

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

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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
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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



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Kha Ri Gude literacy campaign South Africa

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The purpose and benefits of this verification

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

This purpose will be achieved by:

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

The benefits of the verification are that it will:

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

The three groups involved in this verification

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

- senior verifiers
- verifiers, and
- moderators.

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

What 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?		

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

Identity number:

Unique number:

--	--	--

Province of portfolio:

2 Free State

4 KwaZulu-Natal

6 Northern Cape

8 North West

9 Western Cape

Language of portfolio:

02 English

04 Swati

06 Zulu

08 Pedi

10 Venda

11 Tsongqa

Identity number:

Identity number:

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					
	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:

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:

--

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: _____ 2014

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: _____ 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.

One was 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 4 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 and false answers, or whether she or he has specific reading problems.	

WRITING

Activity 9



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



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

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. This or he should redo the activity.	
1	Learner was not ready to do the activity and should redo it later.	

6 Kua Ri Grade Assessment Portfolio

WHAT SHAPE IS THIS?

Example:  Circle

 _____

 _____

 _____

 _____

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

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

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

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

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

Click me link for the correct answer for correctly shading the drawing.



Max.	Options	Date
☐	 Learner has given N - 5 correct answers.	
☐	 Learner has given D - 3 correct answers.	
☐	 Learner has given B - 1 correct answers.	
☐	 Learner has given L - 7 correct answers.	

Learner use not ready to do this activity.
 Let learner note the source of all shape tags



REMEMBER
 Remember to do the shape tags with paper.

Total number of ticks for activity is _____



[illegible]

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

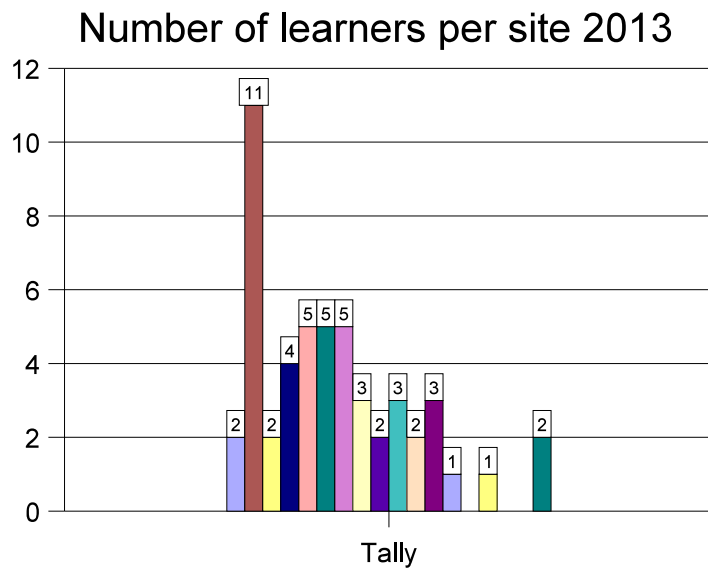
a fair number of records (maximum 17). There were 3 empty covers which puzzlingly list from 2 to 11 learners.

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

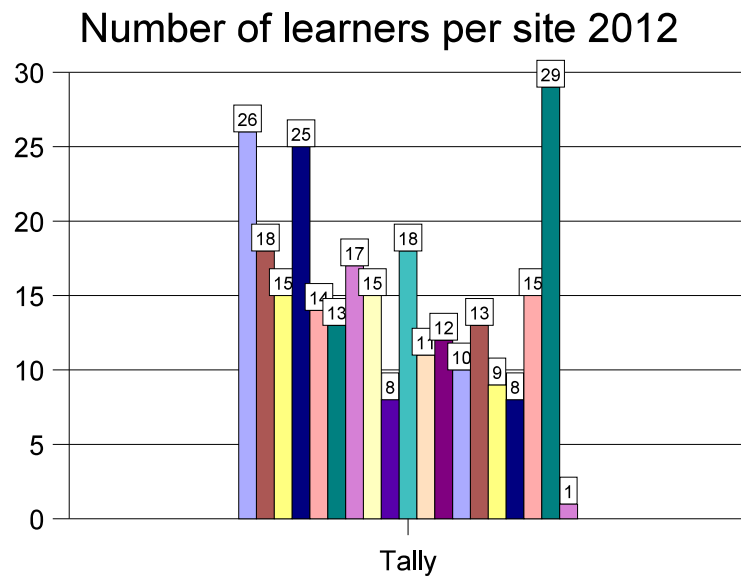
From the 51 educator identification numbers a table of the number of learners per site (whose LAPs were matched) was generated:

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).

