

Report to the

South African Qualifications Authority (SAQA)

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

Year Eight: 2015/2016

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8 September 2016

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Executive Summary

This report with its appendices gives an account of SAQA's processes of moderation and verification of the *Kha Ri Gude* national literacy campaign in 2015/2016, and specifically of the findings of the verification workshop held in June 2016.

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

- drawing on the observations made during verification and moderation, judge the overall achievement of *Kha Ri Gude* and its implementation positively,
- find that the processes of moderation and verification justify the recording of the 2015/2016 results on the National Learner Record Database (NLRD), in spite of some uncertainties discussed in the report, and
- make recommendations that SAQA continue the process in a developmental spirit, and that the campaign management continue to put in place processes to strengthen the authenticity of the learners' portfolios and further enhance the consistency of the marking.

A summary of the moderation of the 2015/2016 *Kha Ri Gude* results

1. The *Kha Ri Gude* literacy campaign was launched in April 2008 after a two year process of investigation and development. Some 357,195 learners were enrolled in 2008, 613 643 in 2009, 609 199 in 2010, 660 924 in 2011, 676 323 in 2012, 562 926 in 2013, 379508 in 2014/2015 and 348 228 in 2015/2016.
2. *Kha Ri Gude* classes for 2015 were finally operational by the end of the year 2015 after a very late start due to unexplained procurement delays. The classes were only completed in the first half of 2016.
3. In June 2016, SAQA conducted the eighth annual moderation of the *Kha Ri Gude* adult literacy campaign. A sample of 17 151 Learner Assessment Portfolios (LAPs) was scrutinized by 100 *Kha Ri Gude* moderators and verifiers with oversight by the seven senior verifiers from the SAQA team. This sample represents 6.9% of the LAPs returned by the time of the moderation workshop.

4. The appended accounts and data allow for the conclusions that:
- The management of the logistics, records and data for *Kha Ri Gude* since 2008 has been more than satisfactory, and outstanding in certain respects. However in 2015/2016 there were indications of some decline in this, possibly owing to the appointment of a new logistics supplier.
 - The moderation process in the first eight years has led to a stable system and a shared understanding of SAQA's demands. The overall processing for 2015/2016 was again satisfactory with low levels of unsatisfactory marking at the Kha Ri Gude classes and a small overall incidence of possible irregularities.
 - The overall statistical pattern is similar to that for 2013.
 - An array of statistics show that the marking was credible (see the various appendices), and the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear.
 - The majority of the marking (82%) was judged excellent or acceptable.
 - The percentage of portfolios with marking that was judged as less than acceptable was 17%. About 6% of the marking indicated the possibility of serious irregularities. This was slightly worse than 2014.
 - Moderator recommendations that particular marks be raised or lowered were low (17% of the total), and partly balanced each other out (moderators wanted 10% of marks lowered, 7% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison with the 2008 to 2013 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a fair degree of congruency.
5. The site visits and assessment tests to over 300 classes in May 2016 continued the process of a stringent verification of the authenticity of the actual learner completion of the LAPs (as is achieved, for example in the National Senior Certificate examinations by the examinations being written under strictly controlled, invigilated, conditions). Analysis of the results of matching the site tests with the LAPs has indicated a fair comparability affirming general authenticity of the LAP results though the lack of detailed correlation at the individual level raises concerns about the marking by the educators of the LAPs and of the comparability of LAP marks and site tests.
6. The SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2015/2016 be recorded on the NLRD.

Report for 2015/2016

Overview

This report is concerned with the eighth SAQA moderation and verification of the results of the *Kha Ri Gude* national adult literacy campaign and relates to the cohort of learners of 2015/2016. The campaign ran from late 2015 into 2016. The report is to be submitted to the SAQA Board in order to guide their decision on the recording of the results of the *Kha ri Gude* adult literacy campaign on the National Learners' Records Database (NLRD). The report should also provide the groundwork for SAQA's report to the Department of Basic Education.

The *Kha Ri Gude* adult literacy campaign has run a six month literacy course in each year since 2008. Voluntary educators teach the programme to locally recruited classes of 18 adults, in informal settings. The voluntary educators receive a stipend and are supported by local Supervisors and district Coordinators, under provincial and national supervision. Brief educator training and substantial resources are provided (workbooks, educator guides and learner stationary, etc.).

The *Kha Ri Gude* campaign was originally planned to start in 2008, run intensively until 2010 and then wind down in 2011 and 2012, and reach some 4.7 million learners (though a drop out of about 19% was anticipated). Because of budget constraints the number of learners to be reached per year was reduced and period of the campaign was extended to the present. The year 2015 was de facto a wind down year hence the number of learners recruited (348 228) was less than half the number attending classes in previous years.

This report is concerned with the eighth SAQA moderation of the results of the *Kha Ri Gude* national literacy campaigns operations for 2015 (which were in fact extended well into 2016). As in all except one of the previous years, the core activity was the moderation, by some 100 *Kha Ri Gude* coordinators supervised by seven SAQA appointed Senior verifiers, of the marking of a sample of 17 151 (6.9%) of the 249 062 Learner Assessment Portfolios (LAPs) submitted by the date of the moderation workshop in late June 2016. In addition, as for the previous two years of the campaign, site visits were conducted to verify the authenticity of a smaller sample of learners' work.

SAQA's role from the beginning has been to ascertain the integrity of the results obtained by the learners with a view to possible recording on the National Learners' Records Database (NLRD).

SAQA's *Kha Ri Gude* verification project centres on three key activities:

- Site visits to verify the reality and identity of the learners and to conduct independent tests to assess the validity of the results on *Kha Ri Gude*'s internal summative Learner Assessment Portfolios (LAPs).
- SAQA oversight of a national moderation workshop to moderate the marking of the LAPs and process the site visit results against matching LAPs.
- Statistical analysis and qualitative reporting on the process leading to a recommendation regarding SAQA's recognition of the results.

The site visits in 2016

During May 2016, over 300 site visits were conducted in all nine provinces according to a range of criteria aimed at broad representation of *Kha Ri Gude* implementation in 2015/2016. There was a commitment to reflect an adequate relationship between urban and rural sites. Practical and cost considerations had the visits organised around hubs from which a range of sites could be visited in a day's journey. The site visits were conducted, often in remote areas, under delegated SAQA guidance by two agencies: Hubutani Communications Enterprises and Tembaletu Trust. Although a number of site visits enjoyed full attendance (18), serious constraints of timing meant that the average was just less than 10 learners per visit. Each site visit yields a set of individual site visit records (ISVRs). Each visit's set is packed in a cover with information relating to the visit entered by the Visitor. The site visitors made brief evaluations of every visit.

The moderation workshop

This took place on 19-21 June, and consisted of three processes:

- **The moderation of the marking of the Learner Achievement Portfolios (LAPs)**

As they work through the course the learners complete a printed booklet portfolio (LAP) of prescribed exercises summarising the learning programme. (The actual learning is guided by a much more substantial workbook and teacher's guide.) The portfolio is marked by the voluntary educator, moderated internally by the Supervisor and signed off by the Coordinator. They are then returned to a national logistics centre where they are stored for some years for moderation, verification and auditing purposes. SAQA's senior verifiers call for a sample of the year's LAPs to be delivered to the moderation workshop for verification and moderation. SAQA moderates a sample of the LAPs before agreeing to register successful completion of

ABET level 1 unit standards for reading, writing and numeracy on the National Learners' Records Database (NLRD).

