

Report to the

South African Qualifications Authority (SAQA)

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

Year Nine: 2016/2017

Hubutani Communication Enterprise

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Executive Summary

The implementation of the *Kha Ri Gude* (KRG) Adult Literacy Campaign by the Department of Basic Education (DBE) in 2016-2017 was the last of a ten-year programme and yielded 122 286 learner achievement portfolios (LAPs) considered suitable for sampling for moderation. The number was far lower than in previous years.

Hubutani Communication Enterprise CC was contracted by the South African Qualifications Authority (SAQA) to organise, oversee and report on the marking of the LAPs. The moderation was carried out in the week of 18-22 September 2017 by a team of 63 moderators drawn from the management and logistics organisations administering *Kha Ri Gude*, from the Department of Basic Education itself, and from SAQA. The moderation was overseen by four Senior Verifiers under the leadership of Mr Patrick Baloyi (Managing member: Hubutani Communication Enterprise CC). A sample of 9 714 LAPs was examined (8% of the LAPs submitted and approved for moderation).

The moderators and verifiers gave qualitative feedback on the observations at the end of the process and data from the moderation was captured and analysed in the following week. The observations and the data analysis, offered in detail in appendices, are very much in line with the historical findings of SAQA's moderation and verifications process.

Hubutani's key recommendation is that that SAQA register the results of successful candidates on the National Learner Records Database (NLRD) as it has done over the past decade on the basis of similar findings.

Further recommendations in this report relate only to the process of moderation. In summary, they are that:

- The DBE must decide in consultation with NLRD management whether the minimum pass mark should be adjusted. There is no reason for this to be done differently than in previous years.
- Portfolios may be used in future adult education interventions, but if there is to be national validation and certification some form of independent, external summative testing must be used.
- Additional effort needs to be made to demand, enable and ensure uptake of recommendations in similar action by SAQA in future. This includes speedier delivery of the recommendations by SAQA and enforceable contractual obligations on the recipients.
- The commissioning process needs to be speedier, more decisive and business like. SAQA's action has been compromised by extremely late confirmation of requests for its services.
- SAQA needs to ensure its internal capacity for oversight of outsourced projects like the present one.

- The DBE and other authorities conducting adult education and training programmes need to institute adequate forms of evaluation or testing for admission to the programmes.
- The value of the model of official external quality assurance is affirmed by the whole history of SAQA's intervention with *Kha Ri Gude*.

Although the moderation project reported on here was not meant to evaluate *Kha Ri Gude*, some observations are offered. They mix great respect for the model and the achievements of *Kha Ri Gude* (including SAQA's role) with regret that the campaign came to be compromised by a failure of ongoing renewal and to be sullied by fraudulent recruitment. The present management in the DBE is well aware of these unfortunate features of otherwise excellent action for education.

Report for 2016/2107

Historical context of SAQA's moderation of *Kha Ri Gude*

In 2007 the former Minister of Education requested that SAQA help in shaping the standing of the *Kha Ri Gude* campaign. In SAQA's subsequent engagement it was decided to institute a process of moderation leading to the formal recognition of the results against appropriate Adult Basic Education and Training Unit Standards.

The *Kha Ri Gude* curriculum, materials and assessment model were stringently evaluated against these unit standards and were found to exceed the criteria for fitness for purpose. A rigorous moderation process was designed and implemented. A sample of Learner Assessment Portfolios (LAPs) (usually around 40 000 out of the more than 600 000 annually in most years of the campaign) was examined to check the quality of the marking and internal moderation. For some years, in addition, verification site visits were made to a sample of 300 sites nationally. During the site visits, learners were tested independently to assess the authenticity of the LAPs, and the reliability of the LAPs as reflections of achieved skills. (The tests aimed to check whether the learners could reproduce the performance in the LAPs when completing an independent test under external supervision.)

