There is also evidence of a now stable 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, 21% in 2011, 20% in 2012 and 17% in 2013). This may be the result of training related to the marking of the LAPs given by *Kha Ri Gude* and the influence of the verification workshops.

The quality of marking rating of the hearing disabled sample

Although this is a small group of 663 LAPs it was analysed separately to determine whether it differed from the general sample.

Summary of quality of marking ratings of hearing disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	19.0% [13.5%]	28.9% [21.1%]	19.2% [14.7%]	19.0% [17.2%]
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.	56.1% [76.4%]	45.9% [70.9%]	37.5% [74.8%]	42.4% [72.0%]
I =	Inaccurate and/or inconsistent judgement.	16.2% [6.7%]	14.9% [4.8%]	15.8% [6.7%]	22.8% 8.0%]
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.	8.7% [3.4%]	10.3% [3.2%]	27.5% [3.8%]	15.9% [2.7%]

As with the previous two years the evidence from the moderators (themselves hearing disabled, as are the original educators who marked these LAPs) is consistent in giving much higher percentages for Inaccurate and Problematic marking, though overall the **pattern** of rating of marking for the regular and deaf disabled groups is similar (they correlate at 0.9). What seems to be the case is that the level of strictness for recording poor marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough (see below)). Whatever the explanation for this continuing situation, further inquiry is needed, though this group is an extremely small subgroup of the *Kha Ri Gude* learners.

Appendix 7

The quality and standard of the learning exhibited in the portfolios

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 result of this rating for the 2013 cohort was 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	89.9%	95.3%	92.6%	88.1%
U	Mark is too low (the mark should be put up higher)	2.2%	1.7%	2.3%	2.0%
D	Mark is too high (the mark should be brought down lower)	5.6%	3.0%	5.1%	9.9%

Again, the ratings are fairly consistent. The moderators believed that for most (about 92%) 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 8% 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 (6% versus 2% raised).

Comparison with the 2008 to 2012 fairness and quality of the mark ratings

Generally the rating of the level of the learner's performance was done in a fairly congruent way with that of previous years:

Summary of fairness and accuracy of the mark ratings							
Code	Description of rating	Year					
		2008	2009	2010	2011	2012	2013
S	Mark given is accurate and fair	87%	87%	91%	91%	93%	92%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%	2%	2%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%	5%	6%

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 9.

The quality and standards rating with the hearing disabled sample

Summary of fairness and accuracy of the mark ratings with hearing disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	89.9% [89.9%]	74.5% [95.3%]	54.5% [92.6%]	62.9% [88.1%]
U	Mark is too low (the mark should be put up higher)	2.2% [2.2%]	8.3% [1.7%]	6.2% [2.3%]	8.4% [2.0%]
D	Mark is too high (the mark should be brought down lower)	7.9% [5.6%]	17.2% [3.0%]	39.3% [5.1%]	28.7% [9.9%]

As with the moderators' rating of the accuracy of the markers, their judgment on whether the marks were at the right level was done far more strictly, particularly in the individual activities.. Again, overall the **pattern** of rating of marking for the regular and deaf disabled groups is somewhat similar (they correlate well at 0.9 compared to 2012 when the correlation was a weak 0.4). What seems to be the case is that the level of strictness for recording inaccurate or unfair marking is much higher (or that the educators marking the hearing disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation this continuing situation needs inquiry.

Appendix 8

An analysis of moderator comments

Moderator comments on the total sample

A tally was made of the number 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 and in the 2014 workshop greater stress was made on this.)

Moderator data sheet comments about marking problems			
	Number of comments	% of the 3 876 comments	% of LAP sample of 38 526
Marking does not match grading criteria or shows questionable judgement	437	11.3%	1.1%
Portfolios not marked (partially or completely)	1244	32.1%	3.2%
Irregularities ignored such as inauthentic answers with different handwriting, copying or near identical responses in a class, or signs of undue educator influence	491	12.7%	1.3%
Marks transferred or added incorrectly	996	25.7%	2.6%
Administrative details absent, incomplete or wrong	426	11.0%	1.1%
No signatures from coordinator or supervisor or educator	282	7.3%	0.7%
Total	3876	100%	10.1%
Total as % of the 38 526 LAPs moderated	10.1%		

These comments are not large in number. Overall the total number of comments on incidences of what can be considered serious problems (on bad marking (or non-marking) and the ignoring of irregularities) applies to 5.6% of the portfolios. It is interesting to note that the number of comments is more than double that of the previous year's number of LAPs moderated (10.1% compared with 4.5%) .

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

		Number of comments	% of the 3 876 comments	% of LAP sample of 38 526
Bad marking	Grading criteria misunderstood	295	7.6%	0.8%
	Questionable judgement	142	3.7%	0.4%
Not marked	Some Qs not done but marked	754	19.5%	2.0%
	Not marked (partially or completely)	490	12.6%	1.3%
Irregularities ignored	Not learners handwriting	303	7.8%	0.8%
	Not learner's work (general or specific)	176	4.5%	0.5%
	Copying (general or specific)	12	0.3%	0.03%
Adding marks	Marks counted within questions incorrectly	433	11.2%	1.1%
	Marks transferred incorrectly	274	7.1%	0.7%
	Totals transferred incorrectly	220	5.7%	0.6%
	No scores	69	1.8%	0.2%
Administrative details incomplete or wrong	No dates (or same date repeated)	54	1.4%	0.1%
	Duplicate student numbers	2	0.1%	0.01%
	Details incomplete	112	2.9%	0.3%
	No ticks	258	6.7%	0.7%
Signatures missing	No signature coordinator	66	1.7%	0.2%
	No signature supervisor	87	2.2%	0.2%
	No signature educator	129	3.3%	0.3%
Total		3 876	100%	10.1%

Of note is the high number of comments relating to questions or portfolios not being marked and of LAPs not being signed by educator or supervisor or coordinator.

Moderator comments on the in-depth review

A total of 103 LAPs were examined by 46 of the moderators. The aim was to make holistic judgement on whether each particular LAP showed convincing growth on the part of a unique learner. Three questions were paramount:

Was the LAP consistently authentic?
Did the LAP leave an impression of steady growth?
Were there signs that the learner had in some way been empowered?

Most of the reviews were very positive indeed. The thoughtfulness of these moderators is generally impressive, with some writing little essays on what they saw in their LAPs. They refer to clear growth and improvement, to LAPs that reflect a constructive relationship between facilitator and learner, warm appreciation on the part of the learner for the opportunity to learn, and occasional detail criticisms where the LAP appears in part to be done by someone other than the learner to particular questions that the learner did not begin to cope with.

Moderator comments on the handwriting review

The “**handwriting** commission” involved 52 moderators who reviewed 262 LAPs. They rated each on a scale from 0 (Very clearly inauthentic even fraudulent) through 1 (Problematic) and 2 (Broadly acceptable) to 3 (Very clearly authentic). The results were:

Very clearly inauthentic:	12	(4.6%)
Problematic:	33	(12.6%)
Broadly acceptable:	156	(59.5%)
Very clearly authentic:	61	(23.3%)

Appendix 9

The site visits

In December 2013 and January and February 2014 site visits were conducted at 100 physical sites with overall attendance by learners from about 107 classes. SAQA appointed visitors met with the voluntary educator attached to the class of learners and/or other local *Kha Ri Gude* personnel and those members of the class who were in attendance.

The main aim of the visits was for learners to complete sample tasks under independent supervision to enable the verification of the results on the Learner Assessment Portfolios (LAPs). However, it was also important for the verification process for SAQA to gain some insight into the reality of the provision, and particularly of the broader quality of the site-based assessment process.

At each site the visitors asked the learners present to complete a set of assessment exercises (very similar in content and difficulty to those in the Learner Assessment Portfolio). This set of exercises were the same (with some minor corrections) of the ones used the previous year.

Each set of assessment exercises was enclosed in a folder on which would be recorded details of the site and the visitors' observations on the class. The SAQA visitor had to complete substantial identification details. There was also ample space for the visitor to write down observations (guided by some questions), though the visitor was under no obligation to do so (and the visitors' guidance notes made it clear that they are not to see themselves as evaluators).

The additional questions were originally intended for three purposes:

- To provide insight into how the verification exercise and the instrument were received and completed by the learners (and by the Educator and Supervisor)
- To obtain insights into the attitude of the participants at the site to the assessment process
- As an incident record (to note problematic experiences or deviations from expectation).

Although the completion of the questions was optional, a majority of the visitors did fill in the cover questionnaire for each visit, often providing interesting views on the process.

Overall, the visitors' comments on the site and the attendees response to *Kha Ri Gude* can be categorised as follows:

General comments	Number of responses	As % responses
Very positive enthusiastic all round	29 (27%)	33%
Positive but not as enthusiastic	37 (35%)	43%
Adequate but not enthusiastic	21 (20%)	24%
No comment made	20 (19%)	
	107 (100%)	100%

The pattern of observations seemed very similar to last year's, with many requests for more time and or for more of the same, many reflections on the dedication of the staff and the eagerness of the learners – but also a handful of negative reflections on poor staff (two decidedly negative experiences) and on the facilities. A number pick up on the impact of the lateness of the site visits on the coverage.

At one site visit no one turned up.

Appendix 10

An analysis of site visit/LAP congruence

The purpose of gathering this data through this verification activity was to **compare** the results of this brief set of assessment exercises with the results of the Learner Assessment Portfolios (LAPs) completed by learners during the programme.

When the completed LAPs were submitted at the end of the programme an attempt was made to match the completed site visit assessment sheets from each site with the corresponding pack of submitted LAPs from that class.

At the verification workshop at the end of March 2014, the moderators took the matched site visit records and LAPs and marked each site visit assessment as well as recorded the marks obtained in the analogous activities in the LAP.

This data was then analysed and some basic frequency tables generated, which are reproduced below.

The sample

The site visit record sheets from the classes were to be matched with the corresponding pack of LAPs submitted from that class.

Excluding the one site where no one turned up, the verifiers were presented with LAPs from 83 of the 106 classes (78%). However on completion of the comparison it appeared that only 57 classes (54%) had matching LAPs and finally 330 site record sheets were each linked to the corresponding completed (or partially completed) LAP. These represented learners taught by 57 educators in different classes of about 18 learners each (of about 38 621 educators/classes overall).

Where there was no match there are three possible explanations:

- an administrative matching failure
- the person completing the site visit record was a registered *Kha Ri Gude* learner but did not complete and submit her or his LAP
- the person completing the site visit record was not a registered *Kha Ri Gude* learner (and therefore had no LAP to submit).

Interestingly, 13 of the packs with no matches have positive to very positive site visitor comments, some of these suggesting that all was well with the portfolios or that they had been submitted. A fair proportion of the packs with no matches contain

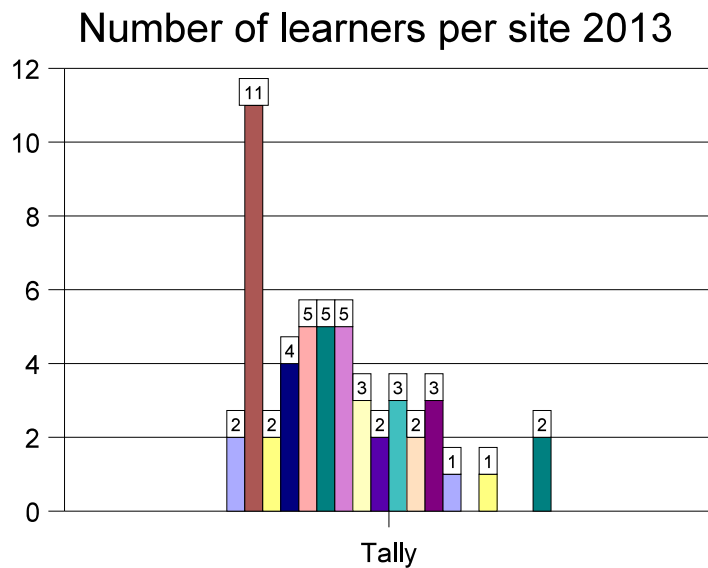
a fair number of records (maximum 17). There were 3 empty covers which puzzlingly list from 2 to 11 learners.

This lack of match is a serious concern, though presumably not all the LAPs had been submitted by the time of the workshop at the end of March 2014.

Number of learners per site participating in site visit

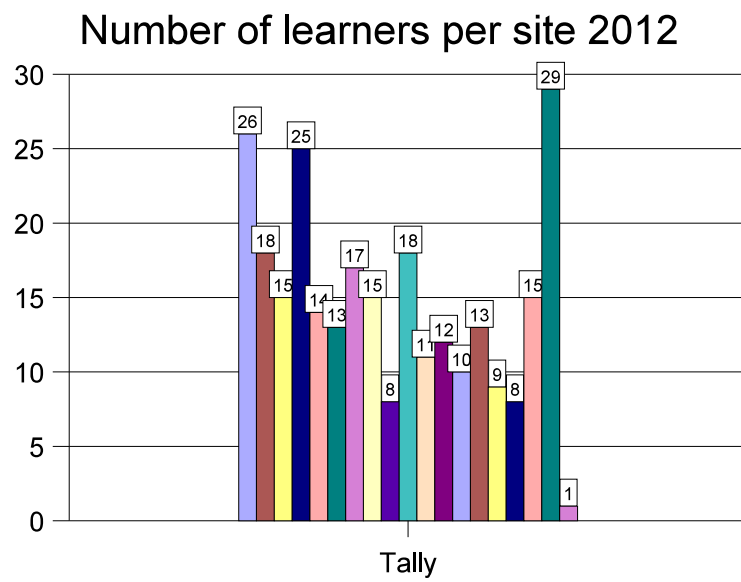
From the 51 educator identification numbers a table of the number of learners per site (whose LAPs were matched) was generated:

Learner numbers	Tally
1	2
2	11
3	2
4	4
5	5
6	5
7	5
8	3
9	2
10	3
11	2
12	3
13	1
14	
15	1
16	
17	
18	2
Sites	51



This result can be compared with the pattern from the previous year (though the sample for 2012 was 277 sites compared with 51 in 2013).

Learner numbers	Tally
1	26
2	18
3	15
4	25
5	14
6	13
7	17
8	15
9	8
10	18
11	11
12	12
13	10
14	13
15	9
16	8
17	15
18	29
19	1
Sites	277



Site visit records by Province and Language										
Language	Province									
	EC	KZN	LP	GP	MP	NW	FS	WC	NC	Total
isiXhosa	117	1								118
isiZulu		129			5					134
sePedi				2						2
seTswana										0
seSotho				2			31			33
xiTsonga			34							34
tshiVenda			9							9
siSwati										0
isiNdebele										0
English										0
Afrikaans										0
	117	130	43	4	5	0	31	0	0	330

The site visit report findings as matched to the LAPs

Prior experience

Two questions were asked about prior educational experience, one asked for the length of schooling and the second asked whether they had been able to read before. They were answered by the learners during the site visit. The answer in the LAPs would most probably have been entered by the Voluntary Educator at the beginning.

Grade of schooling achieved

This was the learner's answer to the number of years of schooling (0 to 5 or higher).

Site visit: Grade of schooling completed			
Years	Frequency	Percent	Cumulative percent
None	122	37	37
Grade 1	69	20.9	57.9
Grade 2	71	21.5	79.4
Grade 3	32	9.7	89.1
Grade 4	13	3.9	93
Grade 5 or higher	23	7	100
Totals	330	100	

LAP: Grade of schooling achieved			
Years	Frequency	Percent	Cumulative percent
None	207	64.5	64.5
Grade 1	31	9.7	74.1
Grade 2	51	15.9	90
Grade 3	26	8.1	98.1
Grade 4	4	1.2	99.4
Grade 5 or higher	2	0.6	100
Totals	321	100	

Crosstabulation of School grade reached

A crosstabulation between the site visit data and the LAP data on years of schooling raises a problem with the datasets that applies to all the data from the comparison. There is a wide discrepancy between the two datasets that makes any attempt to generate correlational data problematic.

Grade of schooling completed

		LAP						Totals
Years		None	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5 or higher	
S I T E	None	87	5	16	5	0	0	113
	Grade 1	50	10	8	1	0	0	69
	Grade 2	42	8	11	8	2	0	71
	Grade 3	11	2	6	10	2	1	32
	Grade 4	6	1	4	2	0		13
	Grade 5 or higher	11	5	6	0	0	1	23
Totals		207	31	51	26	4	2	321

Take the site visit's categorisation of 113 learners as having no schooling and the LAP as there being 207. But only 119 of 321 learners correlated exactly (pink blocks) across the two datasets. The LAP data was entered by the educator, the site visit data by the site visitor. What explanation is there for this huge discrepancy? Is it that:

- the data was incorrectly captured by educator or site visitor or both?
- the learners provided incorrect information?

It needs to be noted that, though the target group for the campaign is people with no or very little formal schooling, some people are admitted who have nominally achieved higher levels of schooling where the entrance/placement test administered to all prospective learners indicates that they are effectively illiterate and there is space in the class. To what extent did learners who had some schooling deny it in the hope of being admitted to a class as people with no schooling (see the red blocks)?

Prior reading ability

This was the learner's answer to the question “Could you read before the start of the *Kha Ri Gude* programme?” There was a similar question in the LAP.

	Site: Prior reading ability			LAP: Prior reading ability	
Ability	Frequency	Percent		Frequency	Percent
No	113	38		260	83
A little	107	36			
Yes	81	27		54	17
Totals	301	100		314	100

The more nuanced site visit question generated the large number of people with “a little” reading ability.

Filling in a form

This is the moderator's mark for the learner's performance on a "Filling in a form" activity out of 8 and the educator's mark for the similar activity in the LAP.

	Site: Filling in a form			Lap: Activity 2	
Marks	Frequency	Percent		Frequency	Percent
0	6	1.8		6	1.8
1				1	0.3
2	1	0.3			
3	10	3		1	0.3
4	10	3		6	1.8
5	32	9.7		8	2.4
6	29	8.8		26	7.9
7	44	13.3		16	4.8
8	198	60		266	80.6
Totals	330	100.0		330	100

The LAP generally, and predictably, has more positive results.

Comprehension/Cloze test/Comprehension test

The two activities are not directly comparable but both do test comprehension.

	Site: Missing words			LAP: Activity 7	
Marks	Frequency	Percent		Frequency	Percent
0	10	3.0		6	1.8
1	12	3.6			
2	17	5.2		11	3.4
3	26	7.9		18	5.5
4	154	46.8		28	8.6
5	110	33.4		263	80.7
Totals	329	100.0		326	100.0

The LAP, predictably, has more positive results.

Time of day activities

The learners completed a set of six questions about what they did at certain times of the day. The site and LAP exercises are identical.

	Site: Time of day			LAP: Activity 5b	
Marks	Frequency	Percent		Frequency	Percent
0	22	6.7		10	3.0
1	2	0.6		5	1.5
2	7	2.1		9	2.7
3	11	3.3		6	1.8
4	24	7.3		14	4.2
5	30	9.1		18	5.5
6	234	70.9		268	81.2
Totals	330	100.0		330	100.0

Write the missing numbers in a number grid

The learners fill in nine missing numbers in a grid of 1 to 100 (a mark for each correct number).

	Site: Missing numbers			LAP: Activity 13	
Marks	Frequency	Percent		Frequency	Percent
0	13	3.9		6	1.8
1	4	1.2		1	0.3
2	2	0.6			
3	1	0.3		4	1.2
4	2	0.6		3	0.9
5				3	0.9
6	6	1.8		12	3.6
7	6	1.8		10	3.0
8	17	5.2		17	5.2
9	51	15.5		26	7.9
10	228	69.1		248	75.2
Totals	330	100.0		330	100.0

Addition

The learners completed a set of four simple addition sums. The site and LAP exercises are identical.