The moderation was carried out by about 100 *Kha Ri Gude* Coordinators acting as Moderators and Senior Moderators – all supervised by an external team of seven Senior Verifiers under SAQA oversight. Everyone worked intensely to targets for the 2½ days.

The process yielded a sample of 17 151 moderated LAPs, or approximately 6.9% of the estimated total of LAPs collected in by *Kha Ri Gude* by the date of the workshop. The sample was drawn according to strict guidelines intended to ensure that every Coordinator grouping is reflected in a representative sample of provinces and languages.

The LAPs of deaf candidates were processed by a dedicated sign-language team of Moderators.

The moderation of the Braille LAPs by a team of blind Moderators was supported by sighted assistants, and was overseen by one Senior Verifier.

All LAPs from disabled people for 2016 were moderated.

- **Comparison of site visit records with matched LAPs**

In 2016, SAQA's verification and moderation included a close examination and analysis of the LAPs in relation to the results of summary tests conducted in independent site visits to over 300 learning sites around the country.

The intensive process involved matching independent tests conducted during the site visits with the LAPs of the same candidates. Test marks were set against the Moderators' marks for parallel items on the LAPs and against the Voluntary Educators' marks for the same LAPs. Handwriting and other elements were examined for authenticity.

Individual Site Visit Records were processed by Coordinators acting as Verifiers under the supervision of Senior Verifiers. From these only 1 975 were usable and only 991 of these had marks for both Site visit and LAP that could be matched and compared.

- **Analysis of data**

The data from the moderation workshop was captured and analysed.

General observations

1. Serious concern has to be expressed, as for the 2014 year, over the late start of the campaign in 2015. As in 2014, the difficulty seems to be attributable especially to problems related to the lack of timeous procurement, production and distribution of resources. Numbers of visitors report complaints from learning sites about having received materials late or not at all. It is quite extraordinary that, for the first six years of the campaign, with much larger numbers enrolled, the campaign was able to start in the first half of the year and finish by the end of the year. The late start and hiatus of the end of year season were clearly disruptive to learning and logistics. No clear explanation was given for the repeat of this failure.

Again the late start of the programme had a direct and unfortunate impact of the lateness on our ability to run a reliable site visit programme. Confusion around timing meant that the process was further compromised. In the last resort the sampling process became somewhat less rigorous because identified sites were unavailable (because of the late start). There were far too many situations where we could not link site visit learner tasks to portfolios from the same site.

2. The SAQA verification reports have for three years recommended certain revisions to the LAPs and corrections of some errors. These recommendations have still not been done. (Appendix 1 contains a report on the required revisions to the LAPs).
3. It is clear that the delivery and collection of the LAPs from learning sites and the central warehousing and management of the collected LAPs was **not** organised in the superbly efficient way that had been done by the firm previously contracted to do this. There were delays in the delivery of some LAPs and the provision of resources and to the moderation workshop. There needs to be a return to the more coordinated logistics approach to delivering and collecting laps and keeping logistics service providers accountable.
4. Many of the Coordinators at the workshop had not previously been part of *Kha Ri Gude* and had to be trained from scratch, though this was achieved.
5. A general observation arising from the site visits and the moderation was a lack of sufficient training and orientation of the (particularly new) educators supervisors and coordinators. The results of this are exhibited particularly in LAPs being signed off by educator, supervisor and coordinator which have such typical errors as:
 - no Learner's Unique number on cover or marks page
 - work not marked or marks given though work not done
 - incorrect marks awarded
 - wrong answers marked correct and correct answers marked wrong
 - incorrect transfer of marks from activity pages to marks sheet (p. ii).

The findings

The findings are as follows:

1. The verification workshop moderated an acceptably sized sample of LAPs from each province and language group and the site visit records are also an acceptably sized sample by province and language. (See Appendix 2.)
2. An array of statistics show that the marking was credible (see Appendices 3 and 4), and the probability of misrepresentation of achievement is low and within tolerable bounds. The evidence from the moderators is consistent and clear.
 - The majority of the marking (82%) was judged excellent or acceptable.
 - Moderator recommendations that particular marks be raised or lowered were low (17% of the total), and partly balanced each other out (moderators wanted 10% of marks lowered, 7% raised), so that there is no reason to recommend a general mark adjustment.
 - A comparison with the 2008 to 2013 marks for the whole LAP, the communication and numeracy components, and for each question, indicate a fair degree of congruency.
 - The percentage of portfolios with marking that was judged as less than acceptable was 10%. No more than about 3% of the marking indicated the possibility of serious irregularities.
3. Compared to the results for 2009 to 2013 there was some indication that either the marking or moderation or both were less stable. What is interesting about the data series up until 2013 is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic. There was also evidence of a stable differentiation between excellent marking and simply acceptable marking (the percentage described as excellent marking dropped from 57% in 2008 to 28% in 2009 and down to 16% in 2010, 21% in 2011, 20% in 2012 and 17% in 2013 and has now risen again to 44%). This was considered to be the result of training related to the marking of the LAPs given by *Kha Ri Gude* and the influence of the verification workshops. The 2015 cohort results show an increase in the marks seen as inaccurate and problematic (which suggests poorer marking in the field by the educators) and rating of much more of the marking as excellent (which suggest a decline in quality among the moderators, many of whom are newly appointed coordinators). This trend will need to be monitored carefully.

4. The site visits and assessment tests to over 300 classes in May 2016 continued the process of a stringent verification of the authenticity of the actual learner completion of the LAPs. Analysis of the results of matching the site tests with the LAPs has affirmed the general authenticity of the LAP results. More specific findings are:
 - a good congruence between Voluntary educator and Moderator marking of the same LAP
 - a modest comparability between the overall site visit test marks and the equivalent LAP marks for a set of similar questions
 - weak statistical correlations between the individual questions of the site visit assessment and the LAP marks for similar questions which raise a number of difficult methodological problem (particularly relating to the difficulty of comparing a formative continuous assessment instrument (the |LAP) and the site visit one off test.
5. As in the case of the 2014/2015 campaign cohort, the SAQA senior verifiers recommend that the results submitted by *Kha Ri Gude* for 2015/2016 be recorded on the NLRD.

Conclusions

The results of the 2016 Verification process, as presented in this report, retain sufficient consistency to allow us to make the findings that we can still support.

We recommend that the results for the 2015/2016 programme be recorded on the National Learner Record Database (NLRD).

There are however remain some disquieting administrative, training and control areas revealed both in the LAPs and site visits, which, if recognised and attended to can be remedied. We remain very disturbed that previous recommendations have not been addressed by current management.

We feel strongly that SAQA's contribution to the programmes has been beneficial and appreciated.

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Appendices

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Appendix 1

Brief account of the SAQA verification and moderation of Kha Ri Gude 2015-2016

Background

In 2007, the Minister of Education requested SAQA to help with the quality assurance of a proposed national adult literacy campaign. Mr Sam Isaacs, SAQA CEO, approached Mr David Adler to deal with the Minister's request. Mr Adler engaged Prof. John Aitchison and Mr Edward French to share in the design and execution of the quality assurance. After an independent review of the campaign's curriculum and materials, the team led a process that initially focussed on the credibility of the marking of the campaign's Learner Achievement Portfolios (LAPs) in a moderation event involving some 200 *Kha Ri Gude* Coordinators over several days of review. The moderation event has now been conducted for eight years by the same team.

Four years ago the team introduced a new verification process: here independent agencies visited a sample of 300 sites where they made observations and conducted assessment tests. The intention was to establish the authenticity of the LAP completion process, that the learners were genuine and to examine the relationship of the results on the LAPs to independently verified skills.