From the beginning it was made clear that SAQA would not *evaluate Kha Ri Gude*. To do so would be to intrude on the management responsibility of the Department of Basic Education. There was no question of looking into the pre-existing learning of the candidates (there was no formal pre-testing in *Kha Ri Gude* recruitment). There was also no available machinery for checking initial knowledge. In other words, SAQA was not in a position to test learning gains, only current levels of competency. It confined its role to ensuring as far as possible that the skills reflected in the LAP were appropriately assessed, and were those of the person submitting the LAP, regardless of initial level of literacy.

SAQA did, however, from the beginning, report informal observations that some learners might have been partially or fully literate already when registered for *Kha Ri Gude*. In two of the site visit reports the indications from the data seemed to suggest that as many as 2% to 3% of the sample were already literate before the literacy programme. Encounters in the field suggested that some of these had registered for legitimate educational reasons. (Reasons given: their education had been thin; their literacy had fallen into disuse over the years; they had specific learning needs which they hoped that *Kha Ri Gude* would satisfy.) SAQA's most recent reports also suggest some concern that this tendency might be getting out of hand (3% of the targeted 4 million *Kha Ri Gude* learners would amount to 120 000.)

This matter has been noted at length because of audit findings by the Department of Basic Education of an increasing tendency over the years to fraudulent admissions to *Kha Ri Gude*. Some Voluntary Educators and their supervisory structures seem to have felt under pressure to maintain their stipends in contexts where the market for adult literacy in that area had been exhausted. The National Learner Record Database (NLRD) has enabled SAQA to confirm the suspected level of literate, and even highly qualified, people who have been registered as *Kha Ri Gude* learners.

It needs to be reiterated that it was the responsibility of SAQA to assess the validity of the results on the *Kha Ri Gude* LAPs, regardless of the initial literacy of the learner. False retrospective expectations have been circulated that SAQA's moderation should have exposed the malpractice. In addition, the *Kha Ri Gude* programme itself has the data on the previous education levels of the registered learners and was responsible for the admission of learners who already had some schooling background. However, this criticism had a direct impact in the cancellation of this year's verification site visit programme, and has reflected negatively and unfairly on SAQA's contribution to a remarkable achievement for the 97% of legitimate learners reached by a fine – but not perfect – programme.

Specific background to the 2016/2017 moderation

In the course of 2016 *Kha Ri Gude* won the top UNESCO award for world literacy programmes. UNESCO had been impressed, *inter alia*, by the rare phenomenon of an adult literacy campaign being subjected to significant external quality assurance.

At the same time, though, the official Department of Basic Education auditing process in 2016 uncovered a range of management shortcomings or possible abuses that in the last few years has brought *Kha Ri Gude* into disrepute in the press and elsewhere. A lengthy disciplinary process led to the ending of the contract with the consultant manager of *Kha Ri Gude*. For some time it was unclear whether *Kha Ri Gude* would continue. It had already passed its initial end date, but had not quite reached the targeted number of learners envisaged in the original investment. A decision was made by the Department of Basic Education to run a final six-month programme for which somewhat more than 170 000 learners registered. This yielded around 145 000 LAPs for moderation. However, because of the questions raised about the suspected registration of literate and well-qualified candidates, SAQA and Umalusi were able to put the Identity numbers of all candidates through their national databases. The DBE's subsequent analysis revealed over 20 000 registrations that could be disqualified because of previous qualifications above the literacy level. Collaboration between the Department of Basic Education and the Department of Home Affairs also unearthed cases of dead people having been registered. After eliminating all these irregular registrations, only 122 286 LAPs from what were considered to be legitimate learners were available for sampling for moderation.

Internal Department of Basic Education management personnel had been required to take over the running of *Kha Ri Gude*. They were not well briefed by the outgoing management, and especially not concerning the relationship with SAQA and its moderation process. The result was a seriously belated decision to go ahead with moderation. This created contracting difficulties for SAQA. When the process was eventually agreed it was too late to run the verification site visits. The original moderation of marking without site visit verifications was reverted to.

Formerly, the Department of Basic Education had involved its district *Kha Ri Gude* Coordinators as moderators under SAQA supervision. Now it turned out that the Coordinators' contracts had ended and there was no budget to re-employ them. At short notice the Department of Basic Education, the private *Kha Ri Gude* management agency and the contracted logistics company delegated staff members to conduct the moderation. The moderation was conducted over five days at the St George's conference hotel in Irene.

