



Guide for moderators and verifiers

Purposes

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

Benefits

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



0353

VE LAP PACK



LITERACY CAMPAIGN
SOUTH AFRICA

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

VE Name: MGOIYWA NOMYUSELELO

VE ID No.: 7807200651082

No. of LAPs: 18

Kha Ri Gude Call Centre: 0800 00 55 55

collection & delivery by:

 **bongani rainmaker**
LOGISTICS

27 brunton circle, founders view south, 1609
tel: (011) 452-3625, fax: (011) 452-8449



Three groups

- Moderators
- Verifiers [each language, numeracy, deaf]
- Senior verifiers

Professional commitment

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

What do moderators do?

- Make three **judgements**:
 - Has the **marker** done the marking well?
 - Are the **learner's** marks fair and accurate?
 - Does the **learner's** LAP marks compare well with the site-based assessment?

Rating the marking

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

The accuracy of the learner's mark

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

Comparing LAP and site visit marks

- Marking the site-based assessment fairly and accurately
- Comparing these marks with the LAP marks for equivalent work

The forms

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

The green form

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?		

The green form (continued)

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	
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[illegible]

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
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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
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[illegible]

The white form

Kha ri gude: Learner Assessment Portfolio verification: data sheet 1 – **class set**

Moderator name: _____ Identity number:

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 Unique number:

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Province of portfolios:

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

01 Afrikaans	02 English	03 Ndebele	04 Swati	05 Xhosa	06 Zulu	07 Sotho	08 Pedi	09 Tswana	10 Venda	11 Tsonga
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[illegible][illegible]

Verifier name: _____ Signature: _____

Date: _____ 2013

The blue form

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

Moderator name: _____ Identity number: Unique number:

Province of portfolios:

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

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

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

Number of LAPs in pack:

This must be filled in

Verifier name: _____ Signature: _____

Date: _____ 2013

The pink form

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

Moderator name: _____ Identity number: Unique number:

Province of portfolios:

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

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

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?		

The pink form (continued)

Appropriateness of learner corrections				
Learners were allowed /encouraged to correct and improve their work at a later stage – have such corrections been made?				
If changes/corrections were made, do these look as if they were genuinely the learner's work?				
Do any corrections appear to reflect genuine growth of competence in the learner?				
Growth and consistency				
Does the LAP show that the learner has continuously improved?				
Is any inconsistency of performance or fluctuations of standard within portfolio not explainable by development through the programme?				
Do some of the answers seem not to be those of the learner?				
Is the handwriting genuinely the learner's handwriting throughout the LAP?				
Does it seem that learner or a group of learners copied the answers off the board?				
Reliability				
When working through the LAP has the educator made the same sort of judgement for the same kind of work?				
<table border="1"> <thead> <tr> <th>General comment</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> </tr> </tbody> </table>			General comment	
General comment				

The yellow form

Kha Ri Gude: Site Visit Correlation: data sheet 4

Moderator name: _____ Identity number:

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 Unique number:

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Province of portfolios:

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

01 Afrikaans	02 English	03 isiNdebele	04 siSwati	05 isiXhosa	06 isiZulu	07 seSotho	08 sePedi	09 seTswana	10 tshiVenda	11 xiTsonga
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Educator name: _____ Educator ID:

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Educator Unique Number:

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#	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																										
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Verifier name: _____ Signature: _____ Date: _____ 2013

Filling in the white data sheets

[illegible]

The three activities

Activity 7 (pages 12-13)

Give one tick for each correct answer.

Example: Martha's baby touched the paraffin stove.

	Yes	No
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.		

Take action to stop TB

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 the learner re-read the newspaper article about Martha and her baby and try to answer 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 answers, or whether she or he has specific reading problems.	

Kha Ri Grade Assessment Portfolio 13

Activity 9 (page 16)

WRITING

Activity 9



Let learners
do this activity
after they
have completed
theme 7



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

Handwriting practice area with 10 horizontal lines.

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

FRACTIONS AND SHAPES

Activity 16



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

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



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

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

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

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

WHAT SHAPE IS THIS?

Example:



circle

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



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





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





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





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





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



Mark	Criteria	Date: _____
☐ 5	Learner has given 14 - 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 count all the ticks on both pages.

Total number of ticks for activity 16



The general moderation process

- Twelve steps on page 14 of the printed *Guide*.
- Write comments only if necessary.
- If necessary, refer a problem to your verifier.

The site-visit/LAP comparison process

- Steps A, B, C, and D steps on page 16-17 of the printed *Guide*.
- If necessary, refer a problem to your verifier or a senior verifier.

What do the verifiers do?

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

What do the senior verifiers do?

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

Outline of the process

- Training session for new moderators (LAPs from three classes in a group of three moderators) [Green and White forms]
- First session (each moderator looks at LAPS in a pack from a whole class)
- Further sessions (may also use Blue forms if instructed)
- Reviews of progress
- Site-visit/LAP comparison [Yellow forms] in separate venue

Afterwards

- SAQA certification on Sunday evening
- Enhancing assessment and quality assurance in the field during the Kha Ri Gude 2014 year
- Playing a part in a great South African educational intervention