Commissioning for 2015 / 2016

In September 2015 Mr Adler was again approached by SAQA to be available should the Department of Basic Education again require SAQA to moderate and verify *Kha Ri Gude* again in the coming year. For various reasons Mr Adler was not available to lead the process, though he would be available to help in it. Mr French was asked to make himself available to contract for the whole process.

In October 2015, Mr Adler and Mr French worked on the provisional planning and drafted a budget for the management of the process. This was submitted on 20 November 2015. At a meeting at SAQA on 25 November the Department of Basic Education gave verbal notice that it intended to ask SAQA to commit to the process. *Kha Ri Gude* had been scaled down to about half its previous annual size, but was being run in all provinces. There had been problems with distribution of materials to all classes. This meant that although the delayed programme was meant to run from 1 September 2015 to 28 February 2016, there was no precise information about when and where it would in fact be closing. It was agreed that the site visit programme should best run from the last weeks in February into early March.

Planning meetings were held by SAQA at the end of January and in early February. However, SAQA was only able to start formal commissioning of the work after the official letter asking for its services, received on 19 February 2016 from the Department of Basic Education. The subsequent labourious process of commissioning (planning, budgeting, contracting of service providers) meant that the actual site visits were only ready to be conducted in May 2016. This considerably complicated the local organization of visits, as most of the sites had completed their programmes two months earlier and had closed shop. It also introduced an inescapably *ad hoc* element to the sampling process. There is also a difference in the pattern of results from previous years, when the site visit tests were conducted close to the time that the (generally elderly) learners were completing their portfolios.

Site visits

Given the lateness of commissioning, the two organisations commissioned to conduct the site visits (Tembaletu Trust for KwaZulu-Natal and Eastern Cape, Hubutani Communications Enterprises for the other seven provinces) performed exceptionally well, and exceeded the quota of 300 visits – there was provision for extra visits as backup. Although a high pressure approach by Hubutani was able to secure a remarkable number of visits at which most of the learners were present (maximum 18), many of the visitors had to be satisfied with a small handful of learners, and a few visits were fruitless.

The moderation event

In order to meet auditing requirements, the Department of Basic Education requested that the moderation event be brought forward to June – even though LAPs were still being returned (and a number are still being awaited at the time of writing). The moderation event was highly successful, with the exception of inefficiencies on the part of the logistics provider. The results of the event are reflected in the body of this report.

A note on the decline in the quality of logistics

In the course of the present moderation and verification exercise, the SAQA team has been most satisfied by the Department of Basic Education's team and the excellent management by Morvest / SAB&T. The general satisfaction has been marred by the inadequacy of the logistics.

When the SAQA moderation team reported on the first years of *Kha Ri Gude*, it was overwhelmingly impressed by the efficiency of the distribution, return and data management by the original logistics organisation – as can be seen in the SAQA

reports. An organisation that clearly lacks the contextual understanding of the original organisation, later won the contract for this service in 2015/2016.

As can be seen in the site visit reports, the distribution of materials left much to be desired. The moderation and verification event was hampered by the late and incomplete delivery of the requested LAPs, and the availability of sample data is not satisfactory.

Appendix 2

Revisions to the *Kha Ri Gude* Learner Assessment Portfolios (LAPs)

Introduction

The Learner Assessment Portfolios (LAPs) used as a form of, and record of, continuous assessment in the Kha Ri Gude adult literacy campaign, were originally designed by Professor Veronica McKay, the Chief Executive Officer of the campaign from 2008 to 2012. They were a major innovation in the field of mass adult literacy provision and they enabled the campaign to initiate another major innovation using the completed LAPs for a national moderation and assessment verification exercise conducted by an external body (the South African Qualification Authority) (See Adler *et al*, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and Aitchison, 2012). Undoubtedly the LAPs present a model of how assessment, previously rarely done in mass literacy campaigns, can be done effectively and efficiently. UNESCO's Institute for Lifelong has expressed great interest in them as a model.

Are there any problems or necessary revisions for the *Kha Ri Gude* LAPs?

The SAQA verification reports (Adler *et al*, 2012, 2013 and 2014) recommended certain revisions to the LAPs. These are itemised and discussed below:

Changing the content of some of the questions

This relates to the fact that identical questions have now been used for eight years.

It must be remembered, however, that the LAPs are open book assessments. Learners can easily see and record what the next set of questions are and, if they so decide, get answers from sources other than their own work. Similarly educators can easily provide lists of right answers. There is no way to prevent this, even if questions are changed regularly. All one can do by changing the questions is make it a bit more tedious for learners or educators to cheat. Also, in responding to this issue there is a need to disaggregate three types of questions:

- standard form filling type questions, where there is no need to change
- free response questions (letter writing, descriptive writing) where, while it might be good to change topics occasionally, it is not crucial
- short “right answer” questions (particularly in numeracy), where it would be correct to change them regularly.

Although SAQA made these requests to the current CEO, Dr Ramurumo, nothing appears to have been done to implement them.

Activities where it would have been very simple to make changes were:

- Activity 3B: change some of the simple words
- Activity 7: change some of the comprehension questions
- Activity 8: change some of the comprehension questions
- Activity 12: change the number of pictures of fruit in the rows
- Activity 13: first page, change the number of items in each row; second page, change position of blank numbers
- Activity 14: change the numbers in all sums
- Activity 15: change the numbers in sums on first page
- Activity 16: change numbers in sums on first page

Considering the way the assessment scores are entered

This recommendation was about the way the assessment scores are entered where the actual raw marks have to be transposed by the marker into a score on a five point scale according to certain criteria. It is this scale score that is then recorded on the marks record near the front of the LAP.

The SAQA query here was based on two issues, firstly it was clear that in the last couple of years there were signs that poorly trained markers were not always transposing the scale mark but sometimes the raw mark to the marks record at the front of the LAP, and second, it was more difficult to make statistical correlations using the scale mark.

In response, it is important to understand that there are two reasons for using this type of mark scaling:

- for convenience in tallying the results of different types of tests so that all the components of a battery of tests are equally weighted (in the case of the LAPs there are twenty activities all weighted at 5 marks with a grand total of 100 marks). This makes it easy for the educator to track the progress and competence of the learner. [The alternative is to record the varying raw marks for each activity and computer scale them later – which is an extra layer of work and cost and provides no timeous feedback to educator or learner.]
- the criteria based scaling enables the educator to provide simple diagnostic feedback to the learners on how well they are doing.

On balance, having this kind of scaling system that makes for convenient marking and simple diagnostic feedback is **better** than the alternative. **However, there are ways in which the LAPs can be improved to typographically** help avoid some confusion in transposing marks from raw score to scale score and to marks record.

Similarly, some errors in the existing scale instructions must be corrected.

The placement of the instructions for scaling

Currently where the raw score is to be written is indicated by a pencil shaped cartouche preceded by the legend “Total number of ticks” (In Activities 2, 3, 5, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20). [In Activities 1, 7, 8, 9, 10 there is no obvious need for it as the raw score is out of five or done directly into the scale.] Activity 4 does have a raw score (achieved by doing a calculation), but is not highlighted as being the raw score as there is no ‘pencil’ cartouche. For Activity 6 there is no raw score cartouche at all.

Where the raw score is made up from marks (ticks) on two pages there is a warning note “REMEMBER to count all the ticks on both pages.”