	Site: Add			LAP: Activity 14	
Marks	Frequency	Percent		Frequency	Percent
0	15	4.6		8	2.4
1	2	0.6		9	2.7
2	14	4.3		30	9.1
3	28	8.6		48	14.5
4	265	81.8		235	71.2
Totals	324	100.0		330	100.0

The statistical correlation between the site visit and LAP datasets

All the paired site and LAP exercises had very low correlations or none. Filling in a form and Time of day exercises did not correlate. Filling in word comprehension, Numbers and Adding exercises had significant but very low correlations.

It is possible that this is partly explained by most of the activity marks being on a 5 point scale and that this would affect the power of the correlation coefficient, but even if that was corrected for, it is unlikely that the correlation would increase to a meaningful level.

No linear pattern is detected in the scatterplot of the two overall scores. A contingency table of the overall site visit and LAP total mark sets is reproduced on the next page.

Contingency table of comparable scores of site visit and LAP marks

Site score	LAP score																			Total
	0	14	16	17	18	19	21	22	23	24	25	26	27	28	29	30	31	32	33	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
6	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
11	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
15	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
18	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	3
19	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	2
20	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	0	1	0	0	4
21	1	0	1	0	0	0	1	0	0	0	2	0	0	0	0	1	0	1	5	12
22	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	4	7
23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	4
24	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	3
25	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	5	0	2	9
26	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	3	9
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	3	6	12
28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3	2	10	17
29	1	0	1	0	0	0	0	0	0	0	0	0	0	1	2	1	1	4	16	27
30	0	0	0	0	1	0	2	0	0	1	0	0	0	2	1	3	4	7	16	37
31	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	4	3	2	12	24
32	0	1	1	1	0	0	0	0	1	2	1	2	3	2	7	7	11	7	36	82
33	0	0	0	0	0	1	0	0	0	1	1	0	3	2	3	7	8	8	28	62
Total	6	2	4	1	1	2	4	1	4	5	4	4	8	7	17	26	43	39	152	330

The scores marked in bold red (in unshaded cells) indicate serious anomalies, particularly where learners with very low site scores have received very high LAP marks. The opposite tendency (high site marks and low LAP marks) is probably explained in the few cases as being LAPs that were handed in (returned) but never done or only partially completed. The shaded green cells are where the highest number of scores should have been clustered if there had been a high correlation (which there was not, though not unexpectedly LAP scores tend to be higher than the Site visit scores).

Moderators' judgements on the congruence between the Site Visit Records and the LAPs

There was one general comparisons of the two instruments – the moderators were asked to make a judgement of the overall authenticity of the LAP assessment when compared to the site visit assessment.

Authenticity of the Lap compared with the Site Visit Record

The moderators filled in their own assessment of the authenticity of the *LAP* compared with the *Site Visit Record*.

Overall authenticity of LAP		
Authenticity	Frequency	Percent
Clearly different writers/handwriting	35	10.8
Problematic, difficult to judge	45	13.9
Mixed - most is clearly by the same learner	152	46.9
Fully authentic	92	28.4
Totals	324	100

This result seems plausible. The LAPs could be expected, as products of a continuous developmental process, to contain answers that have been reworked and revised, additions by the educator, etc. The “fully authentic”, in the academic sense of literally a ‘learner alone’ product would be rare. This is not to say that these LAP results are not real.

Although, because of the smaller sample than 2012, one cannot make too much of this finding, the percentage of LAPs considered fully authentic increased from 0.8% in 2012 to 28.4% in 2013.

Reading aloud (site visit) data

This table records the site visitor's score for the learner reading aloud a short text.

Reading aloud		
Ability	Frequency	Percent
Not at all	29	10.6
With difficulty	34	12.4
Slowly and with some difficulty	96	35
Adequately	88	32.1
Fluently	27	9.9
Totals	274	100

Prior Grade level and Reading aloud (site visit)

Site: Grade	Site: Reading aloud					Totals
	Not at all	With great difficulty	Slowly and with some difficulty	Adequately	Fluently	
None	26	18	30	27	2	103
Grade 1	1	9	29	21	3	63
Grade 2	1	5	25	21	4	56
Grade 3		1	10	7		18
Grade 4		1	2	6	3	12
Grade 5 or higher	1			6	15	22
Totals	29	34	96	88	27	274
Totals	11%	12%	35%	32%	10%	100%

Prior Grade level (site) and Reading speed (LAP Activity 4)

Site: Grade	LAP: Reading speed mark						Totals
	"0"	1	2	3	4	5	
None	5	7	23	22	25	40	122
Grade 1	1		9	8	27	23	68
Grade 2		1	12	17	12	29	71
Grade 3		1	3	5	12	11	32
Grade 4				2	5	6	13
Grade 5 or higher				2	4	17	23
Totals	6	9	47	56	85	126	329

While a majority (64%) had a high (4 or 5) score on the test of reading words at speed there was little to differentiate between learners success here and their prior school grade level (except for Grade 5 and higher). This may possibly be ascribed to the programmes' success in teaching all the learners to sound out words.

Site: Grade	LAP: Reading speed mark 5	As % of Grade
None	40	32%
Grade 1	23	33%
Grade 2	29	40%
Grade 3	11	34%
Grade 4	6	46%
Grade 5 or higher	17	76%

Reading aloud and Reading speed (LAP Activity 4)

Reading speed (LAP Reading speed (Activity 4))	Reading aloud (Site)					Totals
	Not at all	With great difficulty	Slowly and with some difficulty	Adequately	Fluently	
0	4	1		1		6
1	3		2	4		9
2	6	8	10	9		33
3	5	5	20	16		46
4	2	8	24	29	5	68
5	9	12	39	29	22	111
Totals	29	34	95	88	27	273
Totals	11%	12%	35%	32%	10%	100%

Scores for site exercises and LAP activities

Most of the mean and median scores on these activities are relatively high (as would be expected for these simple demonstrations of competence).

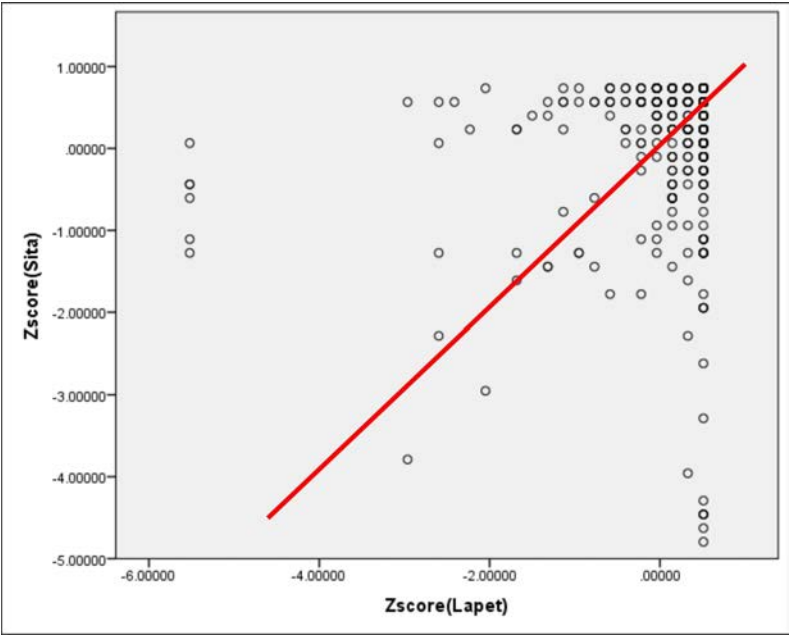
The maximum total score for the five site visit exercises (excluding the reading aloud test) and the equivalent LAP exercises was 33 with means and standard deviations as follows:

	Mean	Standard deviation	Number
Site activities	28.6	6	330
LAP activities	30.2	5.5	330

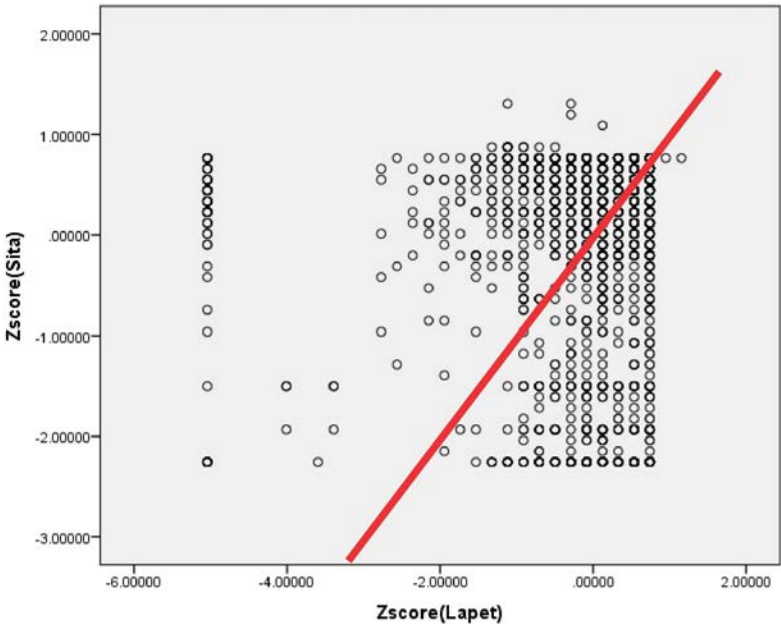
The slight difference between the means is expected. The LAP is a continuous assessment instrument and work can be revised and done slowly. One would expect learners to do better and the overall results to be more homogenous and with a lower standard deviation. The site visit score shows a larger standard deviation which is also predictable.

If the two sets of scores are transformed into z-scores (i.e. so that their standard deviation is the same) the correlation between the two sets of individual marks was very low (0.072) though statistically significant.

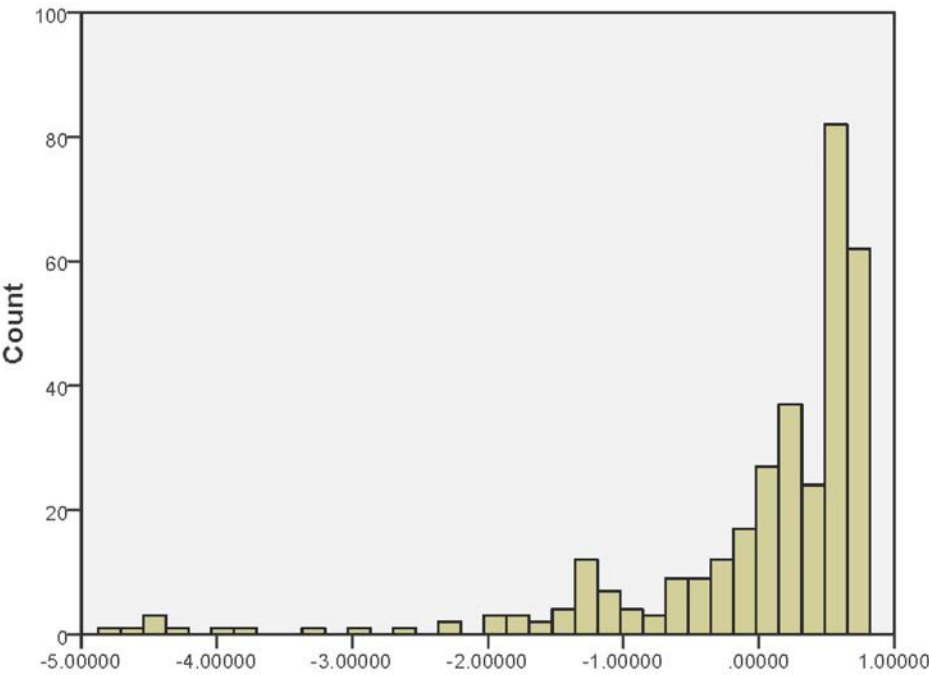
Below is a scatterplot of the two sets of (standardised) scores. The heavy line indicates the expected line of best fit. As can be seen there is a wide variation from this.



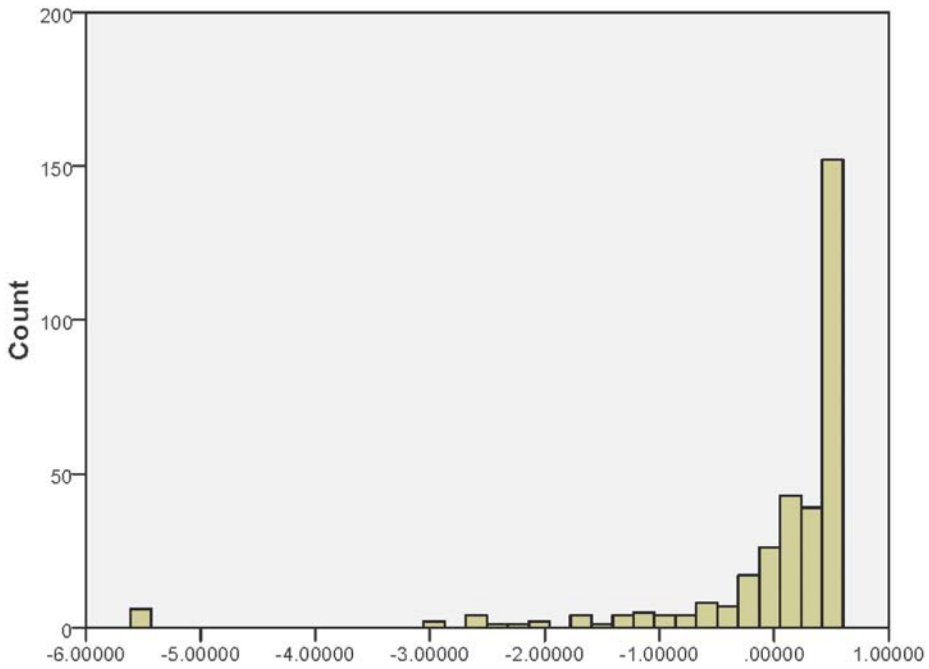
The scatterplot above can be compared with the one for 2012 (with its much bigger sample including more learners with lower scores).



Generally the LAP marks tend to be relatively higher (as would be expected), though, as these bar graphs of the two sets of standard scores show, overall the general patterns of scores are similar.



Site standard scores



Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

Standards
Literacy and numeracy teaching methods
Adult education approaches
Good practice materials development principles

Delivery

Layered approach: coordinators, supervisors, volunteer educators
Training: delivery, methods, and marking
Systems and procedures
Support people

Assessment model

Formative assessment
Portfolio assessment

Moderation Process

Verification tasks
Sample comparison with LAP
LAP moderation procedures

Site Visit Process

Assessment tasks
Marked
Compared with learner's LAP results

Report to the
South African Qualifications Authority (SAQA)

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

Year Seven: 2014/2015

David Adler, John Aitchison and Edward French

23 November 2015

Contents

Overview.	1
The status of this document.	1
The findings.	1
The recommendations.	2
Introduction - a quick guide to Kha Ri Gude and SAQA's verification and moderation of the campaign's assessment processes in 2014/2015.	3
Background to the 2015 verification activities.	6
Approach to the 2014/2015 verification and moderation.	6
The course of the site visits.	7
The process of the moderation and verification.	11
Verifier judgements of authenticity.	12
Verifier moderation of quality of marking.	13
The relationship of the ISVR to the LAP.	14
Relationship of Verifiers' and VEs' marks for the same item on the LAP.	14
Discussion of the results.	15
Summary of the findings.	16
Recommendations.	17
Appendices.	19
The Braille LAPs.	21
General site visit cover summary.	27
Verification: individual site visit record irt LAP.	29

Overview

This report is concerned with the seventh SAQA moderation and verification of the results of the *Kha Ri Gude* national literacy campaign and relates to the cohort of learners of 2014/2015.

The status of this document

This report is to be submitted to the SAQA Board in order to guide their decision on the recording of the results of the *Kha Ri Gude* adult literacy campaign on the NLRD. The campaign ran from late 2014 into 2015. The report should also provide the groundwork for SAQA's report to the Department of Basic Education.

The findings

The findings in brief are:

- Some 91% of the LAPs examined were considered to be the authentic work of the learners enrolled in *Kha Ri Gude*.
- The marks arrived at by *Kha Ri Gude* 's voluntary educators (VEs) on the sample of tasks in the LAPs exhibited a strong positive relationship with the marks arrived at by SAQA's verifiers on the same sample of the tasks in the LAPs.
- Just over 90% of the sample of LAPs was considered to be marked and moderated very well or adequately by *Kha Ri Gude* VEs, Supervisors and Coordinators. The verifiers' and VEs' marks for the selected items in the LAPs are almost identical throughout.
- The verifiers' marks on the independent test (ISVR) and on the identical items in the LAPs exhibited a strong positive relationship.
- The results on the sample of LAPs exhibited a strong positive relationship with the results on SAQA's independent tests.
- The verifiers made a subjective judgement that nearly all of the matched pairs reflected a worthwhile educational experience - 53% adequate / good; 43% excellent.

The recommendations

On the basis of these findings, the senior verifiers recommend that the SAQA Board allows the results of successful *Kha Ri Gude* learners in 2014-2015 to be recorded on the NLRD.

A separate report is presented on the moderation of Braille LAPs reflecting achievement within *Kha Ri Gude*'s commitment to people with disabilities. Although there were minor puzzles in the data, the recording of the achievement of successful blind learners is also recommended.

Various reflections are offered on the process and the findings that SAQA may wish to communicate to the Department of Basic Education or the Ministry of Basic Education.

Introduction - a quick guide to Kha Ri Gude and SAQA's verification and moderation of the campaign's assessment processes in 2014/2015

This glossary is recommended reading for those who are not familiar with the complex of institutions and processes involved in the report.

General

The *Kha Ri Gude* adult literacy campaign runs every year for 6 months. Learners use substantial course workbooks in their own language. They are taught by Voluntary Educators (VEs) with minimal training who are supplied with comprehensive facilitators' guides. VEs are backed by local Supervisors and regional Coordinators. As they work through the course the learners complete a printed portfolio (LAP) of prescribed exercises summarising the learning programme. The portfolio is marked by the VE, moderated internally by the Supervisor and signed off by the Coordinator. SAQA moderates a sample of the LAPs before agreeing to register successful completion of ABET level 1 unit standards for reading, writing and numeracy on the National Learner Records Database (NLRD). In 2015 SAQA's verification and moderation consisted of a close examination and analysis of the LAPs in relation to the results of summary tests conducted in independent site visits to over 300 learning sites around the country.

The following alphabetic glossary should provide insight and ready reference for the terms used in the report.

Department of Basic Education (DBE)

Although adult education and training now falls under the Department of Higher Education and Training (DHET), the *Kha Ri Gude* adult literacy campaign remained in the Department of Basic Education when the previous Department of Education split into the DBE and the DHET. *Kha Ri Gude*'s management reports to the Director General and the Minister of Basic Education.

Individual Site Visit Record (ISVR)

This is a 4-page test form completed by each learner at the sample of *learning sites* involved in the site visits. The form replicates the content of a sample of items from the *Learner Achievement Portfolio* (LAP). Although a few changes are made, the format and content of the tasks are identical to those in the LAPs. The ISVRs were made available in 11 languages. A copy of the English version can be found in Appendix 1.

Kha Ri Gude

Kha Ri Gude (We can learn) is the name of the national adult literacy campaign that started in 2008. The campaign was initiated under the then Minister of Education, Naledi Pandor, who requested that SAQA play a role in the quality assurance of the campaign.

Learner Achievement Portfolio (LAP)

This is a printed booklet provided by *Kha Ri Gude* in its pack of learning materials for each learner. Each LAP has a range of tasks intended to summarise, test and record the learning achieved through 6 months of tuition. The actual learning is guided by a much more substantial workbook and teacher's guide. The LAPs are marked by the Voluntary Educator

(the site teacher), moderated internally by the local Supervisor and verified internally by the regional Coordinator. They are then returned to a national logistics centre where they are stored for some years for moderation, verification and auditing purposes. There have generally been around 600,000 LAPs stored for each year of the campaign. SAQA's senior verifiers call for a sample of the year's LAPs to be delivered to the verification centre for verification and moderation.

