

Report to the  
South African Qualifications Authority (SAQA)

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

Year Five: 2012

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# Executive Summary

## Rapid overview

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

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

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

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

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

1. The *Kha Ri Gude* literacy campaign was launched in April 2008 after a two year process of investigation and development. Some 357,195 learners were enrolled in 2008, 613,643 in 2009, 609,199 in 2010, 660,924 in 2011, and 676,323 in 2012.
2. At the end of March 2013 SAQA conducted the fifth annual moderation of the *Kha Ri Gude* adult literacy campaign. A sample of 36,228 Learner Assessment Portfolios (LAPs) was scrutinized by 220 *Kha Ri Gude* moderators and verifiers with oversight by the six senior verifiers from the SAQA team. This sample represents 5.7% of the 635,270 LAPs returned at the end of 2012.

3. The appended accounts and data allow for the conclusions that:
- The management of the logistics, records and data for *Kha Ri Gude* since 2008 has been more than satisfactory, and outstanding in certain respects.
  - The moderation process in the first four years has led to a stable system and a shared understanding of SAQA's demands. The overall processing for 2012 was again satisfactory, showing a tightening of procedures, minimal unsatisfactory marking at the *Kha Ri Gude* classes and a small overall incidence of possible irregularities.
  - The overall statistical pattern is similar to that for 2011.
  - An array of statistics show that the marking was credible (see the various appendices), and the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear. The majority of the marking (93%) was judged excellent or acceptable.
  - Moderator recommendations that particular marks be raised or lowered were few (7% of the total), and partly balanced each other out (moderators wanted 5% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment.
  - A comparison of the 2008, 2009, 2010, 2011 and 2012 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a high degree of congruency.
  - The percentage of portfolios with marking that was judged as less than acceptable is small (about 7%). No more than 2% of the marking indicated the possibility of serious irregularities.
4. The site visits and assessment tests to 300 classes in October 2012 continued the process of a stringent verification of the authenticity of the actual learner completion of the LAPs (as is achieved, for example in the National Senior Certificate examinations by the examinations being written under strictly controlled, invigilated, conditions). Analysis of the results of matching the site tests with the LAPs has indicated a fair comparability affirming general authenticity of the LAP results though the lack of detailed correlation at the individual level raises concerns about the marking by the educators of the LAPs. From this first full experience of comparative analysis it seems that simple technical changes in the marking system within the LAPs plus more rigorous training of educators in the marking could enhance the comparability of site visit tasks with the LAPs.
5. As in the case of the 2011 campaign cohort, the SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2012 be recorded on the NLRD.

# Report

## A major, low-key programme of national importance

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

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

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

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

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

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

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

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

## Provisos and recommendations

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

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

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

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

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

### **Assessment within *Kha Ri Gude***

The learners are required to complete a Learner Assessment Portfolio (LAP) designed to provide continuous internal assessment of their course work. The portfolios contain twenty prescribed activities in literacy and numeracy, each with detailed specifications and gradings for their marking. The portfolios were marked by the volunteer educators who run the actual classes. This marking was then signed off by the supervisors (of groups of about ten educators) and then by the coordinator (of groups of about 18 supervisors). Each LAP contains pages which record biographical information about the learner, a record and totalling of the marks for all activities, and the signatures of all the educator, supervisor and coordinator. (See Appendix 1 for fuller details on the roles of the personnel involved.) All the LAPs are collected and returned to the campaign's administrative office at SAB&T (the service provider) where the marks are captured and stored on a database.

*Kha Ri Gude* had an 80% LAP return rate in 2008, 89% in 2009, and 93% in 2010 and 2011, and 95% in 2012. The SAQA verification of the 2012 returns involved the drawing and moderating of a 5.7% sample (36,228 LAPs) representative of all languages, provinces, and supervisors.

### **Level of *Kha Ri Gude* courses and portfolios**

Scrutiny of the curriculum and course materials in 2008 and 2011 showed that they were of a high quality and led to satisfaction that successful completion of the portfolios would cover the demands of ABET Level 1 in literacy and numeracy on the NQF, and in some cases exceeded those demands. At the same time the achievement of various subsets of portfolio activities would lead to partial achievements. The materials and assessment portfolios used in 2012 cohort remain essential the same or similar (with minor refinements and enhancements). There is a need for the content (not format) of the LAP to change as the identical exercises have now been in use for five years.

### **Integrity of marking of the portfolios**

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

We note the following:

- The annual moderation process in which some 220 coordinators with expert guidance follow stringent procedures to ascertain the extent to which the marking of the Learning Achievement Portfolios of evidence establishes that the management and scoring of the LAPs has a high degree of reliability. (See Appendix 1 and 2.)
- The sample of portfolios more than satisfied the requirement for reliability, with a very satisfactory representation of the distribution of languages and provinces. (See Appendix 3.)
- A sample of work from every supervisor was moderated.
- The moderators (many of whom had already participated in the 2012 exercise) were successfully trained in the revised moderation procedures with highly specific criteria and guidelines. (See Appendix 4.)
- The first moderation judgement required rating the appropriateness of the marking on a four-category nominal scale in relation to the whole portfolio and three activities regarded as being at ABET level 1 when successfully achieved. (See Appendix 4.)
- The second moderation judgement required deciding on the accuracy of the level of the marks given to learners. (See Appendix 4.)
- The third judgement related to the marking of the site visit record sheets where they had to mark the site-based assessment and decide on the authenticity of the LAP as compared to the site visit evidence. (See Appendix 4.)
- Most of the coordinators have carried out the moderation procedures for a number of years. To some extent their moderation has now become routine. This has benefits in the ease of implementation and in general reliability, but may have disadvantages of a certain complacency and boredom – especially as the content of the programme has remained unchanged in all but a number of trivial details. Although this factor was exacerbated by a certain underlying discontent in the 2013 workshop (related to certain central management issues and not to the workshop itself), there is no reason to qualify the previous view of the general professionalism of the moderation.
- SAQA issued moderators and verifiers with a service recognition award. (See Appendixes 5 and 6.)
- An array of statistics show that the marking was credible to a high degree, and that the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear. The majority of the marking (93%) was judged excellent or acceptable. (See Appendix 7.)