The 2016/2017 moderation process

The sample

During a visit to the logistics warehouse for *Kha Ri Gude*, Hubutani guided the selection of a systematic sample in such a way that each Coordinator's district would be included while keeping the specific choices random and external. This procedure ensured adequate representation in terms of the distribution of *Kha Ri Gude* over provinces and languages. Where the numbers in a province were very small, additional packs of LAPs were selected to ensure some coverage. It was not possible to sample for language as provinces like Gauteng and the Western Cape have unpredictable mixes of language in each site. However, because of language dominance in other provinces, the distribution of languages was likely to be broadly representative.

It must be noted that the sample is not truly demographically representative. Some provinces were considered by the Department of Basic Education to have come close to satisfying the original quota for the whole campaign (such as the Free State), while others (notably Gauteng) had fallen behind and needed compensatory action in the final year of the campaign. There were thus, for example, far fewer learners recruited in the Eastern Cape and far more in Gauteng than in previous years.

A sample of 13 050 LAPs was delivered to the moderation venue. Because of limited time and personnel in the moderation event, only 9 714 individual LAPs were moderated. (The coverage for each Coordinator's district was maintained, however, by making sure that a proportion (generally at least half) of all packs in the sample from that district was moderated. The actual distribution of the sample of 9 714 can be seen in the appropriate tables in Appendix 2. Compared with previous years, the Eastern Cape and Free State samples were nearly halved, and the North West, Northern Cape, and Western Cape doubled or more. The over compensation of Gauteng in the recruitment was not repeated in the sample moderated.

Programme of the moderation event

Since nearly all of the moderators had no experience of *Kha Ri Gude* (other than as administrators or process managers), a full day's training and guidance was undertaken. The moderators were briefed on the whole learning programme, and were taken through the LAPs. Trial moderations were supported by a set of guidelines and detailed processing forms, before moving to the standard data sheets. All of these instruments were identical to the moderation materials used in previous years. The four senior verifiers mentored the moderators through the following days.

Given the inexperience of the moderators, allowance was made for teamwork, where uncertainties and difficult cases were shared around a table of moderators, and with a group verifier. This turned out to be time-consuming, but encouraged the engagement and thoughtfulness of the moderators.

Towards the end of the moderation, as it became apparent that there would not be time for a total moderation, the moderators were asked to moderate only a proportion of each pack. All

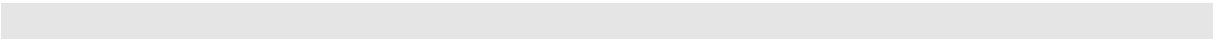
packs were thus moderated, ensuring that each coordinator / district was subjected to moderation. This would have had a minor impact on the representation of languages in the sample. Notably, a relative lack of markers for isiZulu meant a reduction in the number of individual LAPs moderated, though all the packs in the sample were moderated.

The moderation involved a general overview of each LAP, followed by detailed checks of the marking summary and sign off (internal moderation) and assessment of the quality of marking of specific tasks in the LAP. Each marking sample was classed as excellent, adequate or problematic, and as needing to be marked up or down (or remain the same).

Although the focus was strongly on the moderation of the quality of the marking, moderators were asked to look out for evidence of authenticity, especially relating to handwriting and consistency of performance. A comments column allowed the moderator to note specific features of the LAP that were relevant and were not reflected in the symbolic classification. The most common comments expected related to matters like incomplete processing, specific points of carelessness, cases where the handwriting indicated that different people had completed the LAP. In addition, moderators were asked to comment on the whole pack of LAPs from one site. Problematic features like: all candidates at the site having copied the same story or letter; all candidates making identical errors; consistently incorrect marking of a particular element.

The moderators and senior verifiers were encouraged to reflect throughout on the process of moderation, and on the general authenticity and meaningfulness of the evidence in the sets of LAPs they were handling. At the closing of the moderation some of these reflections were recorded.

All moderation reports were checked and signed off by senior verifiers.