Matched pair

This refers to the set consisting of a LAP and its corresponding ISVR. Matching was not possible when the learners present for the visit did not submit LAPs, or in a handful of cases, where the site visited did not submit LAPs (or returned them too late for verification). In some cases as well there were anomalies in the identity data which made it impossible to match the given pairs.

South African Qualifications Authority (SAQA) and *Kha Ri Gude*

When satisfied with the results of *Kha Ri Gude*, SAQA records these on its national database of qualifications and learning credits – the National Learner Records Database (NLRD). SAQA would not itself normally conduct the verification and moderation of a learning process, but does this in the case of *Kha Ri Gude* at the request of the Ministry of Basic Education. *Kha Ri Gude* and the ABET Level 1 credits involved in *Kha Ri Gude* do not fall clearly within the ambit of the three Quality Councils which are directly tasked with certification and quality assurance.

Senior Verifiers

A small team of individuals appointed by SAQA and tasked with the design, management and oversight of the whole verification process.

Site Visits (and sampling)

Tuition in *Kha Ri Gude* happens in the community: in houses, garages, shacks, perhaps even under a tree - and sometimes in school classrooms. Hence the general term "site". These sites are scattered across South Africa, sometimes in remote areas. The sites visited are a sample of 311 out of 40,821 in 2014-15. The sample of sites was designed to reflect all provinces adequately. A lack of figures and other considerations in the planning limited the extent that the sample would be absolutely proportional to the provincial distribution of sites. There was a commitment to reflect an adequate relationship between urban and rural sites. Practical and cost considerations had the visits organised around hubs from which a range of sites could be visited in a day's journey. (See also "Visitor" below.)

Site Visit Records (SVRs)

Each site visit yields a set of individual site visit records (ISVRs). Each visit's set is packed in a cover with information relating to the visit entered by the Visitor.

Volunteer educator (VE)

A voluntary Educator who recruits and teaches a group of 18 learners and receives a stipend.

Verification and Moderation

In SAQA's process for *Kha Ri Gude*, verification and moderation involve the critical comparison by marking and inspection of each LAP with a matching ISVR (see above). The process takes the verifier an average of 10 minutes per individual record set. Using a

summary data sheet, the verifier checks the identity data in the two documents, marks the ISVR, records the marks given by the voluntary educator for these tasks in the LAP corresponding to the tasks in the ISVR, remarks the tasks in the LAP, compares the handwriting and other stylistic features of the two documents, does a quick survey of the internal marking in the whole LAP, records a scaled judgement of the adequacy of marking, and records on a separate sheet information of interest from the site visit cover sheet.

The data from this process is then captured on a spreadsheet for the analysis reflected in the present report. The data capture sheets can be found in Appendix 2.

Visitor

A suitably qualified person with no direct affiliation to *Kha Ri Gude*, appointed by SAQA through one of three independent regional agencies, and trained to carry out the visits following strict guidelines.

Background to the 2015 verification activities

Since 2009 SAQA has moderated the results of the *Kha Ri Gude* campaign. The commitment was undertaken at the request of the then Minister of Education and Training. It was entered into after SAQA had satisfied itself that successful outcomes in *Kha Ri Gude* would satisfy the requirements of the relevant Unit Standards in literacy and numeracy for Adult Basic Education and Training (ABET) Level 1.

Until 2015 the process focused on reviewing the quality of the marking of the LAPs. A substantial sample of LAPs was moderated each year by over 200 *Kha Ri Gude* coordinators under the supervision of SAQA's senior verifiers. With certain provisos, the recording of the results on the NLRD was recommended in each of these years.

In 2012 SAQA added a programme of site visits and independent tests to the process. Without these tests it was not possible to verify the authenticity of the LAPs, or to assess the degree to which the LAPs reflected the actual levels of achievement of the learners involved. The moderation of marking only allowed a limited statement of confidence to the effect that:

the LAPs have been marked with a satisfactory degree of accuracy. Results on the tasks completed in the portfolio deserve recording at ABET Level 1 on the NLRD. We cannot say whether these are the results of the learners themselves, or of someone else (e.g. the educator, a family member).

There was some compensation for this limitation in observations made on the probability and consistency of the learners' work in the LAPs.

The site visit process offered a more rigorous and persuasive process of verification. Visitors, reporting to SAQA and with no affiliation to *Kha Ri Gude*, visited selected sites with relatively little warning. At each site they conducted a test consisting of a sample of items identical (or nearly identical) to the tasks in the LAPs which the learners had already completed or were close to completing. The visitors also made a number of observations on site. Each test (the Individual Site Visit Record - ISVR) was then closely compared to the matched LAP. This analysis was done later under the supervision of the senior verifiers at the annual moderation event.

Approach to the 2014/2015 verification and moderation

In 2015 the verification and moderation process was undertaken solely on the basis of the site visits. There were several reasons for this decision. The large moderation event was considered to be cumbersome and costly - requiring *inter alia* the accommodation of over 200 people for three nights. It was also felt that the moderation process had served its purpose well, but that it had also become stable and predictable and no longer provided much additional value to the previous year's moderation exercise. Given the added financial constraints in *Kha Ri Gude* in the past year, the adoption of a sole focus on the site visit process was welcomed.

In order to compensate for the smaller sample of the total LAPs that would be engaged with in 2015, the site visit process was enhanced in various ways:

- The test (ISVR) was made longer and more comprehensive; as far as possible the test items were formatted identically to the same item in the LAP.

- The comparability of ISVR and LAP results was enhanced as far as possible by using raw marks rather than rubric judgements; the adjusted rubric judgement based marks in the LAPs had previously made it difficult to apply correlation tests.
- Strict requirements were put in place to ensure as full as possible effective attendance at the site visits: this included encouragement and some threat of sanctions by *Kha Ri Gude* management, plus an extensive process of engagement by the visitors to ensure that they were expected on the set date.
- Enhancements in the processes of reporting, verification and moderation (see opening *Quick Guide* above).
- There were to be at least 300 site visits (in the event, 311, as opposed to the 100 that had been allowed for in the previous budget for 2013/2014 cohort).

The course of the site visits

The site visits were conducted from early March 2015 to the end of April 2015 by two agencies and one individual with suitable qualifications and resources and no formal connection with *Kha Ri Gude*. (They were appointed with a special concern to avoid conflicts of interest.) The Tembaletu Trust conducted the visits in KwaZulu-Natal (involving the largest number of participants in one province). An individual organiser was employed to coordinate the visits in the Eastern Cape. Hubutani Communication Enterprises organised the visits in all of the remaining seven provinces. The visits were overseen by a Senior Verifier, with logistical support from SAQA.

Three illuminating reports on the course of the site visits are available separately. In general they are affirmative about the experience. In most cases the effort to ensure successful visits proved rewarding. Supervisors, Voluntary Educators and Learners tended to be supportive and positively responsive to the visits. The reports reflect a continuing valuing of *Kha Ri Gude* by visitors and the visited.

However, difficulties are reflected in the reports. The most common problems related to some reported disarray in the management of *Kha Ri Gude*. Although the programme was originally run, as designed, in the second half of the year, the 2014 programme was delayed to September and seemed to get underway at variable times. The difficulty seems to be attributable especially to problems in the timeous procurement, production and distribution of resources. Numbers of visitors report complaints from learning sites about having received materials late or not at all. While local officials were often most helpful, there seems to be an increase of instances of unhelpful or even hostile responses to the visits by local officials.

For the organisation of the site visits, the greatest difficulty was in getting information about when the programmes were closing. The site visits should ideally happen in the last weeks of the programme. Hubutani had to conduct intelligence gathering to find out when they could visit. Tembaletu found that in most cases the programme in KwaZulu-Natal had been closed in February. This sometimes seriously limited the availability of learners. Sites had to be (re)selected on the best chance of finding learners there.

By far the most limiting and frustrating experience was that in the Eastern Cape. The regional manager of the site visit programme was fresh to the work, and found himself faced with disaffection and resistance. This seemed to stem from central restructuring of the coordination of Eastern Cape *Kha Ri Gude* management. The province had previously been a flagship in *Kha Ri Gude*, but now returned the most disappointing sample of site visit records.

Nonetheless, the returns on the site visits nationally were satisfactory, and far better than previous returns. This was to the credit of the intensive management of the site visits. The agencies were under strict instructions to secure returns that were as full as possible. On the whole, exhaustive efforts were made to establish contact and relationships with *Kha Ri Gude* officials and VEs to limit possible wastage on often expensive field trips. Impressive efforts were made to reach clusters of sites in difficult terrain and also within the maximum budget limit of 150 m travelling per day, with no overnight stays.

The pattern of comments in the site visit reports is very similar to previous years. There is much warm appreciation for the opportunity to learn, repeated requests for the programme to be lengthened to cope with its ambitious content, and a picture of learning in constraining facilities – with occasional complaints about the supply of materials, and late payment or non-payment by the VEs.

In previous site visit programmes, the visitors were invited to write comments on aspects of the visit. These were illuminating, but time-consuming for all concerned as well as being difficult to quantify. In the present site visits, the cover sheet asked for a scaled rating of these aspects. In general 78% of the ratings were positive: good (47%) or excellent (31%). Poor ratings amounted to 22% (4% very poor; 18% inadequate)

The 9 rating categories came out as follows:

Rating category	Rating			
	Very poor	Inadequate	Good	Excellent
Arrangements for visit	1	11	51	37
Attitude of local <i>Kha Ri Gude</i> leadership	20	12	24	44
Attitude of learners	1	18	56	25
Quality of event	1	26	52	21
VE view of <i>Kha Ri Gude</i>	2	17	52	29
Learners' views of <i>Kha Ri Gude</i>	1	14	53	32
Learners' response to external assessment	3	24	45	28
VE's understanding of LAP assessment	1	17	50	32
State of readiness of LAPs for return	2	23	44	31
Totals	32	162	427	279
As %	4%	18%	47%	31%

Only 6% of the site covers include an incident report. In most cases this relays VE concern about non-payment or late payment and about failures or lateness of delivery of learning materials. A mere 1% relate to some form of obstruction or lack of helpfulness in the arrangements of the visits.

Sampling criteria

The following considerations went into the construction of the sample:

- The sample was based on information from *Kha Ri Gude* management regarding the provision for the year – noting for example that demographic and management considerations had led to some cut-back in the Free State and the Eastern Cape.
- As far as possible the sites visited were to reflect the regions of all the current *Kha Ri Gude* regional coordinators.
- A balance between rural and urban contexts was also sought for.
- The sample was constructed around hubs so that visitors trips to sites would fall within the limited budget. (A cluster of sites was to fall in the scope of a day's visit from the hub.)
- There was a request from *Kha Ri Gude* that a majority of site visits be made to sites not previously visited.
- The language distribution of the provision should be reflected as far as possible. *Kha Ri Gude* is based on sites and has many sites where the languages of provision are variable, sometimes mixed, and never entirely predictable by the area. In the present sample an effort was made to include more of the minority languages that had tended to be marginalised - notably xiTsonga and TshiVenda.

In the event, the agencies running the site visits had to make tactical decisions on visits, opting, for example, for an alternative site when it became apparent that the visit to the originally selected site would be futile.

Distribution of the realised sample

Some 311 sites were visited. Matched pairs (individual site visit record with LAP) from 287 sites were processed by the verifiers. The remaining 24 site visits were not processed, as no LAPs were available for these (8 never submitted LAPs, 16 were late submissions after the completion of the verification).

The realised sample in terms of matched pairs totaled 1 227.

This was distributed by **province** as follows, compared with the distribution of enrolments:

Province	Number	% of sample	% of enrolments 2014/2015
Eastern Cape	66	5.4	14.5
Free State	67	5.5	5.6
Gauteng	156	12.8	18.3
KwaZulu-Natal	107	8.8	21.5
Mpumalanga	224	18.3	11.0
Northern Cape	124	10.2	2.7
Limpopo	302	24.7	16.2
North West	59	4.8	6.4
Western Cape	116	9.5	3.8
Totals	1 221	100	100

Another 6 (0.4%) of the processed pairs did not identify the province.

Distribution of processed pairs by **language** is as follows:

Language	Number	% of sample	% of enrolments 2014/2015	Province
isiZulu	231	22.1	29.6	KwaZulu-Natal (106), Mpumalanga (64), Gauteng (61)
seTswana	174	16.7	11.6	Northern Cape (124), Gauteng (69), North West (59)
isiXhosa	152	14.5	18.9	Western Cape (85), Eastern Cape (66), Gauteng (1)
siNdebele	105	10.0	1.9	Mpumalanga (105)
xiTsonga	122	11.7	3.8	Limpopo (118), Mpumalanga (3)
seSotho	80	7.7	7.5	Free State (67), Gauteng (9), Limpopo (3), KwaZulu-Natal (1)
sePedi	80	7.7	15.0	Limpopo (112), Mpumalanga (52), Gauteng (9)
TshiVenda	69	6.6	3.1	Limpopo (68), Gauteng (1)
Afrikaans	31	2.9	2.7	Western Cape (31)
English	1	0.1	2.1	Gauteng (1)
siSwati	0	0.0	3.8	
Totals	1 045	100	100	

Distribution of languages in terms of **dominant language at sites** visited:

Language	Number	% of sample
isiZulu	89	35.5
isiXhosa	42	16.7
xiTsonga	32	12.7
sePedi	28	11.2
seTswana	23	9.2
seSotho	22	8.8
TshiVenda	12	4.8
Afrikaans:	2	0.8
English	1	0.4
siSwati	0	0.0
Totals	251	100.1

To a slight extent the sample was affected by contingent factors. For example, in the Eastern Cape there appeared to be some breakdown in *Kha Ri Gude* 's regional management morale, and at the same time the regional manager of the site visits in the province was new to the job. The result is that there are fewer than expected in that province – but a more than adequate sample for isiXhosa because of the strong showing of that language in the Western Cape.

Partly because of highly effective site visit management in KwaZulu-Natal, Limpopo and Mpumalanga, isiZulu and xiTsonga are represented above the broad national distribution of these languages.

The process of the moderation and verification

The process involved:

- Conducting independent tests (ISVRs) at a sample of 311 *Kha Ri Gude* sites nationwide
- Comparing these tests with the learner achievement portfolios (LAPs) used by *Kha Ri Gude* for summative assessment
- Making observations regarding:
 - ▶ the authenticity of the LAPs
 - ▶ the degree of fit between the competencies displayed in the LAPs and those displayed in the independent tests
 - ▶ the quality of marking and internal moderation by *Kha Ri Gude* educators
- The moderation and verification of all the LAPs from the sight-disabled learners.

Verifier judgements of authenticity

The statistical fit between the three sets of results compared in the verification exercise (see below) provides an important measure of the reliability of the LAPs, and is also relevant to the question of authenticity. However, the verifiers gave specific attention to authenticity.

After processing the two key documents as explained above, the verifiers made a number of judgements of authenticity, often comparing notes when uncertain. Four categories were provided:

- handwriting
- consistency given growth
- contents
- character.

Other than handwriting, the categories related to the probability that the LAP was completed by a *bona fide* adult literacy learner. These proved difficult to manage, they were often left blank and were not ultimately very useful. The judgements in them tend to be positive.

The comparison of handwriting in the ISVR and the LAP was therefore the focus of the judgement of authenticity. It was often impossible to be completely certain about the handwriting. The letter formation of a person new to writing can be extremely variable. Thus, although there were cases where the handwriting clearly differed or was clearly identical, the majority of judgements fell into the domain of the probably authentic.

Verifier ratings for **authenticity of handwriting** were:

Category	Percentage
No match	3.3%
Possible match, but weak	4%
Probable match	73.6%
Clearly identical	17.3%
No answer	1.8%
Total	100%

The incidence of inauthenticity is low. Given the collaborative, nurturing quality in adult basic education, even the 3.3% of clearly different handwriting is not necessarily evidence of deliberate fraud.

Verifier moderation of quality of marking

The verifiers made two judgements: First of the voluntary educator's (VE's) marking of the LAP, secondly of the control reflected in the signing off of the LAP by Supervisor and Coordinator.

The judgement of **quality of marking by the Voluntary Educator**:

Category	Percentage
Very weak	2%
Weak	6%
Good	77%
Very good	13%
No answer	2%
Total	100%

The judgement of the **quality of the moderation control by supervisor and coordinator**:

Category	Percentage
Very weak	3%
Weak	8%
Good	74%
Very good	13%
No answer	2%
Total	100%

Judgement on the **authenticity and quality of marking of the set as a whole**

The verifier was asked to reflect on the set of matched pairs from each site, and to make a scaled judgement of the overall authenticity, reliability and educational value that they felt was reflected in the set. Their general responses were as follows:

Category	Percentage
Poor	4%
Good	53%
Excellent	43%
Total	100%

The relationship of the ISVR to the LAP

Comparison between ISVR and LAP		% Within same range	% ISVR one range higher	% ISVR one range lower	% ISVR two ranges higher	% ISVR two ranges lower	Wider apart
Total ISVR % and LAP %		32.3	18.5	19.2	13.2	5.4	11.4
Total ISVR % and total % matched items on LAP		33.4	22.2	20.9	10.8	5.0	7.7
ISVR question and LAP question							
Q1	2	82.6	3.8	1.9	3.6	3.5	4.6
Q2	3	82.7	3.8	1.7	3.6	3.5	4.7
Q3	8	53.0	12.1	10.9	9.7	4.1	10.2
Q4	12	84.6	7.2	2.0	2.9	0.8	2.5
Q5	13b	70.8	8.2	5.8	5.6	1.4	8.2
Q6	16a	54.5	5.1	3.6	10.6	21.9	4.3
Q7	16b	47.3	6.7	8.3	8.2	18	11.5
Q8	20	41.6	10.2	7.1	6.9	7.4	26.8
Q9	4	33.3	12.0	20.2	2.6	15.9	16.0

Relationship of Verifiers' and VEs' marks for the same item on the LAP

Question		Same	One range higher	One range lower	Wider apart
	LAP				
1	2	96.5	0.2	1.1	2.2
2	3	98.6		0.2	1.4
3	8	96.7	0.3	0.7	2.3
4	12	98.2	0.2	0.2	1.4
5	13b	97.2	0.2	0.6	2.0
6	16a	93.9	0.5	0.7	4.9
7	16b	96.5	0.3	0.9	2.3
8	20	96.0	0.3	1.0	2.7
9	4	95.2	0.4	0.5	3.4
10		95.2	0.4	0.5	3.9

Discussion of the results

The assumption in the running and scoring of the external test (ISVR) against the portfolio (LAP) was that the external test would be a more reliable and valid indication of the learners' competencies than the more user-friendly portfolio. Because of the inevitably less friendly test situation overseen by an unknown visitor on the one hand, and the fact that the portfolio is completed in a more nurturing context, it was expected that the external test would tend to yield lower scores than the portfolio. However, it was also expected that, if both instruments provided valid, reliable indicators of the learners' competencies, there would be a reasonably consistent positive relationship between the sets of data.

Even in the course of the verification, it was clear that a much stronger positive relationship than observed in previous years was emerging between the results on the portfolio (LAP) and the results on the independent test (ISVR). Once the spreadsheets had been produced, inspection of the various columns of comparable data suggested that this positive relationship was present across the data.

The closer analysis reflected in the tables above was carried out by grouping the data (after inspection) into ranges, mostly of 10%. It was immediately apparent that the results of the comparable columns of data clustered very clearly around the lines where the marks of both instruments fell into the same range, or into the immediately contiguous range. This points to a probably close correlation between the results on the two instruments, and between external and internal marking. In other words, it is highly likely that the portfolio is marked reliably and that its marks reflect the level of competence of the learner in the specified unit standards for literacy and numeracy at ABET level 1.

The analysis shows the strong relationship to be sustained, with some fluctuations that are easily explainable by reference to the character of the particular question concerned.

The analysis shows an especially strong, even overwhelming positive relationship between the verifiers' and the voluntary educators' marking of the selected items in the portfolios and in the independent tests. In other words, the moderation of the marking shows it to be generally very satisfactory. This observation is supported by the subjective judgements by the verifiers of the quality of marking as seen above.