- Moderator recommendations that particular marks be raised or lowered were few (7% of the total), and partly balanced each other out (moderators wanted 5% of marks lowered, 2% raised), so that there is no reason to recommend a general mark adjustment. (See Appendix 8.)
- A comparison of the 2008, 2009, 2010, 2011 and 2012 marks for the whole LAP, the communication/language and numeracy components, and for each question, indicate a high degree of congruency.
- An important question when assessing the standard of learning is to what extent the assessment tools work. The activity questions chosen by SAQA for specific moderation included a reading and comprehension exercise (Activity 7), the writing of a paragraph (Activity 9), some word sums and a shape and fraction drawing exercise (Activity 16). These latter two Activities were considered to be relatively complex and difficult exercises also requiring some exercise of judgement by the markers.
- The possible influence of question difficulty on the learners' demonstration of competence was considered by the moderators as well as the fact that the marking of these questions required more complex judgements by the markers (and moderators).
- The percentage of portfolios with marking that is less than excellent or adequate is small (7%) and falls within the bounds of acceptability at this stage of quality assurance development, though further advances in quality assurance must reduce this in the future. (See Appendix 7.) There is a minor presence (about 2%) of possible indications of incompetent or irregular practice. The improvements in the moderation process have made it possible to detect these cases with some confidence.
- Moderator comments (on problematic marking) were analysed and show that the moderators had done their job in identifying seriously problematic marking. (See Appendix 9.)
- The size of classes reported provides a rough and ready check on the authenticity of the portfolio data. (See Appendix 10.)

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

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

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

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

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

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

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

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

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

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

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

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

## Need for a meeting of minds

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



## Appendices



## Appendix 1

### The initial relevant competencies of the personnel involved

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

**educators** (also called voluntary educators, teachers, facilitators, etc.) who are required to teach a class of 18 adult learners. Whilst there are educators of all ages and educational backgrounds the majority tend to be relatively young, with a Senior Certificate qualification. A majority are unemployed. There is a subset of the educators who have a Certificate in Adult Basic Education and Training from the University of South Africa's then Institute for Adult Basic Education and Training. However, except insofar as many have already participated in the 2008 to 2011 implementations of the *Kha Ri Gude* literacy campaign, few have much teaching experience.

**supervisors** (who look after a group of about ten educators and are mandated to support them, cascade training they have received down to them, and check that they have performed the administrative requirements (included marking)). Most supervisors have some tertiary qualification, the aforementioned ABET Certificate or a Diploma or a formal teaching qualification. Most, however, have limited or any experience of moderating other educators' marking or performance, again except insofar as they have had limited exposure to this if they served in the campaign in 2008 to 2011.

**coordinators** (who oversee a group of about 18 supervisors and are crucial in mediating and cascading down to the supervisors campaign directive's and training). Most coordinators are university graduates or post graduates, have extensive teaching experience (many are or have been teachers or even school principals) and most have had experience of other literacy or ABET initiatives (such as the UNISA ABET Institute run component of the South African National Literacy Initiative (SANLI)). The competence and commitment of this group was amply demonstrated to SAQA during the verification workshops in January 2009 and in March 2010 to 2012. A very small minority of coordinators were newly appointed in 2012, most had served in 2008 to 2011.

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

## Appendix 2

# The design and implementation of the verification process

The verification process was built around the learner assessment portfolios of evidence designed by *Kha Ri Gude*.

It was decided that certain sections of the portfolios would be more carefully examined (Activities 7, 9 and 16) and what additional information would be collected from the learners and recorded in these Learner Assessment Portfolios (LAPs).

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

A design for the workshop was developed during January and February 2013 and discussed with *Kha Ri Gude* officials. As in the previous workshops, the design included production of a *Guide for moderators and verifiers*, which was used both as a training manual and reference text during the workshop.

Three roles were played by the participants of the workshop:

1. **moderators** who would evaluate the quality of the marking of the LAPs and do the site visit results and LAPs comparison (and who would be drawn from *Kha Ri Gude*'s coordinators)
2. **verifiers** who would advise the moderators and in turn moderate their work and verify its accuracy (and who were well qualified senior personnel drawn from the most experienced coordinators), and
3. the six SAQA **senior verifiers** who supervised the workshop. These verifiers included the original three senior verifiers appointed in 2008 by SAQA and three new senior verifiers (all of whom had taken part in previous verification workshops), who were nominated by *Kha Ri Gude*. The senior verifiers were responsible for training and support in relation to the whole operation, and for guiding the verifiers in particular. They were especially responsible for overseeing the smooth operation of the whole exercise, and for trouble-shooting and strategic adjustments where necessary.

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

On Saturday the moderators continued with their examination of full packs of LAPs. They were also asked to sign a statement committing themselves to the highest level of professionalism in the conduct of the exercise. Most notably:

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

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

Moderators were seated together in the relevant language groups.

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

Thereafter work on the previous moderation process for the LAPs continued, though on Sunday 24<sup>th</sup> March, given the already large sample already looked at, instructions were given that, in the case of the remaining LAPs, a smaller sample (initially, 6 or a third of the number in each pack) could be looked at from each pack to ensure that some LAPs from every supervisor would feature in the sample.

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

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



## Appendix 3

# The sampling process

### Drawing the sample

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

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

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

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

### The size of the sample

Calculations were done to determine an appropriate sample size for the verification results to be robust and with an acceptable margin of error. This was done using a popular sample size formula.<sup>1</sup> The sample size required to achieve a small margin of error of 1% and a high confidence level of 99% was 16,164, which is less than half of what was moderated in actuality.

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

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<sup>1</sup> The calculator used was that of Raosoft ([www.raosoft.com/samplesize.html](http://www.raosoft.com/samplesize.html)).