Findings

Quantitative ratings

The tables in Appendices 3 and 4 support the following observations:

The majority assessment of the overall marking of the whole LAP was good (85%) – either acceptable or excellent. When three individual activities were examined, slightly more excellent marking was detected (average 58%) compared with the whole LAP marking (average 43%). The marking of the Activity 7 was rated highest (average 48%). The inadequate and problematic marking came out at out at 15%. Problematic marking (that is, the marking that was exceptionally careless or inaccurate or where serious irregularities had been ignored) stands at 5%.

There is an increase in the rating of marking as excellent compared with the trends in the first five years of *Kha Ri Gude* moderation. This could be the result of the tighter Department of Basic Education controls over the LAP submission process, but might also be due to the inexperience of the moderators.

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

The rating of the level of the learner's performance had a similar pattern to that of previous years, with a slight increase in the estimation that some marks were too high.

Qualitative perceptions

The moderators generally found their involvement interesting and illuminating. Many felt that they had grown in insight regarding moderation and assessment, with some describing their involvement as a fruitful and eye-opening experience. They also felt inspired by the vision and mission of *Kha Ri Gude* (and new respect for their work as administrators of the programme). They valued following the effort and growing achievement of learners through the LAPs.

Comments included mention of:

- Enjoyment of the learners' stories
- Striving to see through the eyes of the marker (The challenge to keep the focus on the quality of the marking by the voluntary educator, rather than assessing the learner, remains surprisingly demanding.)
- The serious difficulty of judging the authenticity of the handwriting of new writers
- Sometimes intriguing detective work when anomalies arose

There were few comments on the moderation sheets.

One notable feature is the general stability between LAPs which were marked excellently and the ones that meet the acceptable standards. Another tendency that featured a lot in the Eastern Cape and KwaZulu-Natal is of inaccurate, erratic and problematic marking. This sloppiness was either overlooked by the coordinators or the experience of the coordinator was not up to scratch.

At the end of the process the moderators and senior verifiers were very positive indeed about the moderation process and about *Kha Ri Gude* in general. The few critical observations were about minor details.

Recommendations

This report is properly concerned only with the moderation of the marking of the *Kha Ri Gude* LAPs in 2016/17. The recommendations therefore relate only to the findings and the processes that led to them. Observations that might contribute to an evaluation of KRG are recorded as observations or comments, or are implicit in the account of the process.

Recommendations and observations should be seen in the light of the fact that KRG is now at an end. Statements bearing on past action are intended to help in guiding future action of a similar kind in which SAQA or the Qualification Councils might be asked to quality assure and certificate official programmes of adult education and training.

Recommendation1: Recording results on the NLRD

SAQA should record the results of the successful *Kha Ri Gude* candidates in 2017. The marking profile is similar to previous years in which successful candidates were recorded on the NLRD.

Recommendation 2: “Standardisation”

From the beginning of the moderation project ten years ago, it was agreed that formal standardisation would be inappropriate for the *Kha Ri Gude* LAPs. The kind of data needed for standardisation was not available, and the underlying competency-based model for assessment is not usually associated with standardisation. In the place of standardisation, the DBE put forward its list of successful candidates based on an agreed cut-off (pass mark) point. For the sake of consistency this cut-off point should be maintained.

(Note: The analysis of the UP and DOWN elements in the moderation provided an additional indicator of reliability. Had there been a striking trend showing marking that was generally too lenient or too strict, this would have led to a recommendation that the cut-off mark should be raised or lowered. In the event, this has never been necessary.)

Recommendation 3: Portfolios and testing

Portfolios have various educational virtues, but their unreliability in summative assessment (even with controls) is well-known. The SAQA moderation and verification process did its best to compensate for the weakness of portfolio assessment. There is no alternative to comprehensive independent testing of outcomes if learning achievement is to be reliably assessed. Such testing may be used together with other forms of evidence. The recommendation becomes more important if programmes like *Kha Ri Gude* are undertaken at higher levels.