The placement of the raw score cartouche in some Activities is above (but to the right of) the scale box (Activities 2, 3, 5) but in others (Activities 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) at the bottom right. In this last position, confusingly, it looks as if it is the ‘final mark’ which it is not.

We would recommend that the raw score be placed in all Activities where it is appropriate (including Activity 6) **above** the scale box and ideally have **some kind of pointer or arrow** indicating downward to the scale box showing that the raw score has to now be moved into the scale process.

Correction of errors in the scale criteria

The 2013 report also stated:

In Activities 14, 15 and 16 the (total) numbers given in the Criteria scale are wrong.

In Activity 14 the total is 15 not 12

In Activity 15 it is 12 not 16

In Activity 16 it is 16 not 15.

These must be corrected.

Another typographical omission

In Activity 1 the word “Date:” is missing from a box.

Appendix 3

The moderation sample

The sample of 17 151 Learner Assessment Portfolios (LAPs) was drawn from the 249 062 LAPs submitted by the date of the moderation workshop in late June 2016. This sample size (6.9%) is more than adequate. Given the total number, the sample size required to achieve a small margin of error of 1% and a high confidence level of 99% is 15 552 (using the Raosoft sample size calculator).

LAP moderation sample

Province	Number of learners		
	Registered	Submitted LAPs	Sample
KwaZulu-Natal	20.7%	Data unavailable	25.0%
Limpopo	17.4%		17.8%
Gauteng	16.6%		14.9%
Mpumalanga	10.6%		11.1%
North West	10.9%		10.7%
Eastern Cape	14.2%		10.2%
Northern Cape	3.0%		5.1%
Western Cape	5.2%		4.1%
Free State	1.3%		1.1%
	100%		100%

In compiling these statistics, some data, available in previous years, was not available from the system. Although some actual completion data is missing, the distribution of the sample by Province and Language reflects national and programme demographics well.

Language	Number of learners		
	Registered	Submitted LAPs	Sample
isiZulu	Data not available	Data not available	34.3%
isiXhosa			16.8%
sePedi			14.5%
seTswana			14.2%
seSotho			6.6%
xiTsonga			3.6%
siSwati			3.1%
isiNdebele			2.0%
Afrikaans			2.0%
English			1.7%
tshiVenda			1.2%

Language by province										
Language [sample size]	Province (as % of language)									
	KZN	LP	GP	MP	NW	EC	NC	WC	FS	Submitted/ Sample
isiZulu										Submitted
5875	72%		9%	19%		>1%				Sample
isiXhosa										Submitted
2878			14%	1%	1%	61%		23%		Sample
sePedi										Submitted
2485		84%	12%	3%			>1%			Sample
seSotho										Submitted
1132	2%		77%		3%			1%	17%	Sample
seTswana										Submitted
2444	1%	1%	4%		72%		22%			Sample
xiTsonga										Submitted
617		78%	22%							Sample
siSwati										Submitted
530		7%	1%	92%						Sample
isiNdebele										Submitted
344		8%	31%	61%						Sample
Afrikaans										Submitted
341							100%			Sample
English										Submitted
300		75%	7%		6%			12%		Sample
tshiVenda										Submitted
205		70%	30%							Sample
	KZN	EC	LP	GP	MP	NW	FS	WC	NC	

Data on submitted LAPs not available.

Appendix 4

The results of the marking rating

Summary of quality of marking ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	41.4%	53.3%	37.9%	43.2%
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	41.9%	34.3%	38.8%	39.1%
I =	Inaccurate and/or inconsistent judgement.	10.4%	7.8%	13.8%	12.4%
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	6.2%	4.6%	7.9%	5.3%

The majority (82%) of the marking was good – either acceptable or excellent with the marking of the Activity 7 rated highest (88%). The inadequate and problematic marking averaged out at 17%. When three individual activities were examined slightly more excellent marking was detected (average 45%) compared with the whole LAP marking (42%).

Comparison with the marking ratings of previous years

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

Summary of quality of marking ratings by year									
Code	Description of rating	Year							
		2008	2009	2010	2011	2012	2013	2014	2015
E =	Excellent well judged accurate assessment	57%	28%	16%	21%	20%	17%		44%
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	30%	58%	74%	69%	73%	74%		39%
E + A		87%	86%	90%	90%	93%	90%		82%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%	5%	7%		11%
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	5%	4%	3%	3%	2%	3%		6%
I + P		13%	14%	10%	9%	7%	10%		17%

What is interesting about this data series up until 2013 is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic. There was also evidence of a stable differentiation between excellent marking and simply acceptable marking (the percentage described as excellent marking dropped from 57% in 2008 to 28% in 2009 and down to 16% in 2010, 21% in 2011, 20% in 2012 and 17% in 2013). This was considered to be the result of training related to the marking of the LAPs given by *Kha Ri Gude* and the influence of the verification workshops.

After the gap for the 2014 cohort the 2015 cohort results show an increase in the marks seen as inaccurate and problematic (which suggests poorer marking in the field by the educators) and rating of much more of the marking as excellent (which suggests a decline in quality among the moderators).

The quality of marking rating of the disabled sample

Although this is a small group of 2 624 LAPs it was analysed separately to determine whether it differed from the general sample.

Summary of quality of marking ratings of disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	35.3% [41.4%]	47.4% [53.3%]	30.3% [37.9%]	40.1% [43.2%]
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	25.0% [41.9%]	24.6% [34.3%]	28.6% [38.8%]	25.9% [39.1%]
I =	Inaccurate and/or inconsistent judgement.	10.3% [10.4%]	9.9% [7.8%]	16.9% [13.8%]	12.4% [12.4%]
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	13.5% [6.2%]	10.5% [4.6%]	15.2% [7.9%]	11.8% [5.3%]

This sample coincides with the 2015 general moderation in giving a much higher rating for excellent marking than in previous years. With the Inaccurate and Problematic marking, as with the previous years, the evidence from the moderators (themselves disabled, as are the original educators who marked these LAPs) is consistent in giving much higher percentages, though overall the **pattern** of rating of marking for the regular and disabled groups is similar (they correlate at 0.9). What seems to be the case is that the level of strictness for recording poor marking is much higher (or that the educators marking the disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation for this continuing situation, further inquiry is needed, though this group is a small one.

Appendix 5

The quality and standard of the learning exhibited in the portfolios

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

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

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

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

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

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

The result of this rating for the 2015 cohort was as follows:

Summary of fairness and accuracy of the mark ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	82.2%	88.9%	81.0%	79.2%
U	Mark is too low (the mark should be put up higher)	6.4%	5.6%	7.6%	6.9%
D	Mark is too high (the mark should be brought down lower)	11.4%	5.4%	11.4%	14.0%

The ratings are fairly consistent. The moderators believed that for most (about 83%) of the portfolios the marks given were an accurate reflection of the quality of the learning demonstrated and could remain unchanged. Their opinions were somewhat divided on the remaining 17% or so of portfolios where they disagreed with the marks – some should be brought down, some raised. Of these disputed marks there is a tendency to want the marks lowered (10% versus 7%% raised).

We do note that the moderators did not record this data for 15.3% of the LAPs.