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

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

## The site visit and LAP comparison sample

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

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

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

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

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

## Appendix 4

### The training guide





South African Qualifications Authority

# Guide for moderators and verifiers

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Ascertaining the integrity of the marking of  
Kha Ri Gude literacy campaign learner  
assessment portfolios of 2012

21 to 24 March 2013



South African Qualifications Authority  
Kha Ri Gude literacy campaign South Africa

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South Africa, 2013

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0001

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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 to check all the required number of LAPs from all provinces (and not only from the province the moderators may come from).

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

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

## The judgements the moderators have to make

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

### Judgement One: Has the *marker* done the marking well?

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

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

**E** = Excellent well judged accurate assessment.

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

**I** = Inaccurate and/or inconsistent marking.

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

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

If the educator gives the learner a mark that reflects “correctness”, but you see many errors in the learners’s work, there is a problem and you should may give the marking a **low** rating (I or P). Remember – you are rating the marker (low) not the learner (which would also be low).

If the educator gives marks that reflects “learner mistakes” but you see correct learner answers, this is a problem and you should give the assessment a low rating (I or P). Remember you are rating the marker (low) not the learner (in this example, high).

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

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

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

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

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

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

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

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

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

## The forms the moderators use

There are five forms the moderators can use:

*Guidelines for verifying the marking of the LAPs*

*Data sheet 1*

*Data sheet 2*

*Data sheet 3*

*Data sheet 4*

### *Guidelines for verifying the marking of the LAPs*

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

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

### *Data sheet 1*

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

### *Data sheet 2*

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

### *Data sheet 3*

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

### *Data sheet 4*

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

## ***Guidelines for moderating the marking of the LAPs***

| Question                                                                                                                                                              | ✓ | Comment |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------|
| <b>Administration</b>                                                                                                                                                 |   |         |
| Did the educator fill in the learner's unique number on the front cover?                                                                                              |   |         |
| Did the educator fill in the learner's personal details correctly on page 1?                                                                                          |   |         |
| Did the educator transfer all the marks correctly to the mark sheet on page ii?                                                                                       |   |         |
| Did the educator, supervisor and coordinator all sign the LAP on page ii?                                                                                             |   |         |
| Has the date been written for each completed activity? (See pages 2, 3, 5, 7, 9, 11, 13, 15, 16, 17, 18, 19, 21, 23, 25, 27, 29, 31, 33, 34)                          |   |         |
| For each activity did the educator add up the "ticks" correctly? (See pages 3, 4-5, 7, 8-9, 11, 13, 15, 16, 18, 19, 20-21, 22-23, 24-25, 26-27, 29, 30-31, 32-33, 34) |   |         |
| Were only some ticks added up?                                                                                                                                        |   |         |
| Were the ticks from both pages of a double page activity added up?                                                                                                    |   |         |
| <b>Validity</b>                                                                                                                                                       |   |         |
| 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?                                                                                                            |   |         |
| <b>Appropriateness of learner corrections</b>                                                                                                                         |   |         |
| Learners were allowed /encouraged to correct and improve their work at a later stage – have such corrections been made?                                               |   |         |
| If changes/corrections were made, do these look as if they were genuinely the learner's work?                                                                         |   |         |
| Do any corrections appear to reflect genuine growth of competence in the learner?                                                                                     |   |         |



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

Moderator name: \_\_\_\_\_ Identity number: 

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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 Unique number: 

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Province of portfolios:

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

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: 

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

Verifier name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ 2013

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

Moderator name: \_\_\_\_\_ Identity number: \_\_\_\_\_ Unique number: \_\_\_\_\_

Province of portfolios:

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

Language of portfolios:

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

Educator name: \_\_\_\_\_ Identity number: \_\_\_\_\_

|   | Whole portfolio |   |   |   |   | Q 7 |   |   |   |   | Q 9 |   |   |   |   | Q 16 |   |   |   |   | Comments |  |
|---|-----------------|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|------|---|---|---|---|----------|--|
|   | #               | A | I | P | S | U   | D | E | A | I | P   | S | U | D | E | A    | I | P | S | U | D        |  |
| 1 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 2 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 3 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 4 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 5 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 6 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 7 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 8 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |
| 9 |                 |   |   |   |   |     |   |   |   |   |     |   |   |   |   |      |   |   |   |   |          |  |

|                         |  |
|-------------------------|--|
| Number of LAPs in pack: |  |
|-------------------------|--|

Verifier name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ 2013



|                                                                                                                                        |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Appropriateness of learner corrections</b>                                                                                          |  |  |
| 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?                                                      |  |  |
| <b>Growth and consistency</b>                                                                                                          |  |  |
| 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?                                                     |  |  |
| <b>Reliability</b>                                                                                                                     |  |  |
| When working through the LAP has the educator made the same sort of judgement for the same kind of work?                               |  |  |

|                        |  |
|------------------------|--|
| <b>General comment</b> |  |
|------------------------|--|

**Kha Ri Gude: Site Visit Correlation: data sheet 4**

Moderator name: \_\_\_\_\_ Identity number: 

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 Unique number: 

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Province of portfolios:

|                |              |           |                 |              |                 |           |              |                |
|----------------|--------------|-----------|-----------------|--------------|-----------------|-----------|--------------|----------------|
| 1 Eastern Cape | 2 Free State | 3 Gauteng | 4 Kwazulu-Natal | 5 Mpumalanga | 6 Northern Cape | 7 Limpopo | 8 North West | 9 Western Cape |
|----------------|--------------|-----------|-----------------|--------------|-----------------|-----------|--------------|----------------|

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: 

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 Educator Unique Number: 

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

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

Verifier name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_ 2013

## The moderation process using the first four data forms

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

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

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

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

Note the following:

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

### The three activities chosen for special attention

| Give one tick for each correct answer                      |  | Yes                                 | No                                  |
|------------------------------------------------------------|--|-------------------------------------|-------------------------------------|
|                                                            |  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Example: Martha's baby touched the paraffin stove          |  | <input checked="" type="checkbox"/> |                                     |
| The baby burnt her leg.                                    |  |                                     |                                     |
| Martha ran to the shop.                                    |  |                                     |                                     |
| The taxi driver took Martha and the baby to the clinic.    |  |                                     |                                     |
| The sister cleaned Martha's hand.                          |  |                                     |                                     |
| The sister told Martha to keep her home safe for children. |  |                                     |                                     |

| Mark                     | Criteria                                                                                                                                                                                                                                 | Date: |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <input type="checkbox"/> | ✓ Learner answered all 3 questions correctly.                                                                                                                                                                                            |       |
| <input type="checkbox"/> | ✓ Learner answered 4 questions correctly.                                                                                                                                                                                                |       |
| <input type="checkbox"/> | ✓ Learner answered 3 questions correctly.                                                                                                                                                                                                |       |
| <input type="checkbox"/> | ✓ 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.                                                                              |       |
| <input type="checkbox"/> | ✓ Learner has only one correct answer. Let her or him try to do the activity again at a later stage. Also check whether she or he understands how to fill in true and false answers, or whether she or he has specific reading problems. |       |

# WRITING

# Activity 9



Let us write  
 the activity  
 after they  
 have completed  
 theme 1




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

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



ClassR Guide Assessment Portfolio

## WHAT SHAPE IS THIS?

**Example:**

Circle

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw the shape then shade ½

Draw the shape then shade ¼

Draw the shape then shade ¾

Draw the shape then shade ½

Draw the shape then shade ¾

| Mark | Criteria                                                                                 |
|------|------------------------------------------------------------------------------------------|
| 6    | Learner has given 4 - 5 correct answers                                                  |
| 5    | Learner has given 3 - 4 correct answers                                                  |
| 4    | Learner has given 2 - 3 correct answers                                                  |
| 3    | Learner has given 1 - 2 correct answers                                                  |
| 2    | Learner has given 1 correct answer                                                       |
| 1    | Learner not ready to do this activity<br>Let learner revise this concept at Jilder stage |

**REMEMBER**  
In respect of the  
rubric  
color pages.

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 2012.

### The process

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

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

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

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

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

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

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

# Outline of the verification process in 2013

## Training session for new moderators

This will be done separately.

## Introduction

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

## First session using the Site Visit Correlation: data sheet 4

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

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

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

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

## Introductory moderation session (if required)

Participants will initially work in groups of three at a table.

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

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

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

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

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

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

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

Plenary reports back and discussion. Questions and answers.

## Normal moderation sessions

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

For and all the later sessions the moderators should sit in the appropriate language group.

## Further rapid moderation sessions

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

## Further detailed moderation sessions

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



## Appendix 5

### The training impact of the verification process

The verification process first used in January 2009 was new in *Kha Ri Gude* and new to the field of adult literacy in South Africa. It entailed a conceptual shift in asking the participants to evaluate the markers rather than assess the learners. What was the training impact of this innovation during the subsequent three years? From numerous comments and observations made by participants it is clear that the first four verification events were a great success and participants acknowledge their training impact on how they, as coordinators, follow up in their campaign work. The moderators demonstrated in 2012 and 2013 both more experience and a deepening critical awareness.

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

#### Empowerment

As in previous years, the verification participants felt empowered by the experience. Further insights were gained into the marking principles and ratings applicable to the portfolios and through the correlation of the site visit assessments and the LAPs. The moderators did a sound moderation job and we were impressed by the commitment and momentum shown by all participants (including the administrative staff who handled the distribution and flow of the LAPs to and from the moderators). The moderators were appreciative of *Kha Ri Gude* for having provided this learning event again, though they are increasingly vocal in wanting some kind of certification for the assessment and moderation experience and skills.

#### Professionalism

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

## Moderation

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

## Responsibilities of supervisors

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

## Peer review and self criticism

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

## Evaluation that leads to appropriate action

The training given and the learning from the moderation process was again seen as leading to immediate and useful action. The training of the new moderators was particularly well received.

## Appendix 6

### The Certificate given to the Moderators and Verifiers





## Service Recognition Award

presented to

*Name of Recipient*

---

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

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

24 March 2013

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Chief Executive Officer  
South African Qualifications Authority

---

Date  
Certificate No. 01/2013



## Appendix 7

### The results of the marking rating

| Summary of quality of marking ratings |                                                                                                                                                                                                                                    |                 |            |       |       |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------|-------|-------|
| Code                                  | Description of rating                                                                                                                                                                                                              | Whole portfolio | Activities |       |       |
|                                       |                                                                                                                                                                                                                                    |                 | 7          | 9     | 16    |
| E =                                   | Excellent well judged accurate assessment                                                                                                                                                                                          | 16.0%           | 25.6%      | 17.8% | 20.7% |
| A =                                   | Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking. | 76.3%           | 69.8%      | 75.8% | 71.2% |
| I =                                   | Inaccurate and/or inconsistent judgement.                                                                                                                                                                                          | 4.8%            | 3.0%       | 4.0%  | 6.6%  |
| P =                                   | Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.                                                      | 2.4%            | 1.6%       | 2.3%  | 1.4%  |

The evidence from the moderators is consistent and clear. The majority (93%) of the marking was good – either acceptable or excellent. The marking of the Activity 7 was rated highest. The inadequate or problematic marking averaged out at 7%. When three individual activities were examined slightly more excellent marking was detected (average 21.3%) compared with the whole LAP marking (16%). With the inaccurate or problematic marking the three individual activities average was 6.3% as against the overall assessment of 7.2%.

An analysis was done of the problematic marking. Though there is some variability between the problematic marking recorded for each province and language this variability is within reasonable bounds.