Recommendation 4: Uptake of recommendations

Through the years of *Kha Ri Gude* implementation the SAQA moderation reports have put forward various recommendations to improve the marking, reliability and validity of the LAP results. In the early years, the moderation process made a marked difference to various aspects of the efficiency of KRG management. As can be seen in the Appendix, however, many of recommendations made in recent years have not been acted on. The DBE has argued that it has been impossible to make the changes because the report, by the time it has been processed after approval by the SAQA Board, comes after the plans and materials for the following year have been published. But even when a letter was sent to the DBE indicating likely recommendations in advance of formalisation, recommendations were not acted on. In the case of revising the LAPs, these recommendations were repeated over several years, yet not acted upon. There would appear to be breaks in communication. Future contracts of a similar nature need to tighten up the cycle of communication and action.

Recommendation 5: The limits of moderation and the value of placement testing

Confusion and distress resulted from the scandal around the level of fraudulent recruitment of *Kha Ri Gude* candidates in the later years of the programme. Imputations appear to have been made that it was somehow SAQA's responsibility to control the initial qualifications of candidates. However, moderation towards the granting of credits and qualifications relates to the current competence of candidates, not to their prior status. Government departments concerned with education and training projects outside the strict formal frame must be encouraged to conduct proper placement testing. This is essential for efficiency, economy and accountability.

Recommendation 6: The commissioning process

The commissioning process has been compromised especially by two factors that impacted seriously on the subsequent action:

- a) The DBE in the later years of the project had difficulty deciding whether it should go ahead. The belated decisions were exacerbated by further delays in commissioning SAQA to undertake the work. This created a range of complications and difficulties on both sides of the agreement.
- b) SAQA decision making itself has been inordinately slow.

While situations like this are understandable at the start of innovative projects, they must be avoided in general.

Recommendation 7: SAQA internal capacity

Change of staff, with the resultant loss of institutional memory, has complicated SAQA's engagement with its outsourced programme. Similar situations in future will require greater thoughtfulness about internal capacity and its management to handle unusual programmes.

Recommendation 8: The importance of external moderation and certification

In spite of the reservations implicit in the report and the set of recommendations, the broad model of *Kha Ri Gude*, including external moderation and certification, is highly recommended. It constitutes a remarkable innovation in adult education and training provision.

Some closing observations

The moderation of *Kha Ri Gude* this year does nothing to undermine the view of previous reports that the instructional model, the materials and the implementation planning were all excellent.

It is a great pity that *Kha Ri Gude* has fallen into disrepute in the last year or so. Hubutani considers some of the reasons for this to have been:

1. The ageing and staling of an institution that should have been renewed along the way but wasn't. Appendix 1 lists a range of recommendations for changes and corrections to the LAP that were submitted several times but never acted on by *Kha Ri Gude* management. These only related to the assessment practices; it can be assumed that other improvements in the management were also not made.
2. The creation of temptation: In one of the original South American models for *Kha Ri Gude* voluntary educators were only allowed to run programmes over two years. Then they had to be replaced by totally new ones. Having an educator for too long at one site might lead to the educator being tempted to "invent" more learners in their immediate community, and that the financial interests at play in their adult literacy work would lead to fraudulent practices. Signs that this was happening in *Kha Ri Gude* emerged increasingly after a few years, but were only acted on too late.

Although Hubutani thoroughly endorses the broad model of *Kha Ri Gude* and the excellence of its materials, it re-iterates important observations made in previous reports on the moderation:

- The 6 months allocated to *Kha Ri Gude* learners was too short. Many learners and educators reported this. The content of the courses in literacy and numeracy is too ambitious for an initial adult learner, especially older, slower learners. In future, either less ambitious content or more time should be recommended.

- The success and appeal of *Kha Ri Gude* generated quite intense appeals for more of the same kind of thing higher up the learning ladder. Many learners joined *Kha Ri Gude* in the hope of gaining knowledge and skills that it didn't offer: For example, English language; higher levels of numeracy or book-keeping; practical everyday life skills. The expected follow through into the then Public Adult Learning Centres never happened. These concerns should be borne in mind if the proposed community colleges take off.
- The assessment model was innovative but not adequate. Most adult literacy campaigns have not been subject to serious individual assessment or certification. The result is that their achievements are usually merely symbolic and lack credibility. *Kha Ri Gude* offers a remarkable advance in this respect (and one which has been recognised by UNESCO). However, portfolios (with many virtues for learning and tracking learning) are incapable of the reliability needed for credible summative assessment and certification. There are many arguments around the assessment and examination of adult literacy learners, but if the learners are to benefit in a useful manner, either on-going, effective quality assurance or evaluation is needed (expensive, difficult to manage) or some form of external, national testing is needed (reliable if professionally done, but capable of being insensitive and alienating).