Comparison with the 2008 to 2013 ratings for fairness and quality of the marks

The rating of the level of the learner's performance had a similar pattern to that of previous years done in a fairly congruent way with that of previous years:

Summary of fairness and accuracy of the mark ratings									
Code	Description of rating	Year							
		2008	2009	2010	2011	2012	2013	2014 /15	2015 /16
S	Mark given is accurate and fair	87%	87%	91%	91%	93%	92%		83%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%	2%	2%		7%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%	5%	6%		11%

The quality and standards rating with the disabled sample

Summary of fairness and accuracy of the mark ratings with disabled sample Compared with the regular sample					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	70.3% [82.2%]	71.2% [88.9%]	67.3% [81.0%]	69.4% [79.2%]
U	Mark is too low (the mark should be put up higher)	9.2% [6.4%]	9.1% [5.6%]	9.3% [7.6%]	10.1% [6.9%]
D	Mark is too high (the mark should be brought down lower)	20.5% [11.4%]	19.6% [5.4%]	23.4% [11.4%]	20.5% [14.0%]

The judgment on whether the marks were at the right level was done far more strictly by the moderators of the LAPs submitted by disabled people. Again, overall the **pattern** of rating of marking for the regular and disabled groups is somewhat similar (they correlate well at over 0.9). What seems to be the case is that the level of strictness for recording inaccurate or unfair marking is much higher (or that the educators marking the disabled LAPs are performing poorly and themselves not marking strictly enough). Whatever the explanation this continuing situation needs inquiry.

Appendix 6

The site visits

In May 2016 site visits were conducted at over 300 physical sites. SAQA appointed visitors met with the voluntary educator attached to the class of learners and/or other local *Kha Ri Gude* personnel and those members of the class who were in attendance.

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

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

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

The SAQA visitor had to complete substantial site identification details.

There was also a set of questions requiring scaled score answers from the visitor on nine issues. These questions were intended to help provide insight into :

- how the verification exercise and the instrument were received and completed by the learners (and by the Educator and Supervisor)
- the attitude of the participants at the site to the assessment process.

Generally the visitors rated the quality of the site visits highly (on average highly satisfactory or satisfactory at 73% of the sites).

These ratings are not dissimilar from those in 2015:

Overall rating of site visit categories

Year of visit	Rating (as %)			
	Excellent/ Highly satisfactory	Good/Satisfact ory	Inadequate/ Problematic	Very poor
2015	31	47	18	4
2016	24	49	24	3

These are the detailed ratings for the nine categories:

Site visitor's scoring of the site visit

Issue	Percentage of scores			
	Highly satisfactory	Satisfactory	Problematic	Very poor
1. Arrangements by local <i>Kha Ri Gude</i>	23	37	30	10
2. Attitude of local <i>Kha Ri Gude</i> leadership	23	48	26	3
3. Attitude of learners	23	52	25	
4. Quality of the event	22	46	25	7
5. Voluntary educator's feelings about <i>Kha Ri Gude</i>	26	55	19	
6. Learners' feelings about <i>Kha Ri Gude</i> as such	25	58	17	
7. Learners' response to being assessed	24	49	27	
8. Voluntary educator's understanding of LAP assessment	25	49	21	5
9. Readiness of LAPs	23	49	23	5
Average	24	49	24	3
	73		27	

Note: Blue cells – the Eastern Cape, followed by KwaZulu-Natal, were marked contributors to these high negative scores.

If the highly satisfactory and satisfactory scores are added they are all well above 70%, except for issues 1 and 4. The greater levels of dissatisfaction in these two may be attributed to the lateness of the site visits, but also seem to reflect a certain dysfunction discussed elsewhere in this report. As seen elsewhere, there is a strongly positive valuing of *Kha Ri Gude* per se (Issue 6).

Incidences of negative reports that are 25% or over may be a matter of concern. In one case (Issue 7) this is normal – the learners are understandably apprehensive about external assessment. In others the negativity may be contingent on factors relating to management and timing, while in one case (Issue 8) it may relate to the severely limited training and supervision criticised by the Senior Moderators after the moderation event.

Appendix 7

The site visits: a brief qualitative review

Overview

As can be seen from the analysis of the questionnaire completed by site visitors for each visit, roughly three quarters of the issues reflect as satisfactory, with one quarter of the ratings in the excellent range. On the other hand, about one quarter of the ratings reflected problematic aspects of the visits.

The two providers involved in running the site visits also provided regular feedback on their progress, and presented reports when they returned their results for analysis. Tembaletu required its team of visitors to complete a qualitative review of each visit in KwaZulu-Natal. The organiser tasked with Eastern Cape visits wrote a personal report on the experience, and Hubutani presented a single, full report for the remaining seven provinces. (These reports, summarised below, are available electronically.)

Visitors' observations

- All the visitors, especially those new to the project, expressed a warm, sometimes passionate valuation of the *Kha Ri Gude* approach. Their enthusiasm was fired above all by the response of learners and of many voluntary educators to the promise of the programme and the hope it brought to people. Positive views of *Kha Ri Gude* were not reduced because of the critical observations below, even when these were angry.
- Reflecting the findings of all previous SAQA moderation reports, there were frequent calls for learning to be longer than six months, requests for a higher level to be developed, and occasional suggestions that other subjects be introduced (e.g. English, money matters).
- Visitors observed that many learners had received schooling, even as far as the secondary level. Although they benefited from being re-introduced to literacy, these learners, according to some visitors, might be served better by a curriculum more appropriate to their level and needs.
- The visits themselves were often welcomed in spite of understandable apprehension on the part of learners and educators about being tested: the visits represented rare attention – some sites had not been visited at all by *Kha Ri Gude* officials. The SAQA visits provided an opportunity to display achievements and enthusiasm, while presenting issues of concern. (In contrast to this observation, it must be pointed out that many Coordinators and Supervisors were deeply committed to their responsibilities in *Kha Ri Gude*.)

- Because of the lateness of the visits, the visitors had occasionally to conduct tough negotiations to set up visits. The interaction was not always successful and was sometimes unpleasant. In some cases, the educator had moved away to take up a job, while the learners were involved in seasonal employment.
- On the one hand, some sites felt it problematic that the learners were doing a test that reflected portfolios that they had last worked on two months earlier – or more. On the other hand, some sites had not yet completed their portfolios, and in a few cases were far from doing so.
- The site visit experience could be highly variable: in one case a whole district had to be abandoned because of an utterly uncooperative Coordinator, while the neighbouring district turned out to be welcoming and inspiring to the highest degree. Persistent, repeated phone calls and SMSs, with positive and negative incentives, seemed to be essential to achieve good turnout.
- In some cases, notably in the Eastern Cape, there were peculiarities in organisation, with new district Coordinators appointed very far from the district concerned, and where Supervisors and Coordinators were unable to locate sites they were supposed to be managing and visiting. Finding sites proved difficult in far-flung areas and visitors regularly got lost and arrived late in spite of the best intentions. (In an encouraging development, some well-connected visitors used coordinates supplied on WhatsApp by the remote voluntary educators, and found the sites easily.) Some of the visits required the rental of sturdy vehicles, and visitors, particularly in KwaZulu-Natal, have asked to be allowed to hire 4x4s if they ever have to repeat the exercise.
- The visitors were quite often asked to be the bearers of complaints, mainly about late payment. However, the bitterest complaints were about the late arrival of materials, and in some cases the non-delivery of any materials. There appear to have been muddles of registration and logistics. Some sites, eager to take up the work, re-used or copied old material.

Given the difficulties reflected above, the number of matched pairs of site visit records (tests) and portfolios (LAPs) exceeded expectation.

Appendix 8

The site visit and LAP analysis data record sheet

SAQA: Moderation and Verification of Kha Ri Gude Learner Achievement 2015-2016
VERIFICATION: INDIVIDUAL SITE VISIT RECORD ABOUT THE LAP:

VERIFIER'S NAME: _____ Code: _____

Language: isi- se- si- xi- tshe- ...