## Comparison with the marking ratings of previous years

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

| Summary of quality of marking ratings by year |                                                                                                                                                                                                                                    |      |      |      |      |      |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|------|
| Code                                          | Description of rating                                                                                                                                                                                                              | Year |      |      |      |      |
|                                               |                                                                                                                                                                                                                                    | 2008 | 2009 | 2010 | 2011 | 2012 |
| E =                                           | Excellent well judged accurate assessment                                                                                                                                                                                          | 57%  | 28%  | 16%  | 21%  | 20%  |
| A =                                           | Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking. | 30%  | 58%  | 74%  | 69%  | 73%  |
| E + A                                         |                                                                                                                                                                                                                                    | 87%  | 86%  | 90%  | 90%  | 93%  |
| I =                                           | Inaccurate and/or inconsistent judgement.                                                                                                                                                                                          | 7%   | 10%  | 7%   | 6%   | 5%   |
| P =                                           | Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.                                                      | 5%   | 4%   | 3%   | 3%   | 2%   |
| I + P                                         |                                                                                                                                                                                                                                    | 13%  | 14%  | 10%  | 9%   | 7%   |

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

There is evidence of a now stable differentiation between excellent marking and simply acceptable marking (the percentage described as excellent marking dropped from 57% in 2008 to 28% in 2009 and down to 16% in 2010 and 21% in 2011 and 20% in 2012). This we would ascribe partly to the training related to the marking of the LAPs given by *Kha Ri Gude* and partly to the influence of the verification workshops themselves.

## The quality of marking rating of the hearing disabled sample

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

| Summary of quality of marking ratings of hearing disabled sample<br>Compared with the regular sample |                                                                                                                                                                                                                                    |                  |                       |                       |                       |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|-----------------------|-----------------------|
| Code                                                                                                 | Description of rating                                                                                                                                                                                                              | Whole portfolio  | Activities            |                       |                       |
|                                                                                                      |                                                                                                                                                                                                                                    |                  | 7                     | 9                     | 16                    |
| E =                                                                                                  | Excellent well judged accurate assessment                                                                                                                                                                                          | 28.8%<br>[16.0%] | 28.3%<br>[25.6%]<br>] | 11.6%<br>[17.8%]<br>] | 13.7%<br>[20.7%]<br>] |
| A =                                                                                                  | Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking. | 31.4%<br>[76.3%] | 37.1%<br>[69.8%]<br>] | 34.8%<br>[75.8%]<br>] | 45.7%<br>[71.2%]<br>] |
| I =                                                                                                  | Inaccurate and/or inconsistent judgement.                                                                                                                                                                                          | 26.3%<br>[4.8%]  | 24.4%<br>[3.0%]       | 19.8%<br>[4.0%]       | 13.7%<br>[6.6%]       |
| P =                                                                                                  | Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.                                                      | 13.5%<br>[2.4%]  | 10.1%<br>[1.6%]       | 33.8%<br>[2.3%]       | 17.3%<br>[1.4%]       |

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



## Appendix 8

### The quality and standard of the learning exhibited in the portfolios

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

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

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

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

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

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

The results of this rating were as follows:

| Summary of fairness and accuracy of the mark ratings |                                                          |                 |            |       |       |
|------------------------------------------------------|----------------------------------------------------------|-----------------|------------|-------|-------|
| Code                                                 | Description of rating                                    | Whole portfolio | Activities |       |       |
|                                                      |                                                          |                 | 7          | 9     | 16    |
| S                                                    | Mark given is accurate and fair                          | 92.3%           | 96.0%      | 94.1% | 90.5% |
| U                                                    | Mark is too low (the mark should be put up higher)       | 2.1%            | 1.5%       | 2.1%  | 1.9%  |
| D                                                    | Mark is too high (the mark should be brought down lower) | 5.6%            | 2.5%       | 3.9%  | 7.5%  |

Again, the ratings are fairly consistent. The moderators believed that for most (about 93%) of the portfolios the marks given were an accurate reflection of the quality of the learning demonstrated and could remain unchanged. Their opinions were somewhat divided on the remaining 7% or so of portfolios where they disagreed with the marks – some should be brought down, some raised. Of these disputed marks there is a tendency to want the marks lowered (5% versus 2% raised).

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

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

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

## Other comments on the quality of the work

A number of observations were made by moderators about the quality of the learning (and of some of the things they saw as affecting the quality and standard), summarised below in Appendix 9.

## The quality and standards rating with the hearing disabled sample

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

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



## Appendix 9

### An analysis of moderator comments

A tally was made of the small number (4.5%) of cases where a moderator had made a comment or comments on a data sheet about any serious marking problem or failure in relation to a particular LAP or group of LAPs. (The moderators had been specifically instructed to do this when necessary.)

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

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

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

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

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

## Appendix 10

### Sizes of classes as check on authenticity

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

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

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



## Appendix 11

### The site visits

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

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

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

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

The additional questions were originally intended for three purposes:

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

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

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

## The analysis categories

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

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

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

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

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

## The analysis

### ***Time taken***

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

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

The time recorded:

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

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

### ***Judgement on time taken***

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

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

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

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

### ***Learner's attitudes to the verification exercise***

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

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

The KwaZulu-Natal responses were notably very positive.

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

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

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

### ***What learners think about the Kha Ri Gude programme***

Responses were remarkably positive:

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

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

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

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

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

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

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

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

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

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

### **General comments**

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

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

The comments offer a scatter of views, which include:

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



## Appendix 12

### An analysis of site visit/LAP congruence

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

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

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

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

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

## The sample

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

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

Where there was no match there are three possible explanations:

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

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

## The site visit report findings as matched to the LAPs

### Prior experience

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

### Grade of schooling achieved

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

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

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

## Crosstabulation of School grade reached

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

### Grade of schooling completed

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

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

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

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

## Prior reading ability

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

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

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

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

## Filling in a form

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

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

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

## Comprehension/Cloze test/Comprehension test

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

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

## Time of day activities

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

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

## Write the missing numbers in a number grid

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

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

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

## Addition

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

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

## The statistical correlation between the site visit and LAP datasets

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

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

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

## Contingency table of site visit and LAP total marks

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

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

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

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

### Authenticity of the Lap compared with the Site Visit Record

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

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

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

## Reading aloud (site visit) data

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

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

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

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

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

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

## Prior Grade level and Reading aloud (site visit)

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

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

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

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

## Reading aloud and Reading speed (LAP Activity 4)

| Reading speed (LAP Reading speed (Activity 4)) | Reading aloud (site) |            |                       |                                 |            | Totals       |
|------------------------------------------------|----------------------|------------|-----------------------|---------------------------------|------------|--------------|
|                                                | "0"                  | Not at all | With great difficulty | Slowly and with some difficulty | Adequately |              |
| 0                                              | 15                   | 5          | 48                    | 3                               | 11         | 82           |
| 1                                              | 42                   | 2          | 53                    | 1                               | 3          | 101          |
| 2                                              | 51                   | 9          | 137                   | 14                              | 20         | 231          |
| 3                                              | 129                  | 29         | 393                   | 12                              | 51         | 614          |
| 4                                              | 140                  | 30         | 313                   | 5                               | 44         | 532          |
| 5                                              | 248                  | 57         | 702                   | 5                               | 97         | 1109         |
| <b>Totals</b>                                  | <b>625</b>           | <b>132</b> | <b>1 646</b>          | <b>40</b>                       | <b>226</b> | <b>2 669</b> |
| <b>Totals</b>                                  |                      | <b>6%</b>  | <b>81%</b>            | <b>2%</b>                       | <b>11%</b> | <b>100%</b>  |