A number of questions show a less powerful, but still strong, relationship. This can be seen in the percentage of marks within the same range or with one range's difference, and is supported by the interesting observation that the marks fall almost equally above and below the same range: Questions 3 (63.2%), 7 (62.3%), 8 (58.9), 9 (65.5%). Each of these questions had features which explain this relatively weaker relationship:

Question 3 is a comprehension exercise where the text is reduced considerably in the SVRI test. Some questions were slightly edited to make them different in detail – to ensure that understanding and not just remembered responses were being tested. This may account for the greater variability.

Question 7 requires marks for the identification of a shape, and another for its drawing. The verifiers were more consistent than the VEs in demanding this requirement.

Question 8 is a substantial set of calculations, with some numbers changed for authenticity. (Addition, subtraction, multiplication and division are tested.) It is to be expected that the performance on the LAP would differ from the performance on the SVRI test. What is surprising is the large number of candidates who did better in this question on the external test than in the friendly LAP.

(Note that question 10 in the ISVR presented the scores for reading aloud. It was not possible for the verifier to verify this mark, but only to check its relationship with the equivalent item in the LAP.

The relationship between the final marks on the whole LAP and the total of marks on the ISVR is less strong than on individual questions. This can be readily explained: While the questions on the ISVR were chosen to represent the range of questions in the LAP, they had to be pared down in most cases for practicability; the total marks of the ISVR, reflected as a percentage for comparability, do not parallel the allocation of marks on the LAP. Notably, when totalled, the marks on the ISVR test over-represent numeracy as opposed to literacy. Nonetheless, the fact that 70% of the marks on both instruments fall within the same range or one range difference remains strong evidence that the portfolio this year generally provides an acceptable reflection of learner achievements in *Kha Ri Gude*.

The relationship of totals on the external test and selected identical items in the portfolio are even more acceptable, with 76.5% of the scores falling within the same range or within one range's difference.

Summary of the findings

The findings in brief are:

- Some 91% of the LAPs examined were considered to be the authentic work of the learners enrolled in *Kha Ri Gude*.
- The marks arrived at by *Kha Ri Gude*'s voluntary educators (VEs) on the sample of tasks in the LAPs exhibited a strong positive relationship with the marks arrived at by SAQA's verifiers on the same sample of the tasks in the LAPs.
- Just over 90% of the sample of LAPs was considered to be marked and moderated very well or adequately by *Kha Ri Gude* VEs, Supervisors and Coordinators. The verifiers' and VEs' marks for the selected items in the LAPs are almost identical throughout.
- The verifiers' marks on the independent test (ISVR) and on the identical items in the LAPs exhibited a strong positive relationship.
- The results on the sample of LAPs exhibited a strong positive relationship with the results on SAQA's independent tests.
- The verifiers made a subjective judgement that nearly all of the matched pairs reflected a worthwhile educational experience - 53% adequate / good; 43% excellent.

Recommendations

On the basis of these findings, the senior verifiers recommend that the SAQA Board allows the results of successful *Kha Ri Gude* learners in 2014-2015 to be recorded on the NLRD.

A separate report is presented on the moderation of Braille LAPs reflecting achievement within *Kha Ri Gude*'s commitment to people with disabilities. Although there were minor puzzles in the data, the recording of the achievement of successful blind learners is also recommended.

Various reflections are offered on the process and the findings that SAQA may wish to communicate to the Department of Basic Education or the Ministry of Basic Education.

Appendices

Appendix: The Braille LAPs

The results of the marking rating for Braille

Summary of quality of Braille marking ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	52.0%	54.5%	50.1%	45.6%
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.	28.6%	24.5%	26.2%	29.6%
I =	Inaccurate and/or inconsistent judgement.	4.7%	8.8%	10.5%	7.9%
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.	14.5%	10.7%	13.2%	16.9%

The evidence from the moderators is consistent and clear. The majority (81%) of the marking was good – either acceptable or excellent. The inadequate or problematic marking averaged out at 19.2%.

When three individual activities were examined slightly less excellent marking was detected (average 50.1%) compared with the whole LAP marking (52%). With the inaccurate or problematic marking the three individual activities average was 27.5% as against the overall assessment of 19.2%.

One caveat to this analysis was the large number of “0” ratings in the dataset (e.g. 336 out of 1207 in the whole LAP rating). It has been assumed that these are where the markers did not give any rating at all. If however these are actually negative (Problematic marking) ratings then the percentage of Problematic marking is huge (37%)!

Comparison between Braille rating in 2014 with the marking ratings of the general moderation of previous years

Generally the ratio between OK marking (Excellent or Acceptable) and unsatisfactory marking (Inaccurate/Inconsistent or Problematic) seems remarkably stable between the five years (2008 to 2014) for the general moderation. The Braille marking for 2015 is reasonably congruent though there is nearly double the percentage of Not OK marking (19% versus an average of 10.5%).

Comparison general marking ratings (2008 - 2013) with the Braille group (2014)								
Code	Description of rating	General						Braille
		08	09	10	11	12	13	15
E + A	Excellent or Acceptable assessment	87%	86%	90%	90%	93%	90%	81%
I =	Inaccurate and/or inconsistent judgement or Problematic judgement.	13%	14%	10%	9%	7%	10%	19%

Interestingly the Braille moderators gave a much higher percentage for Excellent marking (52%) than the average for the period 2008 to 2013 for the general moderation (26%). Thus it may be that the Braille moderators more extreme judgements.

The quality and standard of the learning exhibited in the Braille portfolios

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).

One caveat to the analysis which follows is that there were a large number of “0” level rating in the dataset (e.g. 677 out of 1207 in the whole LAP level). It has been assumed that these are blanks (where the markers did not give any rating at all) but the data capturers have incorrectly entered a “0”. If however these are actually meant to be “Lower the marks” ratings then the percentage of Lower the marks is huge (51%)!

The results of this rating were as follows:

Summary of fairness and accuracy of the Braille mark ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	72.6%	79.1%	85.9%	90.5%
U	Mark is too low (the mark should be put up higher)	4.8%	5.2%	4.3%	9.9%
D	Mark is too high (the mark should be brought down lower)	7.1%	15.6%	9.8%	14.3%

Again, the ratings are fairly consistent. The moderators believed that for most (about 72%) 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 12% 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 (7.1% versus 4.8% raised).

Comparison between Braille rating of fairness and quality of the mark ratings in 2014 with the marking ratings of the general moderation of previous years

Generally the rating of the level of the learner's performance was done in a fairly congruent way with that of previous years in the general moderation for the years 2008 to 2013. The Braille ratings for 2015 are reasonably close to these.

Comparison general fairness and accuracy of mark ratings (2008 - 2013) with the Braille group (2014)								
Code	Description of rating	General						Braille
		08	09	10	11	12	13	15
S	Mark given is accurate and fair	87%	87%	91%	91%	93%	92%	81%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%	2%	2%	5%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%	5%	5%	7%

**SAQA:
MODERATION AND VERIFICATION OF KHA RI GUDE LEARNER ACHIEVEMENT
2014-2015**

GENERAL SITE VISIT COVER SUMMARY:

Please complete this form for each site visit:

Language:

01. Afrik	02. Eng	03. Nde	04. Swa	05. Xho	06. Zulu	07. Sot	08. Ped	09. Tsw	10. Ven	11. Tso
-----------	---------	---------	---------	---------	----------	---------	---------	---------	---------	---------

Province

01. ECap	02.FState	03.Gaut	04.KZN	05.Mpu	06.NCape	07.Limpo	08.NWest	09.WCap
----------	-----------	---------	--------	--------	----------	----------	----------	---------

Voluntary Educator's unique KRG number

--	--	--	--	--	--	--

Name of town, Suburb, Area: _____ (Not for encoding)

LAPs and ISVRs: Matches and match failures in set	No.
Number of matched pairs	
Number of LAPs without corresponding ISVR	
Number of ISVRs without corresponding LAP	

Site visitor's rating of the visit (Inside set cover)	Score 0-4 or -
1. Arrangements	
2. Attitude (leadership)	
3. Attitude (learners)	
4. Quality of event	
5. VE's feelings about programme	
6. Learner's feelings about progr.	
7. Learner's response to assmt	
8. VE's understanding of LAP asst	
9. State of readiness / return of LAPs	

Your rating of the set as a whole: _____ (0-3) (0: Very bad; 3 Outstanding)

Was there an Incident Report? Y (1) / N (0)

If you (the Verifier) wish to make any comments on the set, please make them on the back of this form. Also please copy out or summarize any interesting points made by the visitor. These could be in the Special Comment or in the Incident Report:

PTO

QUALITATIVE COMMENT ON THE SVR SET

Verifier's own comments:

Comments of visitor (copied or summarised)

Verifier's initials: _____

Code:

VERIFIER'S QUALITATIVE OBSERVATIONS ON THIS RECORD PAIR

Report to the

South African Qualifications Authority (SAQA)

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

Year Eight: 2015/2016

Edward French, John Aitchison and David Adler

8 September 2016

Contents

Executive summary	iii
Report for 2015/2016	5
Overview.....	1
General observations.....	4
The findings	5
Conclusions	6
Appendices.....	7
1. Brief account of the SAQA verification and moderation of <i>Kha Ri Gude</i> 2015-2016.....	9
2. Revisions to the <i>Kha Ri Gude</i> Learner Assessment Portfolios (LAPs)	13
3. The moderation sample.....	17
4. The results of the marking rating	21
5. The quality and standard of the learning exhibited in the portfolios	25
6. The site visits	29
7. The site visits: a brief qualitative review	31
8. The site visit and LAP analysis data record sheet.....	33
9. An analysis of site visit/LAP congruence.....	35
10. Senior verifiers reports after the moderation event.....	45

Executive Summary

This report with its appendices gives an account of SAQA's processes of moderation and verification of the *Kha Ri Gude* national literacy campaign in 2015/2016, and specifically of the findings of the verification workshop held in June 2016.

The report records that the SAQA specialists appointed to conduct the process:

- drawing on the observations made during verification and moderation, judge the overall achievement of *Kha Ri Gude* and its implementation positively,
- find that the processes of moderation and verification justify the recording of the 2015/2016 results on the National Learner Record Database (NLRD), in spite of some uncertainties discussed in the report, and
- make recommendations that SAQA continue the process in a developmental spirit, and that the campaign management continue to put in place processes to strengthen the authenticity of the learners' portfolios and further enhance the consistency of the marking.

A summary of the moderation of the 2015/2016 *Kha Ri Gude* results

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, 609 199 in 2010, 660 924 in 2011, 676 323 in 2012, 562 926 in 2013, 379508 in 2014/2015 and 348 228 in 2015/2016.
2. *Kha Ri Gude* classes for 2015 were finally operational by the end of the year 2015 after a very late start due to unexplained procurement delays. The classes were only completed in the first half of 2016.
3. In June 2016, SAQA conducted the eighth annual moderation of the *Kha Ri Gude* adult literacy campaign. A sample of 17 151 Learner Assessment Portfolios (LAPs) was scrutinized by 100 *Kha Ri Gude* moderators and verifiers with oversight by the seven senior verifiers from the SAQA team. This sample represents 6.9% of the LAPs returned by the time of the moderation workshop.

4. The appended accounts and data allow for the conclusions that:
- The management of the logistics, records and data for *Kha Ri Gude* since 2008 has been more than satisfactory, and outstanding in certain respects. However in 2015/2016 there were indications of some decline in this, possibly owing to the appointment of a new logistics supplier.
 - The moderation process in the first eight years has led to a stable system and a shared understanding of SAQA's demands. The overall processing for 2015/2016 was again satisfactory with low levels of unsatisfactory marking at the Kha Ri Gude classes and a small overall incidence of possible irregularities.
 - The overall statistical pattern is similar to that for 2013.
 - 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 (82%) was judged excellent or acceptable.
 - The percentage of portfolios with marking that was judged as less than acceptable was 17%. About 6% of the marking indicated the possibility of serious irregularities. This was slightly worse than 2014.
 - Moderator recommendations that particular marks be raised or lowered were low (17% of the total), and partly balanced each other out (moderators wanted 10% of marks lowered, 7% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison with the 2008 to 2013 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a fair degree of congruency.
5. The site visits and assessment tests to over 300 classes in May 2016 continued the process of 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). Analysis of the results of matching the site tests with the LAPs has indicated a fair comparability affirming general authenticity of the LAP results though the lack of detailed correlation at the individual level raises concerns about the marking by the educators of the LAPs and of the comparability of LAP marks and site tests.
6. The SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2015/2016 be recorded on the NLRD.

Report for 2015/2016

Overview

This report is concerned with the eighth SAQA moderation and verification of the results of the *Kha Ri Gude* national adult literacy campaign and relates to the cohort of learners of 2015/2016. The campaign ran from late 2015 into 2016. The report is to be submitted to the SAQA Board in order to guide their decision on the recording of the results of the *Kha ri Gude* adult literacy campaign on the National Learners' Records Database (NLRD). The report should also provide the groundwork for SAQA's report to the Department of Basic Education.

The *Kha Ri Gude* adult literacy campaign has run a six month literacy course in each year since 2008. Voluntary educators teach the programme to locally recruited classes of 18 adults, in informal settings. The voluntary educators receive a stipend and are supported by local Supervisors and district Coordinators, under provincial and national supervision. Brief educator training and substantial resources are provided (workbooks, educator guides and learner stationary, etc.).

The *Kha Ri Gude* campaign was originally planned to start in 2008, run intensively until 2010 and then wind down in 2011 and 2012, and reach some 4.7 million learners (though a drop out of about 19% was anticipated). Because of budget constraints the number of learners to be reached per year was reduced and period of the campaign was extended to the present. The year 2015 was de facto a wind down year hence the number of learners recruited (348 228) was less than half the number attending classes in previous years.

This report is concerned with the eighth SAQA moderation of the results of the *Kha Ri Gude* national literacy campaigns operations for 2015 (which were in fact extended well into 2016). As in all except one of the previous years, the core activity was the moderation, by some 100 *Kha Ri Gude* coordinators supervised by seven SAQA appointed Senior verifiers, of the marking of a sample of 17 151 (6.9%) of the 249 062 Learner Assessment Portfolios (LAPs) submitted by the date of the moderation workshop in late June 2016. In addition, as for the previous two years of the campaign, site visits were conducted to verify the authenticity of a smaller sample of learners' work.

SAQA's role from the beginning has been to ascertain the integrity of the results obtained by the learners with a view to possible recording on the National Learners' Records Database (NLRD).

SAQA's *Kha Ri Gude* verification project centres on three key activities:

- Site visits to verify the reality and identity of the learners and to conduct independent tests to assess the validity of the results on *Kha Ri Gude*'s internal summative Learner Assessment Portfolios (LAPs).
- SAQA oversight of a national moderation workshop to moderate the marking of the LAPs and process the site visit results against matching LAPs.
- Statistical analysis and qualitative reporting on the process leading to a recommendation regarding SAQA's recognition of the results.

The site visits in 2016

During May 2016, over 300 site visits were conducted in all nine provinces according to a range of criteria aimed at broad representation of *Kha Ri Gude* implementation in 2015/2016. There was a commitment to reflect an adequate relationship between urban and rural sites. Practical and cost considerations had the visits organised around hubs from which a range of sites could be visited in a day's journey. The site visits were conducted, often in remote areas, under delegated SAQA guidance by two agencies: Hubutani Communications Enterprises and Tembaletu Trust. Although a number of site visits enjoyed full attendance (18), serious constraints of timing meant that the average was just less than 10 learners per visit. Each site visit yields a set of individual site visit records (ISVRs). Each visit's set is packed in a cover with information relating to the visit entered by the Visitor. The site visitors made brief evaluations of every visit.

The moderation workshop

This took place on 19-21 June, and consisted of three processes:

- **The moderation of the marking of the Learner Achievement Portfolios (LAPs)**

As they work through the course the learners complete a printed booklet portfolio (LAP) of prescribed exercises summarising the learning programme. (The actual learning is guided by a much more substantial workbook and teacher's guide.) The portfolio is marked by the voluntary educator, moderated internally by the Supervisor and signed off by the Coordinator. They are then returned to a national logistics centre where they are stored for some years for moderation, verification and auditing purposes. SAQA's senior verifiers call for a sample of the year's LAPs to be delivered to the moderation workshop for verification and moderation. SAQA moderates a sample of the LAPs before agreeing to register successful completion of

ABET level 1 unit standards for reading, writing and numeracy on the National Learners' Records Database (NLRD).

The moderation was carried out by about 100 *Kha Ri Gude* Coordinators acting as Moderators and Senior Moderators – all supervised by an external team of seven Senior Verifiers under SAQA oversight. Everyone worked intensely to targets for the 2½ days.

The process yielded a sample of 17 151 moderated LAPs, or approximately 6.9% of the estimated total of LAPs collected in by *Kha Ri Gude* by the date of the workshop. The sample was drawn according to strict guidelines intended to ensure that every Coordinator grouping is reflected in a representative sample of provinces and languages.

The LAPs of deaf candidates were processed by a dedicated sign-language team of Moderators.

The moderation of the Braille LAPs by a team of blind Moderators was supported by sighted assistants, and was overseen by one Senior Verifier.

All LAPs from disabled people for 2016 were moderated.

- **Comparison of site visit records with matched LAPs**

In 2016, SAQA's verification and moderation included a close examination and analysis of the LAPs in relation to the results of summary tests conducted in independent site visits to over 300 learning sites around the country.

The intensive process involved matching independent tests conducted during the site visits with the LAPs of the same candidates. Test marks were set against the Moderators' marks for parallel items on the LAPs and against the Voluntary Educators' marks for the same LAPs. Handwriting and other elements were examined for authenticity.

Individual Site Visit Records were processed by Coordinators acting as Verifiers under the supervision of Senior Verifiers. From these only 1 975 were usable and only 991 of these had marks for both Site visit and LAP that could be matched and compared.

- **Analysis of data**

The data from the moderation workshop was captured and analysed.

General observations

1. Serious concern has to be expressed, as for the 2014 year, over the late start of the campaign in 2015. As in 2014, the difficulty seems to be attributable especially to problems related to the lack of timeous procurement, production and distribution of resources. Numbers of visitors report complaints from learning sites about having received materials late or not at all. It is quite extraordinary that, for the first six years of the campaign, with much larger numbers enrolled, the campaign was able to start in the first half of the year and finish by the end of the year. The late start and hiatus of the end of year season were clearly disruptive to learning and logistics. No clear explanation was given for the repeat of this failure.

Again the late start of the programme had a direct and unfortunate impact of the lateness on our ability to run a reliable site visit programme. Confusion around timing meant that the process was further compromised. In the last resort the sampling process became somewhat less rigorous because identified sites were unavailable (because of the late start). There were far too many situations where we could not link site visit learner tasks to portfolios from the same site.

2. The SAQA verification reports have for three years recommended certain revisions to the LAPs and corrections of some errors. These recommendations have still not been done. (Appendix 1 contains a report on the required revisions to the LAPs).
3. It is clear that the delivery and collection of the LAPs from learning sites and the central warehousing and management of the collected LAPs was **not** organised in the superbly efficient way that had been done by the firm previously contracted to do this. There were delays in the delivery of some LAPs and the provision of resources and to the moderation workshop. There needs to be a return to the more coordinated logistics approach to delivering and collecting laps and keeping logistics service providers accountable.
4. Many of the Coordinators at the workshop had not previously been part of *Kha Ri Gude* and had to be trained from scratch, though this was achieved.
5. A general observation arising from the site visits and the moderation was a lack of sufficient training and orientation of the (particularly new) educators supervisors and coordinators. The results of this are exhibited particularly in LAPs being signed off by educator, supervisor and coordinator which have such typical errors as:
 - no Learner's Unique number on cover or marks page
 - work not marked or marks given though work not done
 - incorrect marks awarded
 - wrong answers marked correct and correct answers marked wrong
 - incorrect transfer of marks from activity pages to marks sheet (p. ii).