01. Afrik	02. Engl	03. Ndebele	04. Swati	05. Xhosa	06. Zulu	07. Sotho	08. Pedi	09. Tswana	10. Venda	11. Tsonga
-----------	----------	-------------	-----------	-----------	----------	-----------	----------	------------	-----------	------------

Province

01. ECape	02. FState	03. Gaut	04. KZN	05. Mpumal	06. NCape	07. Limpopo	08. NWest	09. WCape
-----------	------------	----------	---------	------------	-----------	-------------	-----------	-----------

Learner's unique KRG number

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

Verifier's score for ISVR:

1	2	3	4	5	6	7	8	9	10. N/A
---	---	---	---	---	---	---	---	---	---------

Verifier's score for equivalent item in LAP

2	3	8	12	13b	16a	16b	20	9	4
---	---	---	----	-----	-----	-----	----	---	---

Voluntary Educator's score for equivalent item in LAP

2	3	8	12	13b	16a	16b	20	9	4
---	---	---	----	-----	-----	-----	----	---	---

Combined total mark for the LAP (inside front cover, bottom right)

Handwriting

Verifier judgement of VEs marking overall (moderation) _____ (0-3 as above)

Verifier judgement of Supervisor and Coordinator control: _____ (0-3 as above)

The Verifier has written a qualitative judgement on the back of this sheet: Yes _____ / No _____ (Your written comments on the back if necessary)

Appendix 9

An analysis of site visit/LAP congruence

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

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

At the verification workshop in June 2016, the moderators took the matched site visit records and LAPs and marked each site visit assessment as well as recorded the marks obtained in the analogous activities in the LAP (which they also re-marked). However many site visit assessment sheets could not be matched with corresponding submitted LAPs.

The site visit sample

The 1 975 site visit record sheets from the classes were to be matched with the corresponding pack of LAPs submitted from that class.¹

The first match was between the site visit assessment sheet and a LAP collected and warehoused.

There were 991 matches and 984 cases without corresponding LAPs. The explanation for the 984 failed matches could be that:

- some learners who completing the site visit record were registered *Kha Ri Gude* learners but did not complete and submit their LAPs
- the person completing the site visit record was not a registered *Kha Ri Gude* learner (and therefore had no LAP to submit)
- their LAPs could not be located in the warehouse by the logistics agency responsible for their collection
- their LAPs had not been collected in yet. (In spite of the lateness of the site visits, LAPs were still being sent in by late-starting sites well after the moderation workshop. Some are still being awaited at the time of writing.)

¹ Some difficulty was caused by the presence of duplicate “unique” learner numbers in the site record sheets (95 twos, 7 triples, 2 quads, and one set each of 5, 7 and 9). In the matched ISVR/LAP dataset there were 29 duplicates and one quad.

It is particularly disturbing that in only 58.2% of the sites could any matches be made and that only in 13.7% of the sites could more than half the LAPs be matched.

The second match was to count the remaining unmatched LAPs collected from each of the visited sites. These may be explained by the low turnout of learners at many of the site visits.

Number of learners per site participating in site visit

In the Eastern Cape a tally of the number of learners who attended per site was recorded at 42 sites. The numbers are low (theoretically there should be 18 learners per class) and possibly explanations are that learners considered that the programme was ended. Other explanations include provincial *Kha Ri Gude* politics and the anger and disenchantment on the part of some Coordinators and Supervisors leading to active resistance or non-cooperation with the site visits.

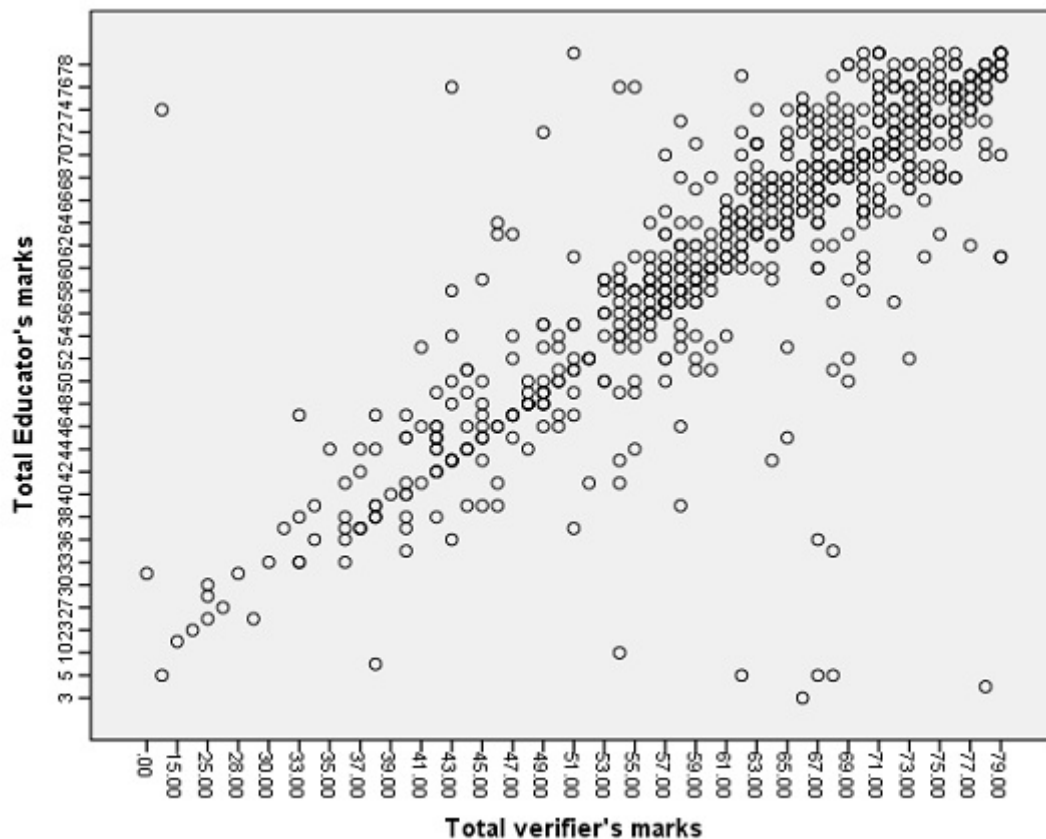
Learner numbers	Tally
1	3
2	2
3	8
4	11
5	7
6	2
7	1
8	
9	
10	4
11	1
12	1
13	
14	
15	1
16	1
17	
18	
Sites	42

Site visit records by Province and Language: 2016										
Language										
	KZN	EC	GP	MP	FS	NC	NW	LP	WC	Total
isiZulu	63		11	22						96
isiXhosa		47	15				1		11	74
seSotho			8		19	1	3			31
seTswana			1	1		11	9	1		23
sePedi			9	6				1		16
tshiVenda								6		6
siSwati				5		1				6
Afrikaans						4				4
xiTsonga								3		3
isiNdebele				2						2
English			2							2
	63	47	46	36	19	17	13	11	11	263
	KZN	EC	GP	MP	FS	NC	NW	LP	WC	