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

## Scores for site exercises and LAP activities

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

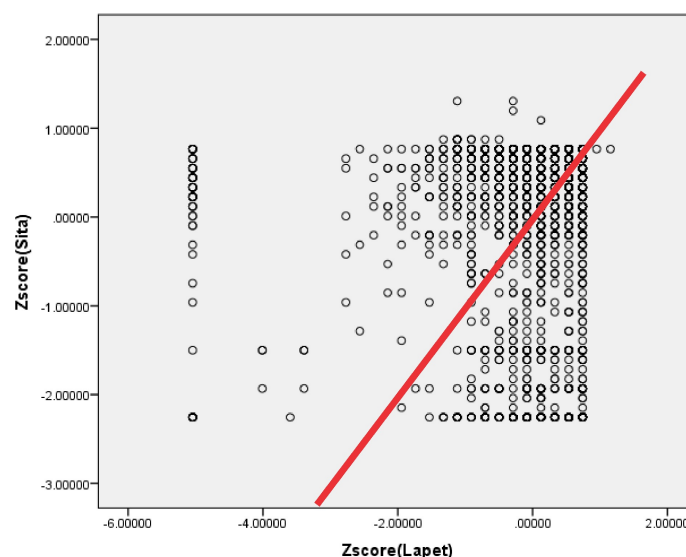
The maximum total score for the five site visit exercises (excluding the reading aloud test) and the equivalent LAP exercises was 33. The means and standard deviations are as follows:

|                 | Mean | Standard deviation | Number |
|-----------------|------|--------------------|--------|
| Site activities | 20.9 | 9.3                | 2 666  |
| LAP activities  | 25.0 | 4.8                | 2 668  |

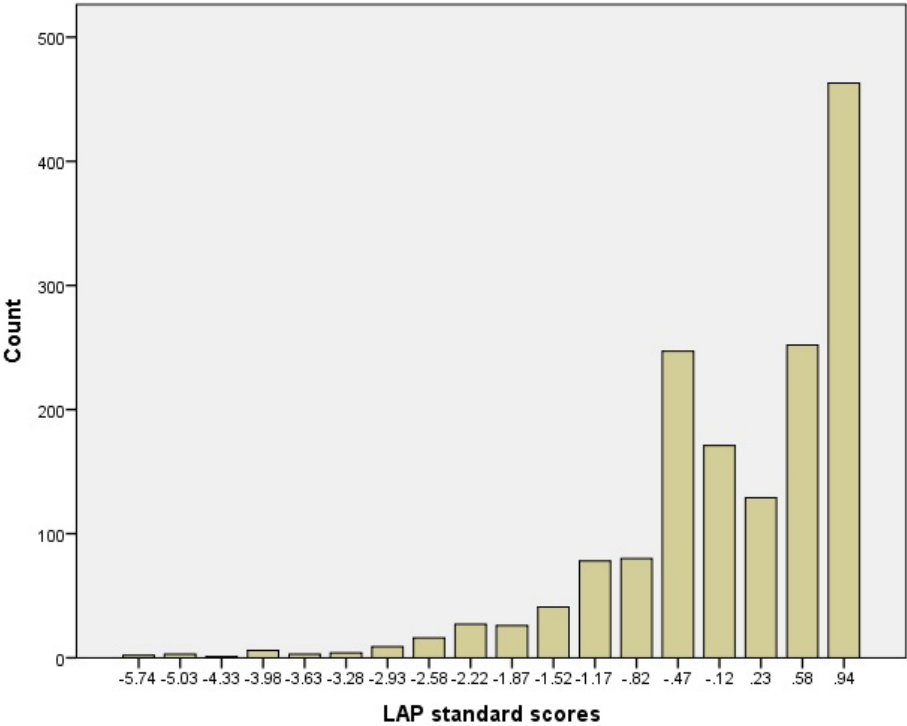
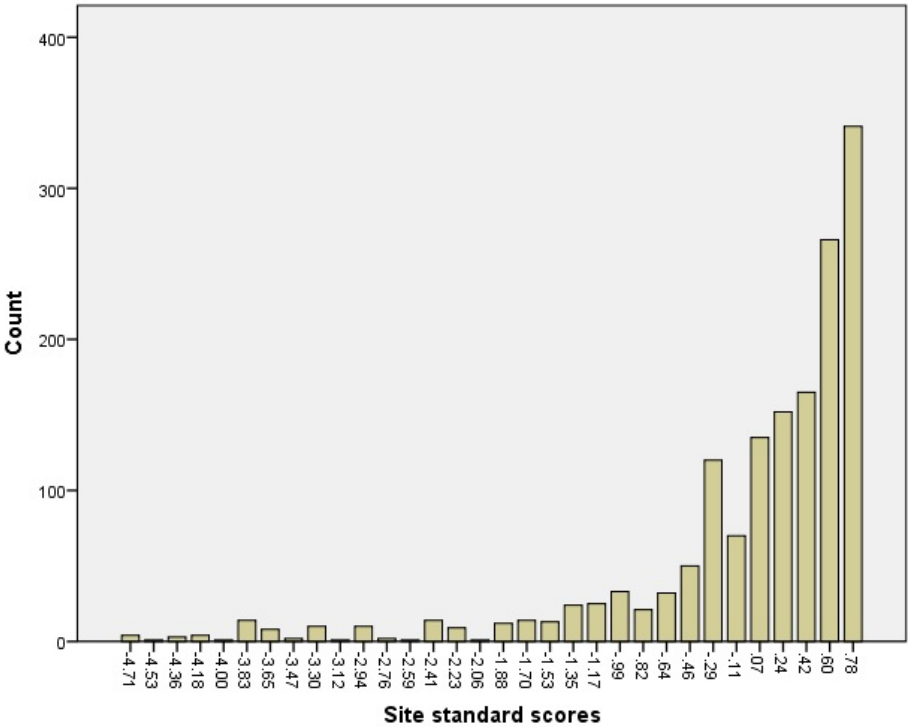
The slight difference between the means is expected. The LAP is a continuous assessment instrument and work can be revised and done slowly. One would expect learners to do better and the overall results to be more homogenous and with a lower standard deviation. The site visit score shows a larger standard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