It would be a tragedy if the model and example of *Kha Ri Gude* were not kept alive in South Africa, and also if the positive and negative lessons from the experience were not taken seriously.

Appendix 1

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

Introduction

The Learner Assessment Portfolios (LAPs) used as a form of, and record of, continuous assessment in the *Kha Ri Gude* adult literacy campaign, were originally designed by Professor Veronica McKay, the Chief Executive Officer of the campaign from 2008 to 2012. They were a major innovation in the field of mass adult literacy provision and they enabled the campaign to initiate another major innovation using the completed LAPs for a national moderation and assessment verification exercise conducted by an external body (the South African Qualification Authority) (See Adler *et al*, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and Aitchison, 2012).

Undoubtedly the LAPs present a model of how assessment, previously rarely done in mass literacy campaigns, can be done effectively and efficiently. UNESCO's Institute for Lifelong has expressed great interest in them as a model.

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

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

Changing the content of some of the questions

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

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

Also, in responding to this issue there is a need to disaggregate three types of questions:

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

Although SAQA made these requests to the then CEO, Dr Ramurumo, nothing appears to have been done to implement them, in spite of the work being simple and achievable in a couple of days.

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

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

Considering the way the assessment scores are entered

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

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

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

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

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

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

The placement of the instructions for scaling

Currently where the raw score is to be written is indicated by a pencil shaped cartouche preceded by the legend “Total number of ticks” (In Activities 2, 3, 5, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20). [In Activities 1, 7, 8, 9, 10 there is no obvious need for it as the raw score is out of five or done directly into the scale.] Activity 4 does have a raw score (achieved by

doing a calculation), but is not highlighted as being the raw score as there is no ‘pencil’ cartouche. For Activity 6 there is no raw score cartouche at all.

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

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

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

Correction of errors in the scale criteria

The 2013 report also stated:

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

In Activity 14 the total is 15 not 12

In Activity 15 it is 12 not 16

In Activity 16 it is 16 not 15.

These must be corrected. It is unclear why they were not corrected because it was drawn to Dr Ramurumo’s attention several times.

Another typographical omission

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

Appendix 2

The moderation sample

LAP moderation sample

Province	Number of learners	
	Submitted LAPs	Sample
KwaZulu-Natal	26%	21.47%
Limpopo	17%	19.27%
Eastern Cape	10%	14.24%
Mpumalanga	9%	12.49%
North West	8%	10.46%
Gauteng	24%	8.33%
Northern Cape	2%	6.53%
Western Cape	2%	4.00%
Free State	2%	3.20%
	100%	100%

Language	Number of learners
	Sample
IsiZulu	26.93%
Setswana	16.08%
Sepedi	15.85%
IsiXhosa	15.27%
English	6.32%
SiSwati	5.93%
Sesotho	4.67%
Xitsonga	4.04%
Isindebele	2.73%
Afrikaans	1.99%
Tshivenda	0.20%
	100%

Language by province

Language [sample size]		Province (as % of language)								
		KZN	LP	EC	MP	NW	GP	NC	WC	FS
IsiZulu	2495	75.03%			16.79%		8.18%			
Setswana	1562					62.29%	11.59%	26.12%		
Sepedi	1540	0.84%	87.34%		1.62%		10.19%			
IsiXhosa	1432	1.54%	0.91%	87.22%			1.61%		8.73%	
English	614	14.50%	9.28%	10.75%	15.8%		7.82%	4.40%	37.46%	
Sesotho	454						34.36%			65.64%
Xitsonga	392		92.09%		7.91%					
Siswati	354	0.56%		2.82%	96.33%		0.28%			
Isindebele	249				100%					
Afrikaans	193						1.55%	89.64%	8.88%	
Tshivenda	19		89.47%				10.53%			
		KZN	LP	EC	MP	NW	GP	NC	WC	FS
	9304	1998	1793	1325	1162	973	775	608	372	298