The statistical correlation between the site visit and LAP datasets

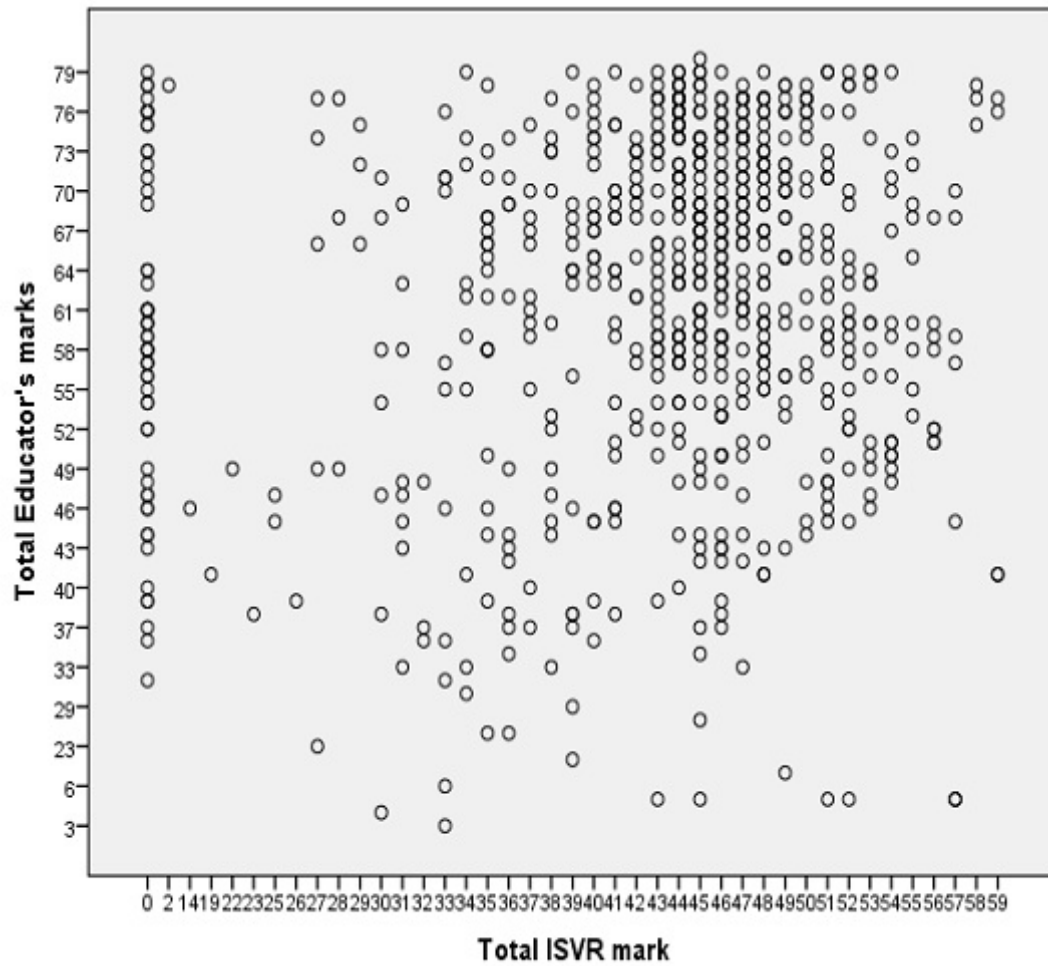
The **first comparison** made was between the educator's original marking of the relevant LAP activities compared to the verifier's marking. This was to ensure that the marking of the LAP was reasonably accurate. This comparison proved significant with a correlation of 0.788 (see the Scatterplot below). This meant that we could take the LAP mark as reasonably accurate and fair.

Comparison between Educator and Verifier marking of selected LAP questions

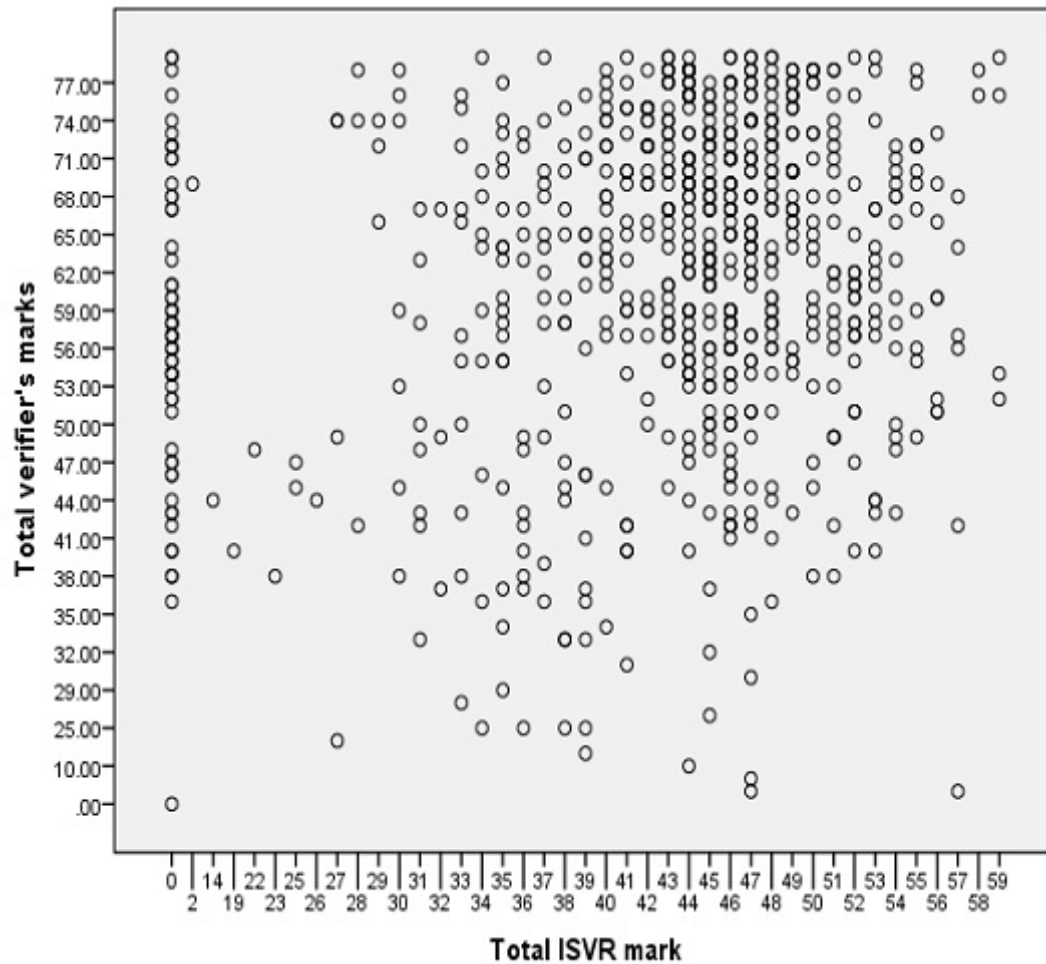


The **second comparison**, between the site visit assessment (ISVR) and the equivalent LAP marks, gave a very different result, whether between the ISVR and the educator LAP marks (correlation 0.125) or the verifier LAP marks (correlation (0.116). The correlation is very, very weak.

Comparison ISVR mark and equivalent LAP questions marks (Educator marked) with significant but weak correlation (0.125)



Comparison ISVR mark and equivalent LAP questions marks (Verifier marked) with a weak correlation (0.116)



The **third comparison** was between the individual paired site and LAP exercises. These also had very low correlations or none.

It is possible that this is partly explained by most of the activity marks being on a 5 point scale and that this would affect the power of the correlation coefficient, but even if that was corrected for, it is unlikely that the correlation would increase to a meaningful level.