The findings

The findings are as follows:

1. The verification workshop moderated an acceptably sized sample of LAPs from each province and language group and the site visit records are also an acceptably sized sample by province and language. (See Appendix 2.)
2. An array of statistics show that the marking was credible (see Appendices 3 and 4), 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 (82%) was judged excellent or acceptable.
 - Moderator recommendations that particular marks be raised or lowered were low (17% of the total), and partly balanced each other out (moderators wanted 10% of marks lowered, 7% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison with the 2008 to 2013 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a fair degree of congruency.
 - The percentage of portfolios with marking that was judged as less than acceptable was 10%. No more than about 3% of the marking indicated the possibility of serious irregularities.
3. Compared to the results for 2009 to 2013 there was some indication that either the marking or moderation or both were less stable. What is interesting about the data series up until 2013 is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic. There was also evidence of a stable 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, 21% in 2011, 20% in 2012 and 17% in 2013 and has now risen again to 44%). This was considered to be the result of training related to the marking of the LAPs given by *Kha Ri Gude* and the influence of the verification workshops. The 2015 cohort results show an increase in the marks seen as inaccurate and problematic (which suggests poorer marking in the field by the educators) and rating of much more of the marking as excellent (which suggest a decline in quality among the moderators, many of whom are newly appointed coordinators). This trend will need to be monitored carefully.

4. The site visits and assessment tests to over 300 classes in May 2016 continued the process of a stringent verification of the authenticity of the actual learner completion of the LAPs. Analysis of the results of matching the site tests with the LAPs has affirmed the general authenticity of the LAP results. More specific findings are:
 - a good congruence between Voluntary educator and Moderator marking of the same LAP
 - a modest comparability between the overall site visit test marks and the equivalent LAP marks for a set of similar questions
 - weak statistical correlations between the individual questions of the site visit assessment and the LAP marks for similar questions which raise a number of difficult methodological problem (particularly relating to the difficulty of comparing a formative continuous assessment instrument (the |LAP) and the site visit one off test.
5. As in the case of the 2014/2015 campaign cohort, the SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2015/2016 be recorded on the NLRD.

Conclusions

The results of the 2016 Verification process, as presented in this report, retain sufficient consistency to allow us to make the findings that we can still support.

We recommend that the results for the 2015/2016 programme be recorded on the National Learner Record Database (NLRD).

There are however remain some disquieting administrative, training and control areas revealed both in the LAPs and site visits, which, if recognised and attended to can be remedied. We remain very disturbed that previous recommendations have not been addressed by current management.

We feel strongly that SAQA's contribution to the programmes has been beneficial and appreciated.

Edward French
John Aitchison
David Adler

Appendices

1.	Brief account of the SAQA verification and moderation of <i>Kha Ri Gude</i> 2015-2016	9
2.	Revisions to the <i>Kha Ri Gude</i> Learner Assessment Portfolios (LAPs)	13
3.	The moderation sample.	17
4.	The results of the marking rating	21
5.	The quality and standard of the learning exhibited in the portfolios	25
6.	The site visits	29
7.	The site visits: a brief qualitative review	31
8.	The site visit and LAP analysis data record sheet.	33
9.	An analysis of site visit/LAP congruence	35
10.	Senior verifiers reports after the moderation event.	45

Appendix 1

Brief account of the SAQA verification and moderation of Kha Ri Gude 2015-2016

Background

In 2007, the Minister of Education requested SAQA to help with the quality assurance of a proposed national adult literacy campaign. Mr Sam Isaacs, SAQA CEO, approached Mr David Adler to deal with the Minister's request. Mr Adler engaged Prof. John Aitchison and Mr Edward French to share in the design and execution of the quality assurance. After an independent review of the campaign's curriculum and materials, the team led a process that initially focussed on the credibility of the marking of the campaign's Learner Achievement Portfolios (LAPs) in a moderation event involving some 200 *Kha Ri Gude* Coordinators over several days of review. The moderation event has now been conducted for eight years by the same team.

Four years ago the team introduced a new verification process: here independent agencies visited a sample of 300 sites where they made observations and conducted assessment tests. The intention was to establish the authenticity of the LAP completion process, that the learners were genuine and to examine the relationship of the results on the LAPs to independently verified skills.

Commissioning for 2015 / 2016

In September 2015 Mr Adler was again approached by SAQA to be available should the Department of Basic Education again require SAQA to moderate and verify *Kha Ri Gude* again in the coming year. For various reasons Mr Adler was not available to lead the process, though he would be available to help in it. Mr French was asked to make himself available to contract for the whole process.

In October 2015, Mr Adler and Mr French worked on the provisional planning and drafted a budget for the management of the process. This was submitted on 20 November 2015. At a meeting at SAQA on 25 November the Department of Basic Education gave verbal notice that it intended to ask SAQA to commit to the process. *Kha Ri Gude* had been scaled down to about half its previous annual size, but was being run in all provinces. There had been problems with distribution of materials to all classes. This meant that although the delayed programme was meant to run from 1 September 2015 to 28 February 2016, there was no precise information about when and where it would in fact be closing. It was agreed that the site visit programme should best run from the last weeks in February into early March.

Planning meetings were held by SAQA at the end of January and in early February. However, SAQA was only able to start formal commissioning of the work after the official letter asking for its services, received on 19 February 2016 from the Department of Basic Education. The subsequent labourious process of commissioning (planning, budgeting, contracting of service providers) meant that the actual site visits were only ready to be conducted in May 2016. This considerably complicated the local organization of visits, as most of the sites had completed their programmes two months earlier and had closed shop. It also introduced an inescapably *ad hoc* element to the sampling process. There is also a difference in the pattern of results from previous years, when the site visit tests were conducted close to the time that the (generally elderly) learners were completing their portfolios.

Site visits

Given the lateness of commissioning, the two organisations commissioned to conduct the site visits (Tembaletu Trust for KwaZulu-Natal and Eastern Cape, Hubutani Communications Enterprises for the other seven provinces) performed exceptionally well, and exceeded the quota of 300 visits – there was provision for extra visits as backup. Although a high pressure approach by Hubutani was able to secure a remarkable number of visits at which most of the learners were present (maximum 18), many of the visitors had to be satisfied with a small handful of learners, and a few visits were fruitless.

The moderation event

In order to meet auditing requirements, the Department of Basic Education requested that the moderation event be brought forward to June – even though LAPs were still being returned (and a number are still being awaited at the time of writing). The moderation event was highly successful, with the exception of inefficiencies on the part of the logistics provider. The results of the event are reflected in the body of this report.

A note on the decline in the quality of logistics

In the course of the present moderation and verification exercise, the SAQA team has been most satisfied by the Department of Basic Education's team and the excellent management by Morvest / SAB&T. The general satisfaction has been marred by the inadequacy of the logistics.

When the SAQA moderation team reported on the first years of *Kha Ri Gude*, it was overwhelmingly impressed by the efficiency of the distribution, return and data management by the original logistics organisation – as can be seen in the SAQA

reports. An organisation that clearly lacks the contextual understanding of the original organisation, later won the contract for this service in 2015/2016.

As can be seen in the site visit reports, the distribution of materials left much to be desired. The moderation and verification event was hampered by the late and incomplete delivery of the requested LAPs, and the availability of sample data is not satisfactory.

Appendix 2

Revisions to the *Kha Ri Gude* Learner Assessment Portfolios (LAPs)

Introduction

The Learner Assessment Portfolios (LAPs) used as a form of, and record of, continuous assessment in the Kha Ri Gude adult literacy campaign, were originally designed by Professor Veronica McKay, the Chief Executive Officer of the campaign from 2008 to 2012. They were a major innovation in the field of mass adult literacy provision and they enabled the campaign to initiate another major innovation using the completed LAPs for a national moderation and assessment verification exercise conducted by an external body (the South African Qualification Authority) (See Adler *et al*, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and Aitchison, 2012). Undoubtedly the LAPs present a model of how assessment, previously rarely done in mass literacy campaigns, can be done effectively and efficiently. UNESCO's Institute for Lifelong has expressed great interest in them as a model.

Are there any problems or necessary revisions for the *Kha Ri Gude* LAPs?

The SAQA verification reports (Adler *et al*, 2012, 2013 and 2014) recommended certain revisions to the LAPs. These are itemised and discussed below:

Changing the content of some of the questions

This relates to the fact that identical questions have now been used for eight years.

It must be remembered, however, that the LAPs are open book assessments. Learners can easily see and record what the next set of questions are and, if they so decide, get answers from sources other than their own work. Similarly educators can easily provide lists of right answers. There is no way to prevent this, even if questions are changed regularly. All one can do by changing the questions is make it a bit more tedious for learners or educators to cheat. Also, in responding to this issue there is a need to disaggregate three types of questions:

- standard form filling type questions, where there is no need to change
- free response questions (letter writing, descriptive writing) where, while it might be good to change topics occasionally, it is not crucial
- short “right answer” questions (particularly in numeracy), where it would be correct to change them regularly.

Although SAQA made these requests to the current CEO, Dr Ramurumo, nothing appears to have been done to implement them.

Activities where it would have been very simple to make changes were:

- Activity 3B: change some of the simple words
- Activity 7: change some of the comprehension questions
- Activity 8: change some of the comprehension questions
- Activity 12: change the number of pictures of fruit in the rows
- Activity 13: first page, change the number of items in each row; second page, change position of blank numbers
- Activity 14: change the numbers in all sums
- Activity 15: change the numbers in sums on first page
- Activity 16: change numbers in sums on first page

Considering the way the assessment scores are entered

This recommendation was about the way the assessment scores are entered where the actual raw marks have to be transposed by the marker into a score on a five point scale according to certain criteria. It is this scale score that is then recorded on the marks record near the front of the LAP.

The SAQA query here was based on two issues, firstly it was clear that in the last couple of years there were signs that poorly trained markers were not always transposing the scale mark but sometimes the raw mark to the marks record at the front of the LAP, and second, it was more difficult to make statistical correlations using the scale mark.

In response, it is important to understand that there are two reasons for using this type of mark scaling:

- for convenience in tallying the results of different types of tests so that all the components of a battery of tests are equally weighted (in the case of the LAPs there are twenty activities all weighted at 5 marks with a grand total of 100 marks). This makes it easy for the educator to track the progress and competence of the learner. [The alternative is to record the varying raw marks for each activity and computer scale them later – which is an extra layer of work and cost and provides no timeous feedback to educator or learner.]
- the criteria based scaling enables the educator to provide simple diagnostic feedback to the learners on how well they are doing.

On balance, having this kind of scaling system that makes for convenient marking and simple diagnostic feedback is **better** than the alternative. **However, there are ways in which the LAPs can be improved to typographically** help avoid some confusion in transposing marks from raw score to scale score and to marks record.

Similarly, some errors in the existing scale instructions must be corrected.

The placement of the instructions for scaling

Currently where the raw score is to be written is indicated by a pencil shaped cartouche preceded by the legend “Total number of ticks” (In Activities 2, 3, 5, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20). [In Activities 1, 7, 8, 9, 10 there is no obvious need for it as the raw score is out of five or done directly into the scale.] Activity 4 does have a raw score (achieved by doing a calculation), but is not highlighted as being the raw score as there is no ‘pencil’ cartouche. For Activity 6 there is no raw score cartouche at all.

Where the raw score is made up from marks (ticks) on two pages there is a warning note “REMEMBER to count all the ticks on both pages.”

The placement of the raw score cartouche in some Activities is above (but to the right of) the scale box (Activities 2, 3, 5) but in others (Activities 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) at the bottom right. In this last position, confusingly, it looks as if it is the ‘final mark’ which it is not.

We would recommend that the raw score be placed in all Activities where it is appropriate (including Activity 6) **above** the scale box and ideally have **some kind of pointer or arrow** indicating downward to the scale box showing that the raw score has to now be moved into the scale process.

Correction of errors in the scale criteria

The 2013 report also stated:

In Activities 14, 15 and 16 the (total) numbers given in the Criteria scale are wrong.

In Activity 14 the total is 15 not 12

In Activity 15 it is 12 not 16

In Activity 16 it is 16 not 15.

These must be corrected.

Another typographical omission

In Activity 1 the word “Date:” is missing from a box.

Appendix 3

The moderation sample

The sample of 17 151 Learner Assessment Portfolios (LAPs) was drawn from the 249 062 LAPs submitted by the date of the moderation workshop in late June 2016. This sample size (6.9%) is more than adequate. Given the total number, the sample size required to achieve a small margin of error of 1% and a high confidence level of 99% is 15 552 (using the Raosoft sample size calculator).

LAP moderation sample

Province	Number of learners		
	Registered	Submitted LAPs	Sample
KwaZulu-Natal	20.7%	Data unavailable	25.0%
Limpopo	17.4%		17.8%
Gauteng	16.6%		14.9%
Mpumalanga	10.6%		11.1%
North West	10.9%		10.7%
Eastern Cape	14.2%		10.2%
Northern Cape	3.0%		5.1%
Western Cape	5.2%		4.1%
Free State	1.3%		1.1%
	100%		100%

In compiling these statistics, some data, available in previous years, was not available from the system. Although some actual completion data is missing, the distribution of the sample by Province and Language reflects national and programme demographics well.

Language	Number of learners		
	Registered	Submitted LAPs	Sample
isiZulu	Data not available	Data not available	34.3%
isiXhosa			16.8%
sePedi			14.5%
seTswana			14.2%
seSotho			6.6%
xiTsonga			3.6%
siSwati			3.1%
isiNdebele			2.0%
Afrikaans			2.0%
English			1.7%
tshiVenda			1.2%

Language by province										
Language [sample size]	Province (as % of language)									
	KZN	LP	GP	MP	NW	EC	NC	WC	FS	Submitted/ Sample
isiZulu										Submitted
5875	72%		9%	19%		>1%				Sample
isiXhosa										Submitted
2878			14%	1%	1%	61%		23%		Sample
sePedi										Submitted
2485		84%	12%	3%			>1%			Sample
seSotho										Submitted
1132	2%		77%		3%			1%	17%	Sample
seTswana										Submitted
2444	1%	1%	4%		72%		22%			Sample
xiTsonga										Submitted
617		78%	22%							Sample
siSwati										Submitted
530		7%	1%	92%						Sample
isiNdebele										Submitted
344		8%	31%	61%						Sample
Afrikaans										Submitted
341							100%			Sample
English										Submitted
300		75%	7%		6%			12%		Sample
tshiVenda										Submitted
205		70%	30%							Sample
	KZN	EC	LP	GP	MP	NW	FS	WC	NC	

Data on submitted LAPs not available.

Appendix 4

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	41.4%	53.3%	37.9%	43.2%
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.	41.9%	34.3%	38.8%	39.1%
I =	Inaccurate and/or inconsistent judgement.	10.4%	7.8%	13.8%	12.4%
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.	6.2%	4.6%	7.9%	5.3%

The majority (82%) of the marking was good – either acceptable or excellent with the marking of the Activity 7 rated highest (88%). The inadequate and problematic marking averaged out at 17%. When three individual activities were examined slightly more excellent marking was detected (average 45%) compared with the whole LAP marking (42%).

Comparison with the marking ratings of previous years

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

Summary of quality of marking ratings by year									
Code	Description of rating	Year							
		2008	2009	2010	2011	2012	2013	2014	2015
E =	Excellent well judged accurate assessment	57%	28%	16%	21%	20%	17%		44%
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%	69%	73%	74%		39%
E + A		87%	86%	90%	90%	93%	90%		82%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%	5%	7%		11%
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%	3%	2%	3%		6%
I + P		13%	14%	10%	9%	7%	10%		17%

What is interesting about this data series up until 2013 is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic. There was also evidence of a stable 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, 21% in 2011, 20% in 2012 and 17% in 2013). This was considered to be the result of training related to the marking of the LAPs given by *Kha Ri Gude* and the influence of the verification workshops.

After the gap for the 2014 cohort the 2015 cohort results show an increase in the marks seen as inaccurate and problematic (which suggests poorer marking in the field by the educators) and rating of much more of the marking as excellent (which suggests a decline in quality among the moderators).

The quality of marking rating of the disabled sample

Although this is a small group of 2 624 LAPs it was analysed separately to determine whether it differed from the general sample.

Summary of quality of marking ratings of disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	35.3% [41.4%]	47.4% [53.3%]	30.3% [37.9%]	40.1% [43.2%]
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.	25.0% [41.9%]	24.6% [34.3%]	28.6% [38.8%]	25.9% [39.1%]
I =	Inaccurate and/or inconsistent judgement.	10.3% [10.4%]	9.9% [7.8%]	16.9% [13.8%]	12.4% [12.4%]
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.	13.5% [6.2%]	10.5% [4.6%]	15.2% [7.9%]	11.8% [5.3%]

This sample coincides with the 2015 general moderation in giving a much higher rating for excellent marking than in previous years. With the Inaccurate and Problematic marking, as with the previous years, the evidence from the moderators (themselves disabled, as are the original educators who marked these LAPs) is consistent in giving much higher percentages, though overall the **pattern** of rating of marking for the regular and disabled groups is similar (they correlate at 0.9). What seems to be the case is that the level of strictness for recording poor marking is much higher (or that the educators marking the disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation for this continuing situation, further inquiry is needed, though this group is a small one.

Appendix 5

The quality and standard of the learning exhibited in the portfolios

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 result of this rating for the 2015 cohort was 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	82.2%	88.9%	81.0%	79.2%
U	Mark is too low (the mark should be put up higher)	6.4%	5.6%	7.6%	6.9%
D	Mark is too high (the mark should be brought down lower)	11.4%	5.4%	11.4%	14.0%

The ratings are fairly consistent. The moderators believed that for most (about 83%) 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 17% 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 (10% versus 7%% raised).

We do note that the moderators did not record this data for 15.3% of the LAPs.

Comparison with the 2008 to 2013 ratings for fairness and quality of the marks

The rating of the level of the learner's performance had a similar pattern to that of previous years done in a fairly congruent way with that of previous years:

Summary of fairness and accuracy of the mark ratings									
Code	Description of rating	Year							
		2008	2009	2010	2011	2012	2013	2014 /15	2015 /16
S	Mark given is accurate and fair	87%	87%	91%	91%	93%	92%		83%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%	2%	2%		7%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%	5%	6%		11%

The quality and standards rating with the disabled sample

Summary of fairness and accuracy of the mark ratings with disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	70.3% [82.2%]	71.2% [88.9%]	67.3% [81.0%]	69.4% [79.2%]
U	Mark is too low (the mark should be put up higher)	9.2% [6.4%]	9.1% [5.6%]	9.3% [7.6%]	10.1% [6.9%]
D	Mark is too high (the mark should be brought down lower)	20.5% [11.4%]	19.6% [5.4%]	23.4% [11.4%]	20.5% [14.0%]

The judgment on whether the marks were at the right level was done far more strictly by the moderators of the LAPs submitted by disabled people. Again, overall the **pattern** of rating of marking for the regular and disabled groups is somewhat similar (they correlate well at over 0.9). What seems to be the case is that the level of strictness for recording inaccurate or unfair marking is much higher (or that the educators marking the disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation this continuing situation needs inquiry.

Appendix 6

The site visits

In May 2016 site visits were conducted at over 300 physical sites. SAQA appointed visitors met with the voluntary educator attached to the class of learners and/or other local *Kha Ri Gude* personnel and those members of the class who were in attendance.

The main aim of the visits was for learners to complete sample tasks under independent supervision to enable the verification of the results on the Learner Assessment Portfolios (LAPs). However, it was also important for the verification process for SAQA to gain some insight into the reality of the provision, and particularly of the broader quality of the site-based assessment process.

At each site the visitors asked the learners present to complete a set of assessment exercises (very similar in content and difficulty to those in the Learner Assessment Portfolio). This set of exercises was similar to the one used the previous year.

The set of assessment exercises from the site was enclosed in a folder on which would be recorded details of the site and the visitors' observations on the class.

The SAQA visitor had to complete substantial site identification details.