If the two sets of scores are transformed into z-scores (i.e. so that their standard deviation is the same) the correlation between the two sets of individual marks was very low (0.072) though statistically significant.

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



Generally the LAP marks tend to be relatively higher (as would be expected), though, as these bar graphs of the two sets of standard scores show, overall the general patterns of scores are similar.



## Appendix 13

# The Moderators' responses to the site visit and LAP comparison

## Background

The coordinators acting as moderators had spent the morning of 22<sup>nd</sup> March and part of the afternoon capturing the data on the site visit records and on matching tasks in the linked Learner Assessment Portfolios (LAPs).

The thirty verifiers were asked to lead and report on discussion in response to the following themes:

- Any thoughts after this morning's work
- Recommendations that the SAQA team might make to Kha Ri Gude management as a result of what they had seen
- Recommendations about the design and running of the site visit programme in 2013
- Recommendations about the design and running of the site Visit/LAP comparison session.

The issues raised here would be taken seriously in future developments.

## The issues raised

The issues and comments raised by SAQA are tabulated below together, where appropriate, with a comment from the SAQA team and an indication of who should take the matter forward.

| Issue with comments and recommendations                                                                                                                                                                                                                                                                         | SAQA response                                                                                                                                                                                                                                                             | Agency for action                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Concern about the <b>appointment of a number of unsatisfactory new coordinators</b> in the past year. They are not properly trained and bring down the quality of the programme.                                                                                                                                | Not a SAQA matter.                                                                                                                                                                                                                                                        | KRG management and co-ordinators in meeting on Monday and Tuesday |
| Need for proper <b>valid certificates that recognise the assessment and moderation experience</b> gained by the moderators at these verification workshops                                                                                                                                                      | Progress has been slow on this matter but there are ongoing discussions in progress with ETDP SETA and UNISA.                                                                                                                                                             | SAQA team and KRG management                                      |
| Would a proper <b>KRG national examination</b> with full external marking and moderation be desirable in KRG?                                                                                                                                                                                                   | Logistics and costs would be a major factor to consider. Impact on learner attitudes would also have to be considered.                                                                                                                                                    | KRG management                                                    |
| Should we not have <b>accredited KRG assessors to do the visiting and related work?</b>                                                                                                                                                                                                                         | One must distinguish between assessment in KRG (which is currently done by voluntary educators) and moderation or verification (which good practice tends to argue should be done by an external agency or a separate component of the system (such as a monitoring unit) | KRG management                                                    |
| The <b>site visits were great</b> and a new experience. They help us to get insight into what is going on at the centres around the country. It's good to get proof that all the sites we hear about really exist. The approach is very sound, though it probably creates some fear in the Voluntary Educators. | Noted.                                                                                                                                                                                                                                                                    |                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                            |                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p><b>More frequent site visits, documented by photos,</b> should happen.</p>                                                                                                                                                                                                                                                                                                                                                                                                         | <p>More frequent visits has budgetary implications. It is obviously a good idea. Some photos were taken in KwaZulu-Natal and the Eastern Cape in 2012.</p> | <p>KRG management re budget. SAQA team's instructions to site visitors re photos.</p> |
| <p>We are grateful that the <b>certification process improved</b> in 2012.</p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Noted.</p>                                                                                                                                              |                                                                                       |
| <p>After five years it is surprising that <b>VEs are still writing in marks based on the number of ticks, instead of using the criteria.</b> This leads to completely misleading results when the marks are added up on the summary page!</p>                                                                                                                                                                                                                                         | <p>Coordinators and supervisors have a responsibility to train on this and to check and reject LAPs that have not been marked properly.</p>                | <p>KRG training</p>                                                                   |
| <p><b>A longer KRG programme</b> of eight months is needed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Clearly desirable but with budgetary implications and problems associated with the DBE financial year.</p>                                              | <p>KRG management</p>                                                                 |
| <p>The site visit/LAP comparison <b>session on 22<sup>nd</sup> March was confusing.</b></p> <p>Some thought they were going to do the usual moderation. Others were excited to learn about the new process they were about to learn about. However, the interjection of new advice and guidance while we were working put us off our tracks. "Crowd control" during the training was poor. Everybody needed to be quiet so that the moderators could engage with the new process.</p> | <p>Our apologies for this. Part of the problem was logistical. The blue folder packs were meant to have been distributed at registration.</p>              | <p>SAQA team</p>                                                                      |

|                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                          |                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <p>We thought we were here to moderate. <b>Why did the visitors not mark the site visit records</b> and we just record the marks?</p>                                                                                                                                                                      | <p>The site visitors were never meant to mark the site visit tests (although they had to assess the reading ability). Except for that they had no training in marking.</p> <p>The marking of the site visit records by the participants at this workshop is an essential part of the verification process.</p>                           | <p>SAQA team to revise Moderators guide for 2014</p> |
| <p>Wasn't the site visit <b>sample</b> too small?</p>                                                                                                                                                                                                                                                      | <p>Statistically it was reasonable, though obviously the larger the sample the better. The sample of 300 is enough to give us useful statistical information that we need.</p> <p>We only had a budget for 200 visits but by cutting costs we managed 300.</p> <p>KRG would benefit by more monitoring visits from senior officials.</p> | <p>KRG management for budget</p>                     |
| <p>We felt that the <b>site visitors were not properly trained</b>. They were not always clear about what was expected, and we don't think we can compare the performance in both sets of tasks (visit record and LAP). The visitors should record information - like the unique numbers - accurately.</p> | <p>Problem noted: We regret that there were some unsatisfactory encounters. But the main problem has been the budget which limited time for training and supervision.</p>                                                                                                                                                                | <p>SAQA team.</p>                                    |