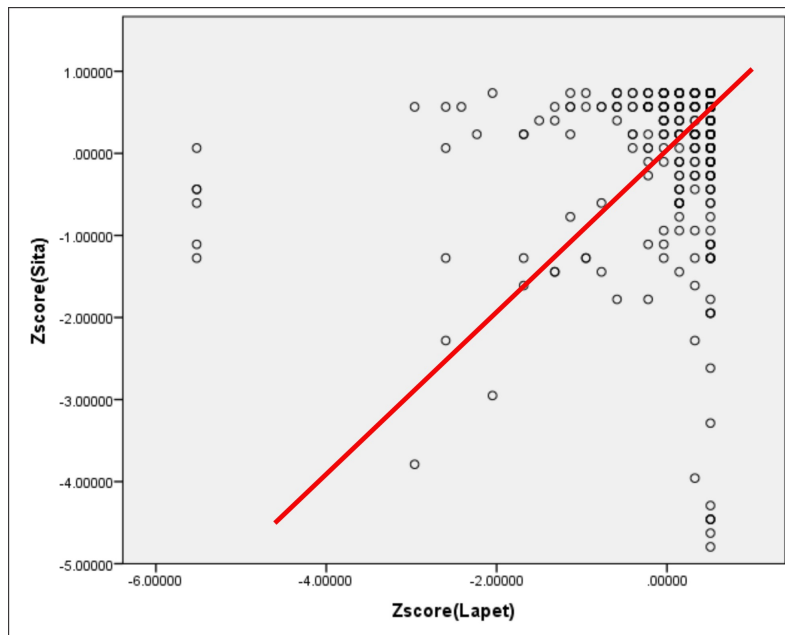
The maximum total score for the five site visit exercises (excluding the reading aloud test) and the equivalent LAP exercises was 33 with means and standard deviations as follows:

	Mean	Standard deviation	Number
Site activities	28.6	6	330
LAP activities	30.2	5.5	330

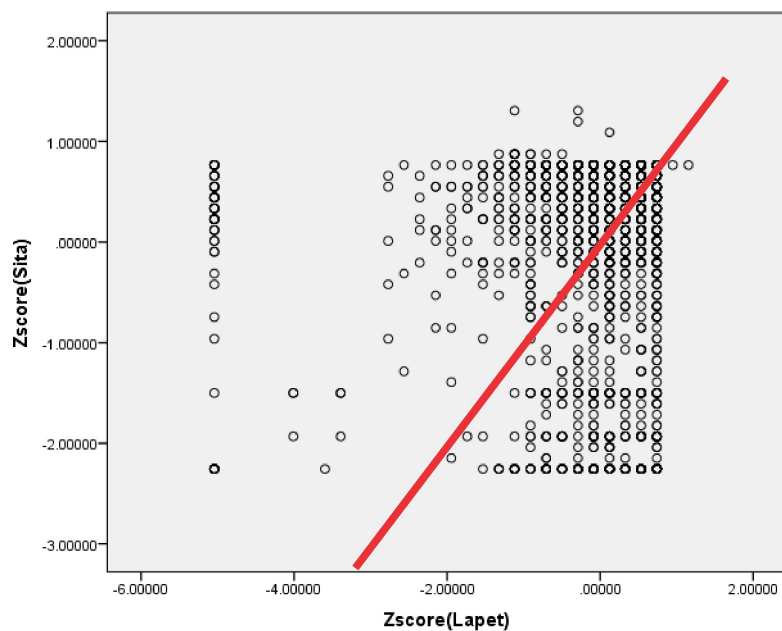
The slight difference between the means is expected. The LAP is a continuous assessment instrument and work can be revised and done slowly. One would expect learners to do better and the overall results to be more homogenous and with a lower standard deviation. The site visit score shows a larger standard 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.