There was also a set of questions requiring scaled score answers from the visitor on nine issues. These questions were intended to help provide insight into :

- how the verification exercise and the instrument were received and completed by the learners (and by the Educator and Supervisor)
- the attitude of the participants at the site to the assessment process.

Generally the visitors rated the quality of the site visits highly (on average highly satisfactory or satisfactory at 73% of the sites).

These ratings are not dissimilar from those in 2015:

Overall rating of site visit categories

Year of visit	Rating (as %)			
	Excellent/ Highly satisfactory	Good/Satisfact ory	Inadequate/ Problematic	Very poor
2015	31	47	18	4
2016	24	49	24	3

These are the detailed ratings for the nine categories:

Site visitor's scoring of the site visit

Issue	Percentage of scores			
	Highly satisfactory	Satisfactory	Problematic	Very poor
1. Arrangements by local <i>Kha Ri Gude</i>	23	37	30	10
2. Attitude of local <i>Kha Ri Gude</i> leadership	23	48	26	3
3. Attitude of learners	23	52	25	
4. Quality of the event	22	46	25	7
5. Voluntary educator's feelings about <i>Kha Ri Gude</i>	26	55	19	
6. Learners' feelings about <i>Kha Ri Gude</i> as such	25	58	17	
7. Learners' response to being assessed	24	49	27	
8. Voluntary educator's understanding of LAP assessment	25	49	21	5
9. Readiness of LAPs	23	49	23	5
Average	24	49	24	3
	73		27	

Note: Blue cells – the Eastern Cape, followed by KwaZulu-Natal, were marked contributors to these high negative scores.

If the highly satisfactory and satisfactory scores are added they are all well above 70%, except for issues 1 and 4. The greater levels of dissatisfaction in these two may be attributed to the lateness of the site visits, but also seem to reflect a certain dysfunction discussed elsewhere in this report. As seen elsewhere, there is a strongly positive valuing of *Kha Ri Gude* per se (Issue 6).

Incidences of negative reports that are 25% or over may be a matter of concern. In one case (Issue 7) this is normal – the learners are understandably apprehensive about external assessment. In others the negativity may be contingent on factors relating to management and timing, while in one case (Issue 8) it may relate to the severely limited training and supervision criticised by the Senior Moderators after the moderation event.

Appendix 7

The site visits: a brief qualitative review

Overview

As can be seen from the analysis of the questionnaire completed by site visitors for each visit, roughly three quarters of the issues reflect as satisfactory, with one quarter of the ratings in the excellent range. On the other hand, about one quarter of the ratings reflected problematic aspects of the visits.

The two providers involved in running the site visits also provided regular feedback on their progress, and presented reports when they returned their results for analysis. Tembalethu required its team of visitors to complete a qualitative review of each visit in KwaZulu-Natal. The organiser tasked with Eastern Cape visits wrote a personal report on the experience, and Hubutani presented a single, full report for the remaining seven provinces. (These reports, summarised below, are available electronically.)

Visitors' observations

- All the visitors, especially those new to the project, expressed a warm, sometimes passionate valuation of the *Kha Ri Gude* approach. Their enthusiasm was fired above all by the response of learners and of many voluntary educators to the promise of the programme and the hope it brought to people. Positive views of *Kha Ri Gude* were not reduced because of the critical observations below, even when these were angry.
- Reflecting the findings of all previous SAQA moderation reports, there were frequent calls for learning to be longer than six months, requests for a higher level to be developed, and occasional suggestions that other subjects be introduced (e.g. English, money matters).
- Visitors observed that many learners had received schooling, even as far as the secondary level. Although they benefited from being re-introduced to literacy, these learners, according to some visitors, might be served better by a curriculum more appropriate to their level and needs.
- The visits themselves were often welcomed in spite of understandable apprehension on the part of learners and educators about being tested: the visits represented rare attention – some sites had not been visited at all by *Kha Ri Gude* officials. The SAQA visits provided an opportunity to display achievements and enthusiasm, while presenting issues of concern. (In contrast to this observation, it must be pointed out that many Coordinators and Supervisors were deeply committed to their responsibilities in *Kha Ri Gude*.)

- Because of the lateness of the visits, the visitors had occasionally to conduct tough negotiations to set up visits. The interaction was not always successful and was sometimes unpleasant. In some cases, the educator had moved away to take up a job, while the learners were involved in seasonal employment.
- On the one hand, some sites felt it problematic that the learners were doing a test that reflected portfolios that they had last worked on two months earlier – or more. On the other hand, some sites had not yet completed their portfolios, and in a few cases were far from doing so.
- The site visit experience could be highly variable: in one case a whole district had to be abandoned because of an utterly uncooperative Coordinator, while the neighbouring district turned out to be welcoming and inspiring to the highest degree. Persistent, repeated phone calls and SMSs, with positive and negative incentives, seemed to be essential to achieve good turnout.
- In some cases, notably in the Eastern Cape, there were peculiarities in organisation, with new district Coordinators appointed very far from the district concerned, and where Supervisors and Coordinators were unable to locate sites they were supposed to be managing and visiting. Finding sites proved difficult in far-flung areas and visitors regularly got lost and arrived late in spite of the best intentions. (In an encouraging development, some well-connected visitors used coordinates supplied on WhatsApp by the remote voluntary educators, and found the sites easily.) Some of the visits required the rental of sturdy vehicles, and visitors, particularly in KwaZulu-Natal, have asked to be allowed to hire 4x4s if they ever have to repeat the exercise.
- The visitors were quite often asked to be the bearers of complaints, mainly about late payment. However, the bitterest complaints were about the late arrival of materials, and in some cases the non-delivery of any materials. There appear to have been muddles of registration and logistics. Some sites, eager to take up the work, re-used or copied old material.

Given the difficulties reflected above, the number of matched pairs of site visit records (tests) and portfolios (LAPs) exceeded expectation.

Appendix 8

The site visit and LAP analysis data record sheet

SAQA: Moderation and Verification of Kha Ri Gude Learner Achievement 2015-2016
VERIFICATION: INDIVIDUAL SITE VISIT RECORD ABOUT THE LAP:

VERIFIER'S NAME: Code:

Language: isi-se-si-xi-tshe-...
01. Afrik 02. Engl 03. Ndebele 04. Swati 05. Xhosa 06. Zulu 07. Sotho 08. Pedi 09. Tswana 10. Venda 11. Tsonga
Province
01. ECape 02. FState 03. Gaut 04. KZN 05. Mpumal 06. NCape 07. Limpopo 08. NWest 09. WCape
Learner's unique KRG number
Verifier's score for ISVR:
1 2 3 4 5 6 7 8 9 10. N/A
2 3 8 12 13b 16a 16b 20 9 4
Voluntary Educator's score for equivalent item in LAP
2 3 8 12 13b 16a 16b 20 9 4
Combined total mark for the LAP (inside front cover, bottom right) Col 74
Handwriting
Verifier judgement of VEs marking overall (moderation) (0-3 as above) Col 76
Verifier judgement of Supervisor and Coordinator control: (0-3 as above) Col 77
The Verifier has written a qualitative judgement on the back of this sheet: Yes / No (Your written comments on the back if necessary) Col 78

33

Appendix 9

An analysis of site visit/LAP congruence

The purpose of this verification activity was to **compare** the results of the site visit set of assessment exercises with the results of the Learner Assessment Portfolios (LAPs) completed by learners during the programme.

When the completed LAPs were submitted at the end of the programme an attempt was made to match the completed site visit assessment sheets from each site with the corresponding pack of submitted LAPs from that class.

At the verification workshop in June 2016, the moderators took the matched site visit records and LAPs and marked each site visit assessment as well as recorded the marks obtained in the analogous activities in the LAP (which they also re-marked). However many site visit assessment sheets could not be matched with corresponding submitted LAPs.

The site visit sample

The 1 975 site visit record sheets from the classes were to be matched with the corresponding pack of LAPs submitted from that class.¹

The first match was between the site visit assessment sheet and a LAP collected and warehoused.

There were 991 matches and 984 cases without corresponding LAPs. The explanation for the 984 failed matches could be that:

- some learners who completing the site visit record were registered *Kha Ri Gude* learners but did not complete and submit their LAPs
- the person completing the site visit record was not a registered *Kha Ri Gude* learner (and therefore had no LAP to submit)
- their LAPs could not be located in the warehouse by the logistics agency responsible for their collection
- their LAPs had not been collected in yet. (In spite of the lateness of the site visits, LAPs were still being sent in by late-starting sites well after the moderation workshop. Some are still being awaited at the time of writing.)

¹ Some difficulty was caused by the presence of duplicate “unique” learner numbers in the site record sheets (95 twos, 7 triples, 2 quads, and one set each of 5, 7 and 9). In the matched ISVR/LAP dataset there were 29 duplicates and one quad.

It is particularly disturbing that in only 58.2% of the sites could any matches be made and that only in 13.7% of the sites could more than half the LAPs be matched.

The second match was to count the remaining unmatched LAPs collected from each of the visited sites. These may be explained by the low turnout of learners at many of the site visits.

Number of learners per site participating in site visit

In the Eastern Cape a tally of the number of learners who attended per site was recorded at 42 sites. The numbers are low (theoretically there should be 18 learners per class) and possibly explanations are that learners considered that the programme was ended. Other explanations include provincial *Kha Ri Gude* politics and the anger and disenchantment on the part of some Coordinators and Supervisors leading to active resistance or non-cooperation with the site visits.

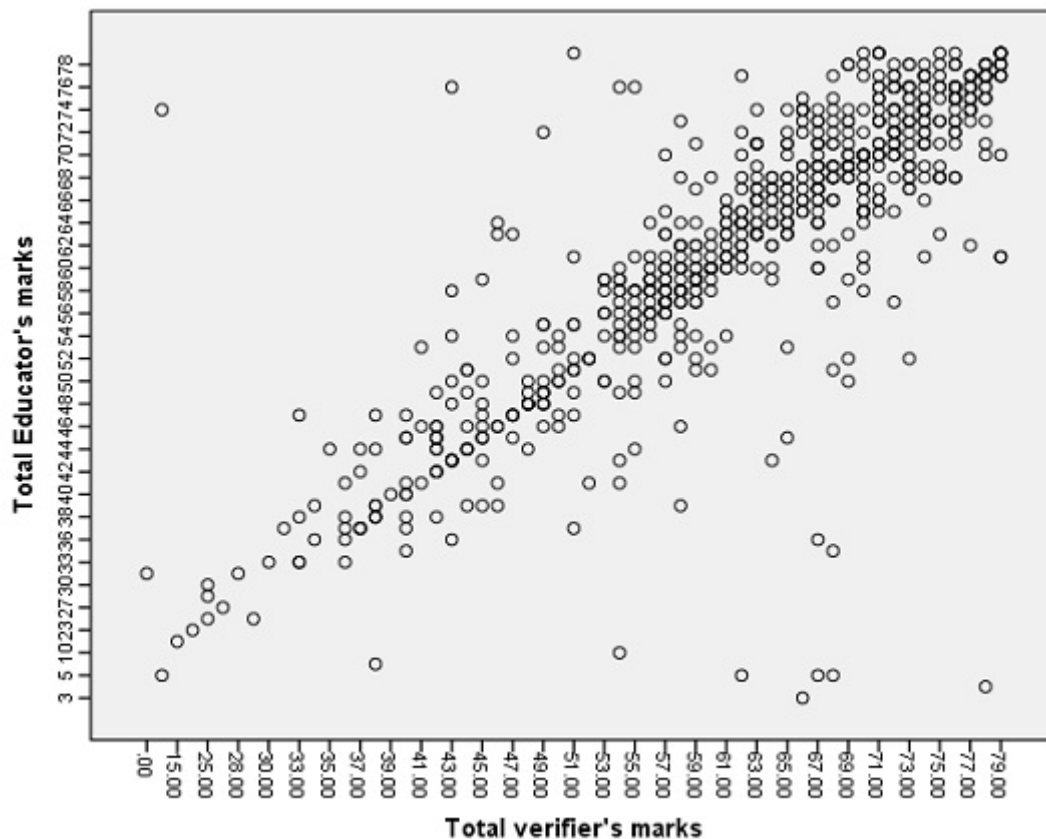
Learner numbers	Tally
1	3
2	2
3	8
4	11
5	7
6	2
7	1
8	
9	
10	4
11	1
12	1
13	
14	
15	1
16	1
17	
18	
Sites	42

Site visit records by Province and Language: 2016										
Language										
	KZN	EC	GP	MP	FS	NC	NW	LP	WC	Total
isiZulu	63		11	22						96
isiXhosa		47	15				1		11	74
seSotho			8		19	1	3			31
seTswana			1	1		11	9	1		23
sePedi			9	6				1		16
tshiVenda								6		6
siSwati				5		1				6
Afrikaans						4				4
xiTsonga								3		3
isiNdebele				2						2
English			2							2
	63	47	46	36	19	17	13	11	11	263
	KZN	EC	GP	MP	FS	NC	NW	LP	WC	

The statistical correlation between the site visit and LAP datasets

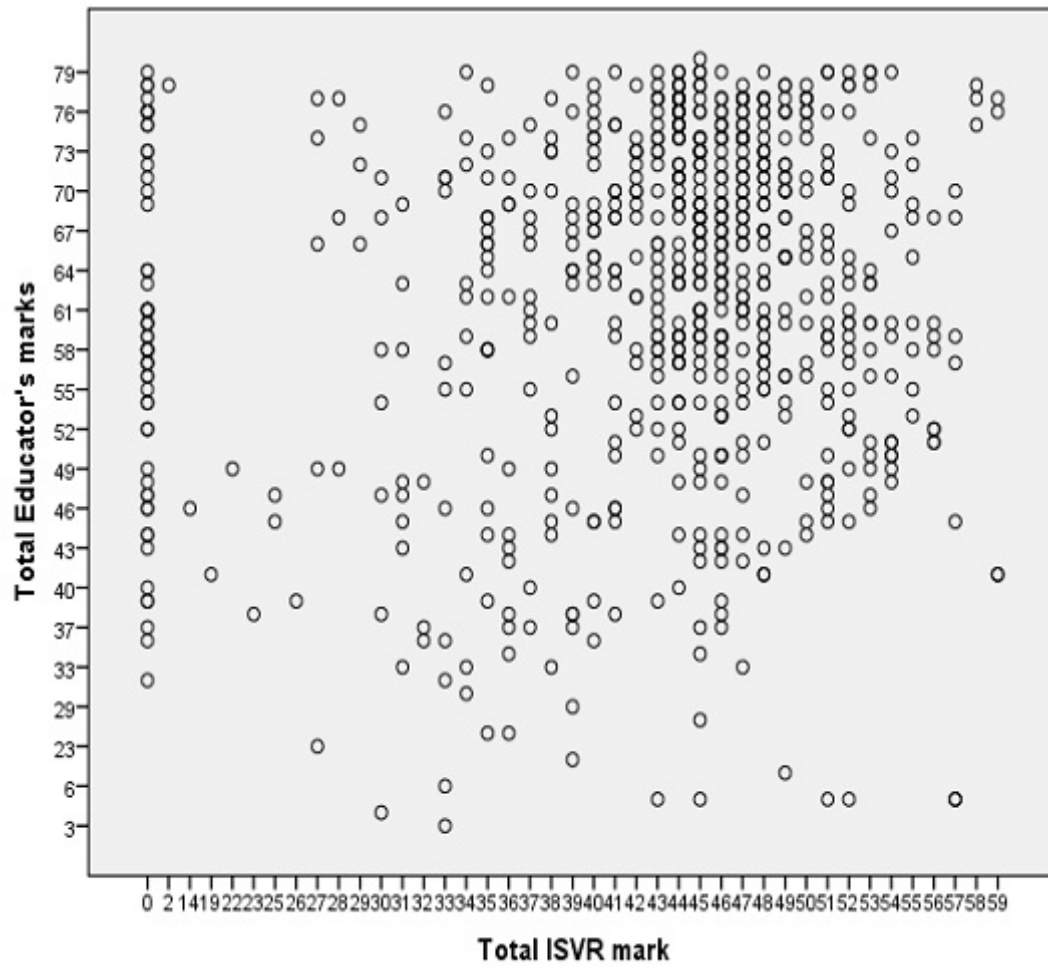
The **first comparison** made was between the educator's original marking of the relevant LAP activities compared to the verifier's marking. This was to ensure that the marking of the LAP was reasonably accurate. This comparison proved significant with a correlation of 0.788 (see the Scatterplot below). This meant that we could take the LAP mark as reasonably accurate and fair.

Comparison between Educator and Verifier marking of selected LAP questions

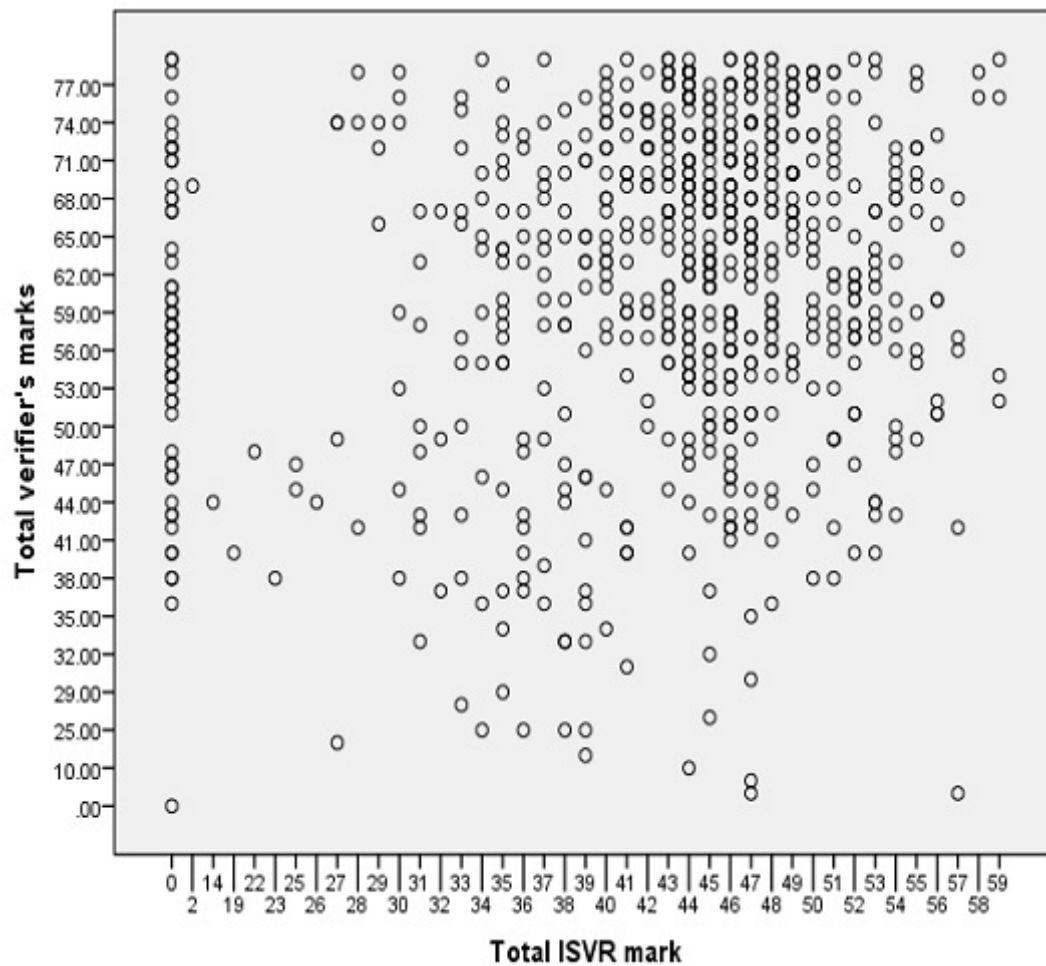


The **second comparison**, between the site visit assessment (ISVR) and the equivalent LAP marks, gave a very different result, whether between the ISVR and the educator LAP marks (correlation 0.125) or the verifier LAP marks (correlation (0.116). The correlation is very, very weak.