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| <p>We are a bit concerned that <b>the same coordinators seemed to be targeted for the second year</b>, and that many sites of one coordinator were visited rather than the visits being spread among coordinators. Also, the visits seem to miss the deep rural areas.</p>                                                                                                                | <p>For the sake of continuity we visited one previously-visited area and one not visited before when designing the sample. The sample for visiting was affected by a very limited budget in 2012 which especially affected reach into deep rural areas (which involve great costs in time and transport).</p>                                                                                                                                                                        | <p>SAQA team</p>                       |
| <p>Some problems in organisation sometimes meant that <b>learners could not be there on the day of the visit</b> and this gives the wrong impression. Sometimes the visitor was late or communication was poor. Appointments need to be made well in advance so that the learners can be prepared to come.</p> <p>Please could we have advance notice and time frames for the visits.</p> | <p>Visitors are expected to make arrangements between one or two weeks before the visit. They are expected to arrive on time as arranged. It is not desirable to give too early a warning for various reasons. All sites around the country should feel that they might be visited.</p> <p>By the same token, some visitors had frustrating experiences after carefully negotiated appointments had been made.</p> <p>Warning too far in advance can create misleading findings.</p> | <p>SAQA team</p> <p>KRG management</p> |
| <p>The <b>duration of the site visits is puzzling</b>. We see that some visits were two hours and others only 20 minutes. These seem to us too much and too little.</p>                                                                                                                                                                                                                   | <p>The site visitors are asked to give the learners as much time as they need. They should perhaps be given clearer guidelines about the time limits.</p>                                                                                                                                                                                                                                                                                                                            | <p>SAQA team</p>                       |

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| <p>The <b>visitors should provide feedback</b> immediately to the learners and VEs during the visit.</p> | <p>This is not their job nor are they trained to do it. This point misunderstands the intention of the verification by SAQA of the summative assessment in the LAPs. It is important to recognise that we were very clear that we were NOT conducting an evaluation, or a formative assessment (which would be aimed at directly helping sites to improve). The visitors were not expected, and were neither qualified nor trained for doing this. However, the point shows that some visitors may need to give more careful attention to how they brief and debrief the learners, VEs and Supervisors.</p> | <p>SAQA team<br/>KRG training</p> |
| <p><b>How the site visitors appointed?</b></p>                                                           | <p>Community agencies were sub-contracted to run the site visits in their provinces.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                   |
| <p>The <b>visitors should know the languages of the sites</b> visited.</p>                               | <p>This is a primary requirement for the appointment of visitors. Sometimes sites have mixed languages, and the visitor might not be competent in one or the other. It would be helpful to have information about visits where the visitor did not know the language of the site.</p>                                                                                                                                                                                                                                                                                                                       |                                   |

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| The <b>VE should be present during the visit</b> and not excluded. The VE's insights into the learners and their learning should be attended to.                                         | It is not that the VE is excluded from the visit. Their attendance is necessary. They are excluded from the assessment test. This has to be independent. In the nature of things, VEs should be eager to help their learners - but this makes their presence unsatisfactory when the site visit tasks are being done. |                                |
| Would it be possible to get some <b>insight into best-performing sites?</b>                                                                                                              | A valuable suggestion which can be explored                                                                                                                                                                                                                                                                           | SAQA team<br>KRG<br>management |
| There was an unnecessary number of <b>typos in the site visit questionnaires</b> (this seemed to apply particularly to seTswana and isiXhosa).                                           | The text was precisely the same as the text in the LAP. Some errors may have been made in re-typing these. The problem will be attended to.                                                                                                                                                                           | SAQA team                      |
| The <b>instrument (task sheet) needs to be improved</b> . It needs to be edited and moderated before distribution. The instrument should be communicated to the coordinators in advance. | <p>The scope for improvement is limited because the site visit tasks must be the same as LAP tasks.</p> <p>It would also compromise the independence of the site visit records if the learner task sheet instrument were communicated to the coordinators in advance.</p>                                             |                                |
| Tokens should be given to the learners to allow them to <b>cater for the visits</b> .                                                                                                    | Requires a budget.                                                                                                                                                                                                                                                                                                    | KRG<br>management              |



## Appendix 14

# Suggestions for improvements to SAQA and *Kha Ri Gude*

### General

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

The site visit/LAP comparison is of great interest and should be further developed.

It is clear that the increasing efficiency of the campaign's processing of the LAPs has reduced to a small number defectively processed class sets. The two tiers of signing off (by supervisor and coordinator) is very important quality assurance feature.

The next verification workshop with the 2013 cohort of LAPs should concentrate on the qualitative examination of the accuracy with which educators rate the learners' work using the criteria presented in the LAPs to assist the marker. Such an exercise will help determine and encourage assessment that rates the learner achievement more realistically.

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

We continue to recommend that, though the substance of all the Activities/Questions seems appropriate, that the actual content should change, particularly in those language and numeracy questions where there are single right answers. This recommendation has not been followed up in previous years and these changes are urgent and necessary.

### The hearing disabled sub-sample

The unusual rigour of the moderation of this small group needs to be examined and explained. Still no report has been provided on this.

## Kha Ri Gude Quality Assurance

### **Design and development of curriculum, programme and materials**

Based on:

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

### **Delivery**

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

### **Assessment model**

Formative assessment  
Portfolio assessment

### **Moderation Process**

Verification tasks  
Sample comparison with LAP  
LAP moderation procedures

### **Site Visit Process**

Assessment tasks  
Marked  
Compared with learner's LAP results