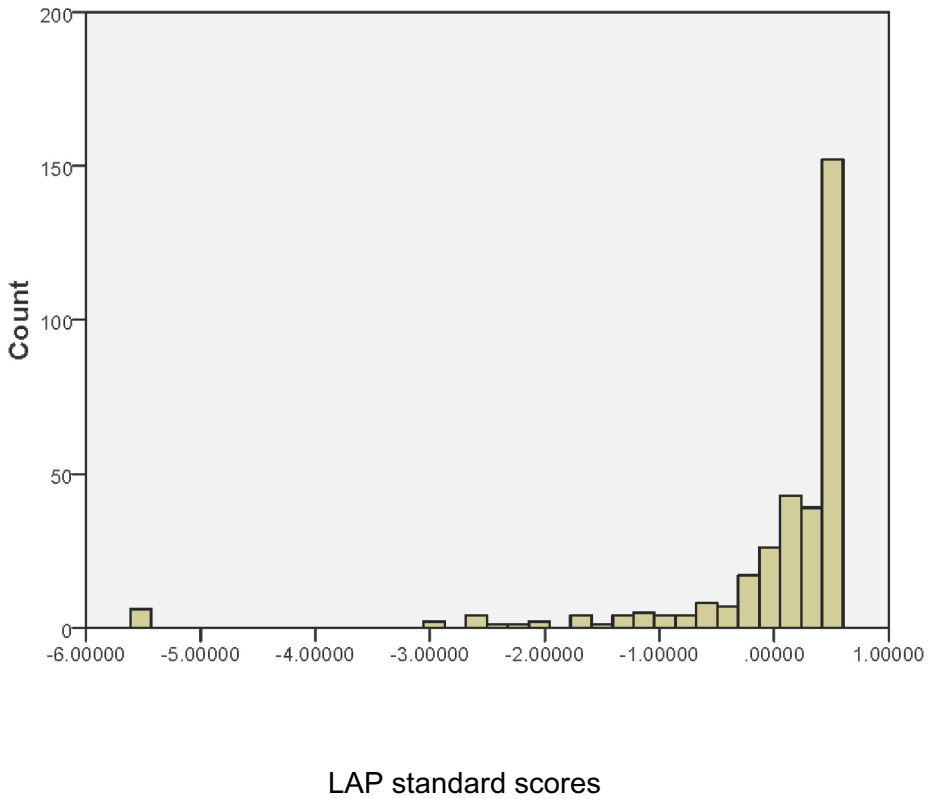
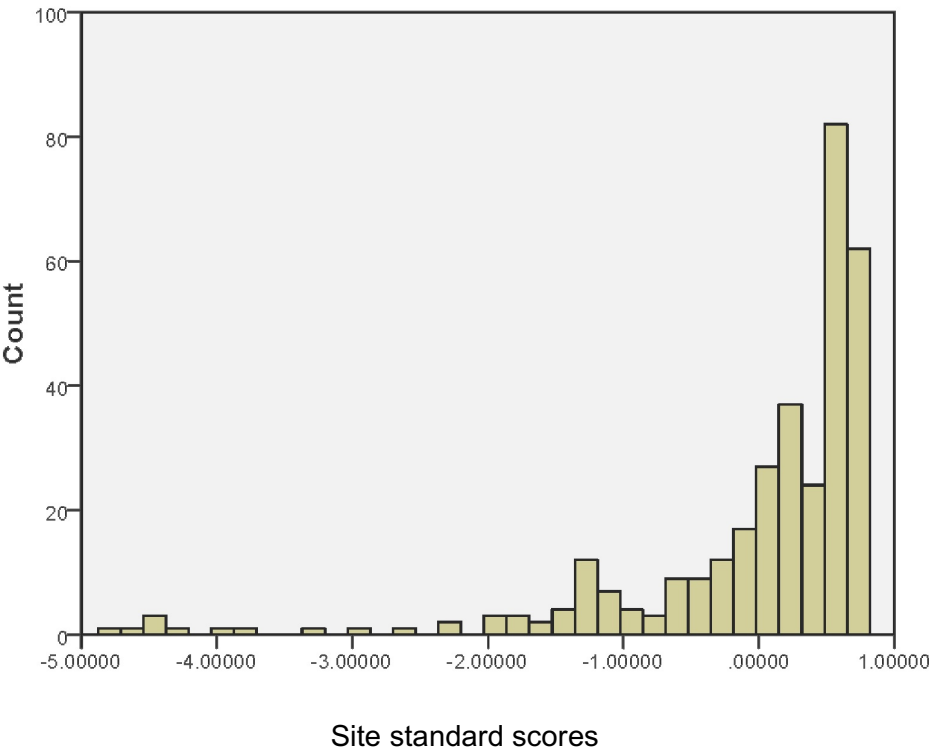
Below is a scatterplot of the two sets of (standardised) scores. The heavy line indicates the expected line of best fit. As can be seen there is a wide variation from this.



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.



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