Comparison ISVR mark and equivalent LAP questions marks (Educator marked) with significant but weak correlation (0.125)



Comparison ISVR mark and equivalent LAP questions marks (Verifier marked) with a weak correlation (0.116)



The **third comparison** was between the individual paired site and LAP exercises. These also had very low correlations or none.

It is possible that this is partly explained by most of the activity marks being on a 5 point scale and that this would affect the power of the correlation coefficient, but even if that was corrected for, it is unlikely that the correlation would increase to a meaningful level.

Correlation between ISVR item mark and equivalent LAP item mark

ISVR item	LAP mark (educator marked)	LAP mark (verifier marked)	Correlation between educator and verifier mark
Filling in a form	0.175	0.044	0.558
Identify signs	0.055	-0.077	0.676
Comprehension	0.077	0.011	0.751
Addition	0.253	0.171	0.817
Fill in numbers	0.202	0.157	0.862
Sums (ISVR/Word sums (LAP)	0.118	0.209	0.639
Fraction shapes	0.163	0.234	0.764
Sums	0.317	0.3	0.852
Writing a passage	0.126	0.125	0.68
Read words aloud (ISVR)/ aloud with time limit (LAP)	0.089	0.075	0.881
Total marks	0.116	0.168	0.788

The **fourth comparison** was an impressionistic one on the quality of the matched pairs made by the verifiers when they examined each matched set. This was a general comparisons of the two instruments – the moderators were asked to make a judgement of the overall authenticity of the LAP assessment when compared to the site visit assessment.

Verifiers rated their impression of the presentation and educational quality of the matched sets: 50% were rated as outstanding, 37% as satisfactory and 13% as poor (11%) or very bad (2%).

Discussion

As with the previous year, getting correlations of any worth was impossible. There clearly is a problem. One of the problems we are faced with is that when we look at the average marks they tend to correlate (0.786) – it is at the individual level that they are all over the place.

An obvious hypothesis is that the educators, even with the very simple mark scheme and rubrics, are not marking the LAPs accurately enough. However the congruence

between the marks given by the educators and the moderators suggests that this is not the best explanation.

What this repeated outcome may suggest is that, wonderful though the LAP is as a formative instrument, there are too many variables that negate its effectiveness as a true competence assessment instrument. The assessment is compromised by variable influences of peers, family and educator on what is written, thus what is written in the LAPs may well be some kind of teacher donated or group effort (which does not correspond to the actual competence of the learner). What the LAPs do show, if there is a high return of LAPs is that work is being done and that the entire LAP submitting cohort has made genuine progress.

Other forms of assessment could include longer assessment exercises which would differentiate more between students of different competence.

Moderators' judgements on the congruence between the Site Visit Records and the LAPs

The moderators were asked to make a number of judgements about the quality of the matched sets.

Did the handwriting in the LAP look genuine?

	Frequency	As %
Certain (Completely clean)	437	48
Adequate (Probably genuine)	339	37
Weak (Possibly genuine)	70	8
Extremely weak (Unlikely to be genuine)	65	7
Totals	911	100

Rating the educators' marking of the LAP

	Frequency	As %
Certain	445	49
Adequate	370	41
Weak	41	4
Extremely weak	55	6
Totals	911	100

Rating the Supervisor and Coordinator control of the LAP
(the marking of which they have to sign off on)

	Frequency	As %
Certain	424	47
Adequate	393	43
Weak	41	4
Extremely weak	53	6
Totals	911	100

Scores for site exercises and LAP activities

Most of the mean scores on these activities are relatively high (as would be expected for these simple demonstrations of competence).

The maximum total score for the five site visit exercises (excluding the reading aloud test) and the equivalent LAP exercises was 33 with means and standard deviations as follows:

	Mean	Standard deviation	Maximum score
Site activities	41.18 (69.8%)	13.49	59
LAP activities	61.58 (77.9%)	12.81	79

The slight difference between the means is expected. The LAP is a continuous assessment instrument and work can be revised and done slowly. One would expect learners to do better and the overall results to be more homogenous and with a lower standard deviation. The site visit score shows a larger standard deviation which is also predictable.

Appendix 10

Senior verifiers reports after the moderation event

Seven additional Senior Verifiers were appointed to help manage and ensure quality during the moderation event.

These Senior Verifiers conducted a closing debriefing session with the teams they had overseen during the event.

Four of the seven verifiers involved were new to *Kha Ri Gude*. They were most impressed by what they saw of the programme through the activities of the event. Some were inspired by the national importance of the campaign. They were especially impressed at how hard most of the Coordinators worked under their supervision; many of the Coordinators, as moderators, exceeded the targets set for the two days of reviewing, even though some experienced the pressure as very tough.

At the close of proceedings, the Senior Verifiers involved in the moderation hall gathered their moderators and senior moderators for a brief review. Some of the comments related to the running of *Kha Ri Gude* as such, and some to the moderating event. A number of issues arose and are drawn together here, as expressed by the Senior Verifiers.

Operational issues in *Kha ri Gude* roll-out

- LAPs arrived late or did not arrive at all in their regions.
- Lack of sufficient training and orientation of the Supervisors, Coordinators and Voluntary Educators.
- Not enough LAPs being delivered to regions demanding copies to be made at significant cost.
- Some of the LAPs had been incorrectly collated with mixed languages.
- Some LAPs were incomplete.
- A more coordinated logistics approach to delivering and collecting LAPs is needed and the logistics service provider must be kept accountable.
- Moderators felt that some of the voluntary educators were not committed and did not do enough to teach.

The moderation event

- Induction and introduction was well-presented and new moderators were able to understand the process and procedure.
- New participants were impressed by the moderation and verification processes.
- The moderation and verification work was highly pressured, which was made worse by late delivery of some sets of LAPs.
- The site visit verification process was interesting and challenging and there was a dedicated and committed team of Coordinators. The team verified 2 881 individual site visit records of which only 1 996 matched with the LAPs.
- The team was eager and willing to meet its targeted number but unfortunately Skynet could not supply us with the necessary resources. The given target for each moderator created pressure.
- Moderating languages other than one's own was stimulating.
- Moderation was helpful to realise challenges on grass root level.
- Senior moderators were very helpful
- Moderators were very cooperative with verifiers.
- The moderation environment was good.
- Participants were willing to be used whenever there was need, even if it was not their assigned task.
- Material was easily accessible.
- Healthy morning devotions gave a good start to each day's work.
- First time moderators learned how important the whole *Kha Ri Gude* programme is and also the process flow.
- The quality of some of the LAPs was a serious concern.
- It was clear that some educators assisted learners in completing their portfolios.
- Moderators requested an attendance certificate OR acknowledgement certificate for the moderation which will assist in building their individual career profile
- The moderation process was experienced as authentic and valid.
- Standardised SAQA tools assisted in smooth running of moderation and verification process. As a result, new moderators could work confidently in a short space of time.

- Quality management and security of LAPs was displayed /implemented throughout moderation.
- The LAP's design enables one to moderate across all subjects with no problem.
- The verification process exposes what occurs in teaching and learning in the sites.

Some specific issues regarding LAPs reviewed

Results from LAP Question seven (7) gave the impression that the volunteer educators did not understand the question or criteria.

The question asking for an account of a wedding was responded to in different ways i.e.:

- Some learners responded to the question as expected
- Others did not provide responses altogether
- Others would write about their experiences in marriage
- Some would write about wishes to be married
- Others would write guiding words and not sentences e.g. beautiful dress, food etc

Solving word sums:

- No full sum was written to clarify answers i.e. only an **answer** given instead of writing it out in full
- Educators penalised learners for not answering a word sum in wording as well but in Numbers
- Wrong marks allotted – either More or Less

A range of detailed observations from the moderation of the marking

- Some LAPs did not have Unique Numbers even inside the Portfolio.
- In most of the LAPs the handwriting was not consistent in all activities
- Some Voluntary Educators did not mark the learner's work but their signatures were attached.
- Some work showed that learners were guided and they copied the same wording in doing activities.

- There were activities that were not done but marks were allotted for such activity.
- There is inconsistency in marking of Activities.
- Learners were given the same marks for both Right and Wrong
- Incomplete work was sometimes endorsed without comment by the Supervisor and Coordinator
- Marks were not always correctly transferred to page ii
- It is not always evident that learners were given the chance to correct their work.

Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

Standards
Literacy and numeracy teaching methods
Adult education approaches
Good practice materials development principles

Delivery

Layered approach: coordinators, supervisors, volunteer educators
Training: delivery, methods, and marking
Systems and procedures
Support people

Assessment model

Formative assessment
Portfolio assessment

Moderation Process

Verification tasks
Sample comparison with LAP
LAP moderation procedures

Site Visit Process

Assessment tasks
Marked
Compared with learner's LAP results

Report to the

South African Qualifications Authority (SAQA)

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

Year Nine: 2016/2017

Hubutani Communication Enterprise

December 2017

Contents

Executive summary	iii
Report for 2016/2017	1
Historical context of SAQA's moderation of <i>Kha Ri Gude</i>	1
Specific background to the 2016/2017 moderation	2
The 2016/2017 moderation process	3
The sample	3
Programme of the moderation event.....	3
Findings.....	5
Quantitative ratings	5
Qualitative perceptions	5
Recommendations.....	6
Some closing observations.....	6
Appendices.....	7
1. Revisions to the <i>Kha Ri Gude</i> Learner Assessment Portfolios (LAPs)	8
2. The moderation sample.....	11
3. The results of the marking rating	14
4. The quality and standard of the learning exhibited in the portfolios	17

Executive Summary

The implementation of the *Kha Ri Gude* (KRG) Adult Literacy Campaign by the Department of Basic Education (DBE) in 2016-2017 was the last of a ten-year programme and yielded 122 286 learner achievement portfolios (LAPs) considered suitable for sampling for moderation. The number was far lower than in previous years.

Hubutani Communication Enterprise CC was contracted by the South African Qualifications Authority (SAQA) to organise, oversee and report on the marking of the LAPs. The moderation was carried out in the week of 18-22 September 2017 by a team of 63 moderators drawn from the management and logistics organisations administering *Kha Ri Gude*, from the Department of Basic Education itself, and from SAQA. The moderation was overseen by four Senior Verifiers under the leadership of Mr Patrick Baloyi (Managing member: Hubutani Communication Enterprise CC). A sample of 9 714 LAPs was examined (8% of the LAPs submitted and approved for moderation).

The moderators and verifiers gave qualitative feedback on the observations at the end of the process and data from the moderation was captured and analysed in the following week. The observations and the data analysis, offered in detail in appendices, are very much in line with the historical findings of SAQA's moderation and verifications process.

Hubutani's key recommendation is that that SAQA register the results of successful candidates on the National Learner Records Database (NLRD) as it has done over the past decade on the basis of similar findings.

Further recommendations in this report relate only to the process of moderation. In summary, they are that:

- The DBE must decide in consultation with NLRD management whether the minimum pass mark should be adjusted. There is no reason for this to be done differently than in previous years.
- Portfolios may be used in future adult education interventions, but if there is to be national validation and certification some form of independent, external summative testing must be used.
- Additional effort needs to be made to demand, enable and ensure uptake of recommendations in similar action by SAQA in future. This includes speedier delivery of the recommendations by SAQA and enforceable contractual obligations on the recipients.
- The commissioning process needs to be speedier, more decisive and business like. SAQA's action has been compromised by extremely late confirmation of requests for its services.
- SAQA needs to ensure its internal capacity for oversight of outsourced projects like the present one.

- The DBE and other authorities conducting adult education and training programmes need to institute adequate forms of evaluation or testing for admission to the programmes.
- The value of the model of official external quality assurance is affirmed by the whole history of SAQA's intervention with *Kha Ri Gude*.

Although the moderation project reported on here was not meant to evaluate *Kha Ri Gude*, some observations are offered. They mix great respect for the model and the achievements of *Kha Ri Gude* (including SAQA's role) with regret that the campaign came to be compromised by a failure of ongoing renewal and to be sullied by fraudulent recruitment. The present management in the DBE is well aware of these unfortunate features of otherwise excellent action for education.

Report for 2016/2107

Historical context of SAQA's moderation of *Kha Ri Gude*

In 2007 the former Minister of Education requested that SAQA help in shaping the standing of the *Kha Ri Gude* campaign. In SAQA's subsequent engagement it was decided to institute a process of moderation leading to the formal recognition of the results against appropriate Adult Basic Education and Training Unit Standards.

The *Kha Ri Gude* curriculum, materials and assessment model were stringently evaluated against these unit standards and were found to exceed the criteria for fitness for purpose. A rigorous moderation process was designed and implemented. A sample of Learner Assessment Portfolios (LAPs) (usually around 40 000 out of the more than 600 000 annually in most years of the campaign) was examined to check the quality of the marking and internal moderation. For some years, in addition, verification site visits were made to a sample of 300 sites nationally. During the site visits, learners were tested independently to assess the authenticity of the LAPs, and the reliability of the LAPs as reflections of achieved skills. (The tests aimed to check whether the learners could reproduce the performance in the LAPs when completing an independent test under external supervision.)

From the beginning it was made clear that SAQA would not *evaluate Kha Ri Gude*. To do so would be to intrude on the management responsibility of the Department of Basic Education. There was no question of looking into the pre-existing learning of the candidates (there was no formal pre-testing in *Kha Ri Gude* recruitment). There was also no available machinery for checking initial knowledge. In other words, SAQA was not in a position to test learning gains, only current levels of competency. It confined its role to ensuring as far as possible that the skills reflected in the LAP were appropriately assessed, and were those of the person submitting the LAP, regardless of initial level of literacy.

SAQA did, however, from the beginning, report informal observations that some learners might have been partially or fully literate already when registered for *Kha Ri Gude*. In two of the site visit reports the indications from the data seemed to suggest that as many as 2% to 3% of the sample were already literate before the literacy programme. Encounters in the field suggested that some of these had registered for legitimate educational reasons. (Reasons given: their education had been thin; their literacy had fallen into disuse over the years; they had specific learning needs which they hoped that *Kha Ri Gude* would satisfy.) SAQA's most recent reports also suggest some concern that this tendency might be getting out of hand (3% of the targeted 4 million *Kha Ri Gude* learners would amount to 120 000.)

This matter has been noted at length because of audit findings by the Department of Basic Education of an increasing tendency over the years to fraudulent admissions to *Kha Ri Gude*. Some Voluntary Educators and their supervisory structures seem to have felt under pressure to maintain their stipends in contexts where the market for adult literacy in that area had been exhausted. The National Learner Record Database (NLRD) has enabled SAQA to confirm the suspected level of literate, and even highly qualified, people who have been registered as *Kha Ri Gude* learners.

It needs to be reiterated that it was the responsibility of SAQA to assess the validity of the results on the *Kha Ri Gude* LAPs, regardless of the initial literacy of the learner. False retrospective expectations have been circulated that SAQA's moderation should have exposed the malpractice. In addition, the *Kha Ri Gude* programme itself has the data on the previous education levels of the registered learners and was responsible for the admission of learners who already had some schooling background. However, this criticism had a direct impact in the cancellation of this year's verification site visit programme, and has reflected negatively and unfairly on SAQA's contribution to a remarkable achievement for the 97% of legitimate learners reached by a fine – but not perfect – programme.

Specific background to the 2016/2017 moderation

In the course of 2016 *Kha Ri Gude* won the top UNESCO award for world literacy programmes. UNESCO had been impressed, *inter alia*, by the rare phenomenon of an adult literacy campaign being subjected to significant external quality assurance.

At the same time, though, the official Department of Basic Education auditing process in 2016 uncovered a range of management shortcomings or possible abuses that in the last few years has brought *Kha Ri Gude* into disrepute in the press and elsewhere. A lengthy disciplinary process led to the ending of the contract with the consultant manager of *Kha Ri Gude*. For some time it was unclear whether *Kha Ri Gude* would continue. It had already passed its initial end date, but had not quite reached the targeted number of learners envisaged in the original investment. A decision was made by the Department of Basic Education to run a final six-month programme for which somewhat more than 170 000 learners registered. This yielded around 145 000 LAPs for moderation. However, because of the questions raised about the suspected registration of literate and well-qualified candidates, SAQA and Umalusi were able to put the Identity numbers of all candidates through their national databases. The DBE's subsequent analysis revealed over 20 000 registrations that could be disqualified because of previous qualifications above the literacy level. Collaboration between the Department of Basic Education and the Department of Home Affairs also unearthed cases of dead people having been registered. After eliminating all these irregular registrations, only 122 286 LAPs from what were considered to be legitimate learners were available for sampling for moderation.

Internal Department of Basic Education management personnel had been required to take over the running of *Kha Ri Gude*. They were not well briefed by the outgoing management, and especially not concerning the relationship with SAQA and its moderation process. The result was a seriously belated decision to go ahead with moderation. This created contracting difficulties for SAQA. When the process was eventually agreed it was too late to run the verification site visits. The original moderation of marking without site visit verifications was reverted to.

Formerly, the Department of Basic Education had involved its district *Kha Ri Gude* Coordinators as moderators under SAQA supervision. Now it turned out that the Coordinators' contracts had ended and there was no budget to re-employ them. At short notice the Department of Basic Education, the private *Kha Ri Gude* management agency and the contracted logistics company delegated staff members to conduct the moderation. The moderation was conducted over five days at the St George's conference hotel in Irene.

The 2016/2017 moderation process

The sample

During a visit to the logistics warehouse for *Kha Ri Gude*, Hubutani guided the selection of a systematic sample in such a way that each Coordinator's district would be included while keeping the specific choices random and external. This procedure ensured adequate representation in terms of the distribution of *Kha Ri Gude* over provinces and languages. Where the numbers in a province were very small, additional packs of LAPs were selected to ensure some coverage. It was not possible to sample for language as provinces like Gauteng and the Western Cape have unpredictable mixes of language in each site. However, because of language dominance in other provinces, the distribution of languages was likely to be broadly representative.

It must be noted that the sample is not truly demographically representative. Some provinces were considered by the Department of Basic Education to have come close to satisfying the original quota for the whole campaign (such as the Free State), while others (notably Gauteng) had fallen behind and needed compensatory action in the final year of the campaign. There were thus, for example, far fewer learners recruited in the Eastern Cape and far more in Gauteng than in previous years.

A sample of 13 050 LAPs was delivered to the moderation venue. Because of limited time and personnel in the moderation event, only 9 714 individual LAPs were moderated. (The coverage for each Coordinator's district was maintained, however, by making sure that a proportion (generally at least half) of all packs in the sample from that district was moderated. The actual distribution of the sample of 9 714 can be seen in the appropriate tables in Appendix 2. Compared with previous years, the Eastern Cape and Free State samples were nearly halved, and the North West, Northern Cape, and Western Cape doubled or more. The over compensation of Gauteng in the recruitment was not repeated in the sample moderated.

Programme of the moderation event

Since nearly all of the moderators had no experience of *Kha Ri Gude* (other than as administrators or process managers), a full day's training and guidance was undertaken. The moderators were briefed on the whole learning programme, and were taken through the LAPs. Trial moderations were supported by a set of guidelines and detailed processing forms, before moving to the standard data sheets. All of these instruments were identical to the moderation materials used in previous years. The four senior verifiers mentored the moderators through the following days.

Given the inexperience of the moderators, allowance was made for teamwork, where uncertainties and difficult cases were shared around a table of moderators, and with a group verifier. This turned out to be time-consuming, but encouraged the engagement and thoughtfulness of the moderators.

Towards the end of the moderation, as it became apparent that there would not be time for a total moderation, the moderators were asked to moderate only a proportion of each pack. All

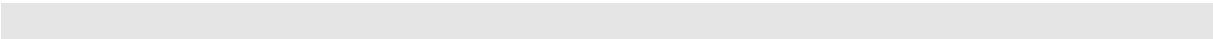
packs were thus moderated, ensuring that each coordinator / district was subjected to moderation. This would have had a minor impact on the representation of languages in the sample. Notably, a relative lack of markers for isiZulu meant a reduction in the number of individual LAPs moderated, though all the packs in the sample were moderated.