Appendix 3

The results of the marking rating

Summary of quality of marking ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
E =	Excellent well judged accurate assessment	44.65%	66.49%	56.05%	51.49%
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	39.97%	28.25%	35.76%	34.68%
I =	Inaccurate and/or inconsistent judgement.	6.92%	2.24%	3.27%	8.79%
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	8.46%	3.02%	4.92%	5.04%

The majority assessment of the overall marking of the whole LAP was good (85%) – either acceptable or excellent. When three individual activities were examined, slightly more excellent marking was detected (average 58%) compared with the whole LAP marking (average 43%). The marking of the Activity 7 was rated highest (average 48%)

The inadequate and problematic marking came out at out at 15%.

Comparison with the marking ratings of previous years

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

Summary of quality of marking ratings by year										
Code	Description of rating	Year								
		2008	2009	2010	2011	2012	2013	2014	2015	2016
E =	Excellent well judged accurate assessment	57%	28%	16%	21%	20%	17%		44%	55%
A =	Acceptable. There are differences between the mark given and the moderator's judgement on what should have been given, but this difference is not serious enough to question the credibility of the overall result of the marking.	30%	58%	74%	69%	73%	74%		39%	35%
E + A		87%	86%	90%	90%	93%	90%		82%	90%
I =	Inaccurate and/or inconsistent judgement.	7%	10%	7%	6%	5%	7%		11%	5%
P =	Problematic. Extremely questionable judgement by marker that indicates either very poor marking or the ignoring of problems or of possible indications of dishonest practice.	5%	4%	3%	3%	2%	3%		6%	5%
I + P		13%	14%	10%	9%	7%	10%		17%	10%

What is interesting about this data series up until 2013 is that it shows both the general stability in the moderators' judgement that only about 2% to 5% of the marking was seriously problematic. There was also evidence of a stable differentiation between excellent marking and simply acceptable marking (the percentage described as excellent marking dropped from 57% in 2008 to 28% in 2009 and down to 16% in 2010, 21% in 2011, 20% in 2012 and 17% in 2013, though it rose again in 2015 to 44%). This stability was considered to be the result of training related to the marking of the LAPs given by *Kha Ri Gude* and the influence of the verification workshops.

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

The 2016 moderation has an even higher rating of excellent marking.

Appendix 4

The quality and standard of the learning exhibited in the portfolios

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

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

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

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

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

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

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

Summary of fairness and accuracy of the mark ratings					
Code	Description of rating	Whole portfolio	Activities		
			7	9	16
S	Mark given is accurate and fair	76.00%	89.69%	86.45%	71.57%
U	Mark is too low (the mark should be put up higher)	6.54%	4.76%	4.23%	5.16%
D	Mark is too high (the mark should be brought down lower)	17.45%	5.55%	9.32%	23.27%

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

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

Comparison with the 2008 to 2013 and 2015 fairness and quality of the mark ratings

The rating of the level of the learner's performance had a similar pattern to that of previous years, with a slight increase in the estimation that some marks were too high.

Summary of fairness and accuracy of the mark ratings										
Code	Description of rating	Year								
		2008	2009	2010	2011	2012		2014	2015	2016
S	Mark given is accurate and fair	87%	87%	91%	91%	93%	92%		83%	81%
U	Mark is too low (the mark should be put up higher)	6%	4%	2%	2%	2%	2%		7%	5%
D	Mark is too high (the mark should be brought down lower)	7%	8%	7%	6%	5%	6%		11%	14%

Kha Ri Gude Quality Assurance

Design and development of curriculum, programme and materials

Based on:

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

Delivery

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

Assessment model

Formative assessment
Portfolio assessment

Moderation Process

Verification tasks
Sample comparison with LAP
LAP moderation procedures