Correlation between ISVR item mark and equivalent LAP item mark

ISVR item	LAP mark (educator marked)	LAP mark (verifier marked)	Correlation between educator and verifier mark
Filling in a form	0.175	0.044	0.558
Identify signs	0.055	-0.077	0.676
Comprehension	0.077	0.011	0.751
Addition	0.253	0.171	0.817
Fill in numbers	0.202	0.157	0.862
Sums (ISVR/Word sums (LAP)	0.118	0.209	0.639
Fraction shapes	0.163	0.234	0.764
Sums	0.317	0.3	0.852
Writing a passage	0.126	0.125	0.68
Read words aloud (ISVR)/ aloud with time limit (LAP)	0.089	0.075	0.881
Total marks	0.116	0.168	0.788

The **fourth comparison** was an impressionistic one on the quality of the matched pairs made by the verifiers when they examined each matched set. This was a general comparisons of the two instruments – the moderators were asked to make a judgement of the overall authenticity of the LAP assessment when compared to the site visit assessment.

Verifiers rated their impression of the presentation and educational quality of the matched sets: 50% were rated as outstanding, 37% as satisfactory and 13% as poor (11%) or very bad (2%).

Discussion

As with the previous year, getting correlations of any worth was impossible. There clearly is a problem. One of the problems we are faced with is that when we look at the average marks they tend to correlate (0.786) – it is at the individual level that they are all over the place.

An obvious hypothesis is that the educators, even with the very simple mark scheme and rubrics, are not marking the LAPs accurately enough. However the congruence

between the marks given by the educators and the moderators suggests that this is not the best explanation.

What this repeated outcome may suggest is that, wonderful though the LAP is as a formative instrument, there are too many variables that negate its effectiveness as a true competence assessment instrument. The assessment is compromised by variable influences of peers, family and educator on what is written, thus what is written in the LAPs may well be some kind of teacher donated or group effort (which does not correspond to the actual competence of the learner). What the LAPs do show, if there is a high return of LAPs is that work is being done and that the entire LAP submitting cohort has made genuine progress.

Other forms of assessment could include longer assessment exercises which would differentiate more between students of different competence.

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

The moderators were asked to make a number of judgements about the quality of the matched sets.

Did the handwriting in the LAP look genuine?

	Frequency	As %
Certain (Completely clean)	437	48
Adequate (Probably genuine)	339	37
Weak (Possibly genuine)	70	8
Extremely weak (Unlikely to be genuine)	65	7
Totals	911	100

Rating the educators' marking of the LAP

	Frequency	As %
Certain	445	49
Adequate	370	41
Weak	41	4
Extremely weak	55	6
Totals	911	100

Rating the Supervisor and Coordinator control of the LAP
(the marking of which they have to sign off on)

	Frequency	As %
Certain	424	47
Adequate	393	43
Weak	41	4
Extremely weak	53	6
Totals	911	100

Scores for site exercises and LAP activities

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

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

	Mean	Standard deviation	Maximum score
Site activities	41.18 (69.8%)	13.49	59
LAP activities	61.58 (77.9%)	12.81	79

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

Appendix 10

Senior verifiers reports after the moderation event

Seven additional Senior Verifiers were appointed to help manage and ensure quality during the moderation event.

These Senior Verifiers conducted a closing debriefing session with the teams they had overseen during the event.

Four of the seven verifiers involved were new to *Kha Ri Gude*. They were most impressed by what they saw of the programme through the activities of the event. Some were inspired by the national importance of the campaign. They were especially impressed at how hard most of the Coordinators worked under their supervision; many of the Coordinators, as moderators, exceeded the targets set for the two days of reviewing, even though some experienced the pressure as very tough.

At the close of proceedings, the Senior Verifiers involved in the moderation hall gathered their moderators and senior moderators for a brief review. Some of the comments related to the running of *Kha Ri Gude* as such, and some to the moderating event. A number of issues arose and are drawn together here, as expressed by the Senior Verifiers.

Operational issues in *Kha ri Gude* roll-out

- LAPs arrived late or did not arrive at all in their regions.
- Lack of sufficient training and orientation of the Supervisors, Coordinators and Voluntary Educators.
- Not enough LAPs being delivered to regions demanding copies to be made at significant cost.
- Some of the LAPs had been incorrectly collated with mixed languages.
- Some LAPs were incomplete.
- A more coordinated logistics approach to delivering and collecting LAPs is needed and the logistics service provider must be kept accountable.
- Moderators felt that some of the voluntary educators were not committed and did not do enough to teach.

The moderation event

- Induction and introduction was well-presented and new moderators were able to understand the process and procedure.
- New participants were impressed by the moderation and verification processes.
- The moderation and verification work was highly pressured, which was made worse by late delivery of some sets of LAPs.
- The site visit verification process was interesting and challenging and there was a dedicated and committed team of Coordinators. The team verified 2 881 individual site visit records of which only 1 996 matched with the LAPs.
- The team was eager and willing to meet its targeted number but unfortunately Skynet could not supply us with the necessary resources. The given target for each moderator created pressure.
- Moderating languages other than one's own was stimulating.
- Moderation was helpful to realise challenges on grass root level.
- Senior moderators were very helpful
- Moderators were very cooperative with verifiers.
- The moderation environment was good.
- Participants were willing to be used whenever there was need, even if it was not their assigned task.
- Material was easily accessible.
- Healthy morning devotions gave a good start to each day's work.
- First time moderators learned how important the whole *Kha Ri Gude* programme is and also the process flow.
- The quality of some of the LAPs was a serious concern.
- It was clear that some educators assisted learners in completing their portfolios.
- Moderators requested an attendance certificate OR acknowledgement certificate for the moderation which will assist in building their individual career profile
- The moderation process was experienced as authentic and valid.
- Standardised SAQA tools assisted in smooth running of moderation and verification process. As a result, new moderators could work confidently in a short space of time.

- Quality management and security of LAPs was displayed /implemented throughout moderation.
- The LAP's design enables one to moderate across all subjects with no problem.
- The verification process exposes what occurs in teaching and learning in the sites.

Some specific issues regarding LAPs reviewed

Results from LAP Question seven (7) gave the impression that the volunteer educators did not understand the question or criteria.

The question asking for an account of a wedding was responded to in different ways i.e.:

- Some learners responded to the question as expected
- Others did not provide responses altogether
- Others would write about their experiences in marriage
- Some would write about wishes to be married
- Others would write guiding words and not sentences e.g. beautiful dress, food etc

Solving word sums:

- No full sum was written to clarify answers i.e. only an **answer** given instead of writing it out in full
- Educators penalised learners for not answering a word sum in wording as well but in Numbers
- Wrong marks allotted – either More or Less

A range of detailed observations from the moderation of the marking

- Some LAPs did not have Unique Numbers even inside the Portfolio.
- In most of the LAPs the handwriting was not consistent in all activities
- Some Voluntary Educators did not mark the learner's work but their signatures were attached.
- Some work showed that learners were guided and they copied the same wording in doing activities.

- There were activities that were not done but marks were allotted for such activity.
- There is inconsistency in marking of Activities.
- Learners were given the same marks for both Right and Wrong
- Incomplete work was sometimes endorsed without comment by the Supervisor and Coordinator
- Marks were not always correctly transferred to page ii
- It is not always evident that learners were given the chance to correct their work.

Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

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

Delivery

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

Assessment model

Formative assessment
Portfolio assessment

Moderation Process

Verification tasks
Sample comparison with LAP
LAP moderation procedures

Site Visit Process

Assessment tasks
Marked
Compared with learner's LAP results