The moderation involved a general overview of each LAP, followed by detailed checks of the marking summary and sign off (internal moderation) and assessment of the quality of marking of specific tasks in the LAP. Each marking sample was classed as excellent, adequate or problematic, and as needing to be marked up or down (or remain the same).

Although the focus was strongly on the moderation of the quality of the marking, moderators were asked to look out for evidence of authenticity, especially relating to handwriting and consistency of performance. A comments column allowed the moderator to note specific features of the LAP that were relevant and were not reflected in the symbolic classification. The most common comments expected related to matters like incomplete processing, specific points of carelessness, cases where the handwriting indicated that different people had completed the LAP. In addition, moderators were asked to comment on the whole pack of LAPs from one site. Problematic features like: all candidates at the site having copied the same story or letter; all candidates making identical errors; consistently incorrect marking of a particular element.

The moderators and senior verifiers were encouraged to reflect throughout on the process of moderation, and on the general authenticity and meaningfulness of the evidence in the sets of LAPs they were handling. At the closing of the moderation some of these reflections were recorded.

All moderation reports were checked and signed off by senior verifiers.



Findings

Quantitative ratings

The tables in Appendices 3 and 4 support the following observations:

The majority assessment of the overall marking of the whole LAP was good (85%) – either acceptable or excellent. When three individual activities were examined, slightly more excellent marking was detected (average 58%) compared with the whole LAP marking (average 43%). The marking of the Activity 7 was rated highest (average 48%). The inadequate and problematic marking came out at out at 15%. Problematic marking (that is, the marking that was exceptionally careless or inaccurate or where serious irregularities had been ignored) stands at 5%.

There is an increase in the rating of marking as excellent compared with the trends in the first five years of *Kha Ri Gude* moderation. This could be the result of the tighter Department of Basic Education controls over the LAP submission process, but might also be due to the inexperience of the moderators.

The moderators believed that for most (about 83%) 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 17% 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 (10% lowered versus 7% raised).

The rating of the level of the learner's performance had a similar pattern to that of previous years, with a slight increase in the estimation that some marks were too high.

Qualitative perceptions

The moderators generally found their involvement interesting and illuminating. Many felt that they had grown in insight regarding moderation and assessment, with some describing their involvement as a fruitful and eye-opening experience. They also felt inspired by the vision and mission of *Kha Ri Gude* (and new respect for their work as administrators of the programme). They valued following the effort and growing achievement of learners through the LAPs.

Comments included mention of:

- Enjoyment of the learners' stories
- Striving to see through the eyes of the marker (The challenge to keep the focus on the quality of the marking by the voluntary educator, rather than assessing the learner, remains surprisingly demanding.)
- The serious difficulty of judging the authenticity of the handwriting of new writers
- Sometimes intriguing detective work when anomalies arose

There were few comments on the moderation sheets.

One notable feature is the general stability between LAPs which were marked excellently and the ones that meet the acceptable standards. Another tendency that featured a lot in the Eastern Cape and KwaZulu-Natal is of inaccurate, erratic and problematic marking. This sloppiness was either overlooked by the coordinators or the experience of the coordinator was not up to scratch.

At the end of the process the moderators and senior verifiers were very positive indeed about the moderation process and about *Kha Ri Gude* in general. The few critical observations were about minor details.

Recommendations

This report is properly concerned only with the moderation of the marking of the *Kha Ri Gude* LAPs in 2016/17. The recommendations therefore relate only to the findings and the processes that led to them. Observations that might contribute to an evaluation of KRG are recorded as observations or comments, or are implicit in the account of the process.

Recommendations and observations should be seen in the light of the fact that KRG is now at an end. Statements bearing on past action are intended to help in guiding future action of a similar kind in which SAQA or the Qualification Councils might be asked to quality assure and certificate official programmes of adult education and training.

Recommendation1: Recording results on the NLRD

SAQA should record the results of the successful *Kha Ri Gude* candidates in 2017. The marking profile is similar to previous years in which successful candidates were recorded on the NLRD.

Recommendation 2: “Standardisation”

From the beginning of the moderation project ten years ago, it was agreed that formal standardisation would be inappropriate for the *Kha Ri Gude* LAPs. The kind of data needed for standardisation was not available, and the underlying competency-based model for assessment is not usually associated with standardisation. In the place of standardisation, the DBE put forward its list of successful candidates based on an agreed cut-off (pass mark) point. For the sake of consistency this cut-off point should be maintained.

(Note: The analysis of the UP and DOWN elements in the moderation provided an additional indicator of reliability. Had there been a striking trend showing marking that was generally too lenient or too strict, this would have led to a recommendation that the cut-off mark should be raised or lowered. In the event, this has never been necessary.)

Recommendation 3: Portfolios and testing

Portfolios have various educational virtues, but their unreliability in summative assessment (even with controls) is well-known. The SAQA moderation and verification process did its best to compensate for the weakness of portfolio assessment. There is no alternative to comprehensive independent testing of outcomes if learning achievement is to be reliably assessed. Such testing may be used together with other forms of evidence. The recommendation becomes more important if programmes like *Kha Ri Gude* are undertaken at higher levels.

Recommendation 4: Uptake of recommendations

Through the years of *Kha Ri Gude* implementation the SAQA moderation reports have put forward various recommendations to improve the marking, reliability and validity of the LAP results. In the early years, the moderation process made a marked difference to various aspects of the efficiency of KRG management. As can be seen in the Appendix, however, many of recommendations made in recent years have not been acted on. The DBE has argued that it has been impossible to make the changes because the report, by the time it has been processed after approval by the SAQA Board, comes after the plans and materials for the following year have been published. But even when a letter was sent to the DBE indicating likely recommendations in advance of formalisation, recommendations were not acted on. In the case of revising the LAPs, these recommendations were repeated over several years, yet not acted upon. There would appear to be breaks in communication. Future contracts of a similar nature need to tighten up the cycle of communication and action.

Recommendation 5: The limits of moderation and the value of placement testing

Confusion and distress resulted from the scandal around the level of fraudulent recruitment of *Kha Ri Gude* candidates in the later years of the programme. Imputations appear to have been made that it was somehow SAQA's responsibility to control the initial qualifications of candidates. However, moderation towards the granting of credits and qualifications relates to the current competence of candidates, not to their prior status. Government departments concerned with education and training projects outside the strict formal frame must be encouraged to conduct proper placement testing. This is essential for efficiency, economy and accountability.

Recommendation 6: The commissioning process

The commissioning process has been compromised especially by two factors that impacted seriously on the subsequent action:

- a) The DBE in the later years of the project had difficulty deciding whether it should go ahead. The belated decisions were exacerbated by further delays in commissioning SAQA to undertake the work. This created a range of complications and difficulties on both sides of the agreement.
- b) SAQA decision making itself has been inordinately slow.

While situations like this are understandable at the start of innovative projects, they must be avoided in general.

Recommendation 7: SAQA internal capacity

Change of staff, with the resultant loss of institutional memory, has complicated SAQA's engagement with its outsourced programme. Similar situations in future will require greater thoughtfulness about internal capacity and its management to handle unusual programmes.

Recommendation 8: The importance of external moderation and certification

In spite of the reservations implicit in the report and the set of recommendations, the broad model of *Kha Ri Gude*, including external moderation and certification, is highly recommended. It constitutes a remarkable innovation in adult education and training provision.

Some closing observations

The moderation of *Kha Ri Gude* this year does nothing to undermine the view of previous reports that the instructional model, the materials and the implementation planning were all excellent.

It is a great pity that *Kha Ri Gude* has fallen into disrepute in the last year or so. Hubutani considers some of the reasons for this to have been:

1. The ageing and staling of an institution that should have been renewed along the way but wasn't. Appendix 1 lists a range of recommendations for changes and corrections to the LAP that were submitted several times but never acted on by *Kha Ri Gude* management. These only related to the assessment practices; it can be assumed that other improvements in the management were also not made.
2. The creation of temptation: In one of the original South American models for *Kha Ri Gude* voluntary educators were only allowed to run programmes over two years. Then they had to be replaced by totally new ones. Having an educator for too long at one site might lead to the educator being tempted to "invent" more learners in their immediate community, and that the financial interests at play in their adult literacy work would lead to fraudulent practices. Signs that this was happening in *Kha Ri Gude* emerged increasingly after a few years, but were only acted on too late.

Although Hubutani thoroughly endorses the broad model of *Kha Ri Gude* and the excellence of its materials, it re-iterates important observations made in previous reports on the moderation:

- The 6 months allocated to *Kha Ri Gude* learners was too short. Many learners and educators reported this. The content of the courses in literacy and numeracy is too ambitious for an initial adult learner, especially older, slower learners. In future, either less ambitious content or more time should be recommended.

- The success and appeal of *Kha Ri Gude* generated quite intense appeals for more of the same kind of thing higher up the learning ladder. Many learners joined *Kha Ri Gude* in the hope of gaining knowledge and skills that it didn't offer: For example, English language; higher levels of numeracy or book-keeping; practical everyday life skills. The expected follow through into the then Public Adult Learning Centres never happened. These concerns should be borne in mind if the proposed community colleges take off.
- The assessment model was innovative but not adequate. Most adult literacy campaigns have not been subject to serious individual assessment or certification. The result is that their achievements are usually merely symbolic and lack credibility. *Kha Ri Gude* offers a remarkable advance in this respect (and one which has been recognised by UNESCO). However, portfolios (with many virtues for learning and tracking learning) are incapable of the reliability needed for credible summative assessment and certification. There are many arguments around the assessment and examination of adult literacy learners, but if the learners are to benefit in a useful manner, either on-going, effective quality assurance or evaluation is needed (expensive, difficult to manage) or some form of external, national testing is needed (reliable if professionally done, but capable of being insensitive and alienating).

It would be a tragedy if the model and example of *Kha Ri Gude* were not kept alive in South Africa, and also if the positive and negative lessons from the experience were not taken seriously.

Appendix 1

Revisions to the *Kha Ri Gude* Learner Assessment Portfolios (LAPs)

Introduction

The Learner Assessment Portfolios (LAPs) used as a form of, and record of, continuous assessment in the *Kha Ri Gude* adult literacy campaign, were originally designed by Professor Veronica McKay, the Chief Executive Officer of the campaign from 2008 to 2012. They were a major innovation in the field of mass adult literacy provision and they enabled the campaign to initiate another major innovation using the completed LAPs for a national moderation and assessment verification exercise conducted by an external body (the South African Qualification Authority) (See Adler *et al*, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and Aitchison, 2012).

Undoubtedly the LAPs present a model of how assessment, previously rarely done in mass literacy campaigns, can be done effectively and efficiently. UNESCO's Institute for Lifelong has expressed great interest in them as a model.

Are there any problems or necessary revisions for the *Kha Ri Gude* LAPs?

The SAQA verification reports (Adler *et al*, 2012, 2013 and 2014) recommended certain revisions to the LAPs. These are itemised and discussed below:

Changing the content of some of the questions

This relates to the fact that identical questions have now been used for nine years.

It must be remembered, however, that the LAPs are open book assessments. Learners can easily see and record what the next set of questions are and, if they so decide, get answers from sources other than their own work. Similarly, educators can easily provide lists of right answers. There is no way to prevent this, even if questions are changed regularly. All one can do by changing the questions is make it a bit more tedious for learners or educators to cheat.

Also, in responding to this issue there is a need to disaggregate three types of questions:

- standard form filling types questions, where there is no need to change
- free response questions (letter writing, descriptive writing) where, while it might be good to change topics occasionally, it is not crucial
- short “right answer” questions (particularly in numeracy), where it would be correct to change them regularly.

Although SAQA made these requests to the then CEO, Dr Ramurumo, nothing appears to have been done to implement them, in spite of the work being simple and achievable in a couple of days.

Activities where it would have been very simple to make changes were:

Activity 3B:	change some of the simple words
Activity 7:	change some of the comprehension questions
Activity 8:	change some of the comprehension questions
Activity 12:	change the number of pictures of fruit in the rows
Activity 13:	first page, change the number of items in each row; second page, change position of blank numbers
Activity 14:	change the numbers in all sums
Activity 15:	change the numbers in sums on first page
Activity 16:	change numbers in sums on first page

Considering the way the assessment scores are entered

This recommendation was about the way the assessment scores are entered where the actual raw marks have to be transposed by the marker into a score on a five-point scale according to certain criteria. It is this scale score that is then recorded on the marks record near the front of the LAP.

The SAQA query here was based on two issues, firstly it was clear that in the last couple of years there were signs that poorly trained markers were not always transposing the scale mark but sometimes the raw mark to the marks record at the front of the LAP, and second, it was more difficult to make statistical correlations using the scale mark.

In response, it is important to understand that there are two reasons for using this type of mark scaling:

- for convenience in tallying the results of different types of tests so that all the components of a battery of tests are equally weighted (in the case of the LAPs there are twenty activities all weighted at 5 marks with a grand total of 100 marks). This makes it easy for the educator to track the progress and competence of the learner. [The alternative is to record the varying raw marks for each activity and computer scale them later – which is an extra layer of work and cost and provides no timeous feedback to educator or learner.]
- the criteria based scaling enables the educator to provide simple diagnostic feedback to the learners on how well they are doing.

On balance, having this kind of scaling system that makes for convenient marking and simple diagnostic feedback is **better** than the alternative. **However, there are ways in which the LAPs can be improved to typographically** help avoid some confusion in transposing marks from raw score to scale score and to marks record.

Similarly, some errors in the existing scale instructions must be corrected.

The placement of the instructions for scaling

Currently where the raw score is to be written is indicated by a pencil shaped cartouche preceded by the legend “Total number of ticks” (In Activities 2, 3, 5, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20). [In Activities 1, 7, 8, 9, 10 there is no obvious need for it as the raw score is out of five or done directly into the scale.] Activity 4 does have a raw score (achieved by

doing a calculation), but is not highlighted as being the raw score as there is no ‘pencil’ cartouche. For Activity 6 there is no raw score cartouche at all.

Where the raw score is made up from marks (ticks) on two pages there is a warning note “REMEMBER to count all the ticks on both pages.”

The placement of the raw score cartouche is some Activities is above (but to the right of) the scale box (Activities 2, 3, 5) but in others (Activities 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) at the bottom right. In this last position, confusingly, it looks as if it is the ‘final mark’ which it is not.

We would recommend that the raw score be placed in all Activities where it is appropriate (including Activity 6) **above** the scale box and ideally have **some kind of pointer or arrow** indicating downward to the scale box showing that the raw score has to now be moved into the scale process.

Correction of errors in the scale criteria

The 2013 report also stated:

In Activities 14, 15 and 16 the (total) numbers given in the Criteria scale are wrong.

In Activity 14 the total is 15 not 12

In Activity 15 it is 12 not 16

In Activity 16 it is 16 not 15.

These must be corrected. It is unclear why they were not corrected because it was drawn to Dr Ramurumo’s attention several times.

Another typographical omission

In Activity 1 the word “Date:” is missing from a box.

Appendix 2

The moderation sample

LAP moderation sample

Province	Number of learners	
	Submitted LAPs	Sample
KwaZulu-Natal	26%	21.47%
Limpopo	17%	19.27%
Eastern Cape	10%	14.24%
Mpumalanga	9%	12.49%
North West	8%	10.46%
Gauteng	24%	8.33%
Northern Cape	2%	6.53%
Western Cape	2%	4.00%
Free State	2%	3.20%
	100%	100%

Language	Number of learners
	Sample
IsiZulu	26.93%
Setswana	16.08%
Sepedi	15.85%
IsiXhosa	15.27%
English	6.32%
SiSwati	5.93%
Sesotho	4.67%
Xitsonga	4.04%
Isindebele	2.73%
Afrikaans	1.99%
Tshivenda	0.20%
	100%

Language by province

Language [sample size]		Province (as % of language)								
		KZN	LP	EC	MP	NW	GP	NC	WC	FS
IsiZulu	2495	75.03%			16.79%		8.18%			
Setswana	1562					62.29%	11.59%	26.12%		
Sepedi	1540	0.84%	87.34%		1.62%		10.19%			
IsiXhosa	1432	1.54%	0.91%	87.22%			1.61%		8.73%	
English	614	14.50%	9.28%	10.75%	15.8%		7.82%	4.40%	37.46%	
Sesotho	454						34.36%			65.64%
Xitsonga	392		92.09%		7.91%					
Siswati	354	0.56%		2.82%	96.33%		0.28%			
Isindebele	249				100%					
Afrikaans	193						1.55%	89.64%	8.88%	
Tshivenda	19		89.47%				10.53%			
		KZN	LP	EC	MP	NW	GP	NC	WC	FS
	9304	1998	1793	1325	1162	973	775	608	372	298

Appendix 3

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	44.65%	66.49%	56.05%	51.49%
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.	39.97%	28.25%	35.76%	34.68%
I =	Inaccurate and/or inconsistent judgement.	6.92%	2.24%	3.27%	8.79%
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.	8.46%	3.02%	4.92%	5.04%

The majority assessment of the overall marking of the whole LAP was good (85%) – either acceptable or excellent. When three individual activities were examined, slightly more excellent marking was detected (average 58%) compared with the whole LAP marking (average 43%). The marking of the Activity 7 was rated highest (average 48%)

The inadequate and problematic marking came out at out at 15%.

Comparison with the marking ratings of previous years

Generally, the ratio between OK marking (Excellent or Acceptable) and unsatisfactory marking (Inaccurate/Inconsistent or Problematic) seems stable in the last four years.

Summary of quality of marking ratings by year										
Code	Description of rating	Year								
		2008	2009	2010	2011	2012	2013	2014	2015	2016
E =	Excellent well judged accurate assessment	57%	28%	16%	21%	20%	17%		44%	55%
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%	69%	73%	74%		39%	35%
E + A		87%	86%	90%	90%	93%	90%		82%	90%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%	5%	7%		11%	5%
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%	3%	2%	3%		6%	5%
I + P		13%	14%	10%	9%	7%	10%		17%	10%

What is interesting about this data series up until 2013 is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic. There was also evidence of a stable 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, 21% in 2011, 20% in 2012 and 17% in 2013, though it rose again in 2015 to 44%). This stability was considered to be the result of training related to the marking of the LAPs given by *Kha Ri Gude* and the influence of the verification workshops.

After the gap for the 2014 cohort, the 2015 cohort results show an increase in the marks seen as inaccurate and problematic (which suggests poorer marking in the field by the educators) and rating of much more of the marking as excellent (which suggest a decline in quality among the moderators).

The 2016 moderation has an even higher rating of excellent marking.

Appendix 4

The quality and standard of the learning exhibited in the portfolios

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 result of this rating for the 2015 cohort was 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	76.00%	89.69%	86.45%	71.57%
U	Mark is too low (the mark should be put up higher)	6.54%	4.76%	4.23%	5.16%
D	Mark is too high (the mark should be brought down lower)	17.45%	5.55%	9.32%	23.27%

The ratings are fairly consistent. The moderators believed that for most (about 83%) 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 17% 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 (10% versus 7% raised).

We do note that the moderators did not record this data for 15.3% of the LAPs.

Comparison with the 2008 to 2013 and 2015 fairness and quality of the mark ratings

The rating of the level of the learner's performance had a similar pattern to that of previous years, with a slight increase in the estimation that some marks were too high.

Summary of fairness and accuracy of the mark ratings										
Code	Description of rating	Year								
		2008	2009	2010	2011	2012		2014	2015	2016
S	Mark given is accurate and fair	87%	87%	91%	91%	93%	92%		83%	81%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%	2%	2%		7%	5%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%	5%	6%		11%	14%

Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

Standards
Literacy and numeracy teaching methods
Adult education approaches
Good practice materials
development principles

Delivery

Layered approach: coordinators, supervisors, volunteer educators
Training: delivery, methods, and marking
Systems and procedures
Support people

Assessment model

Formative assessment
Portfolio assessment

Moderation Process

Verification tasks
Sample comparison with LAP
LAP moderation procedures