Centre for Education Quality Improvement - South Africa
READ Technical Advisory Group
Arun Kande
12-13 January 2010, Lusaka, Zambia
National READ Meeting
Management
Marking, Coding and Data
Grade 9 and 12 exams:
Interview with markers, TL and Chief Examiners
Review of marked papers, memos and exams papers
Observation of marking and data entry
Site visits at marking centers

Process:

To recommend areas in need of improvement
To review Grade 9 and 12 marking processes

Background and context
Monza Agricultural College • Livingstone Teacher College • LIBES • Grade 12

David Kunda • Kabulonanga Girls and Katwe's Naboye High • Grade 9

Site Visits
86 centres spread over the country.

Over a five day week directly after examinations.

Marking schemes keys are checked and co-ordinated by marking panels at each centre before marking started.

Chief and Deputy markers QA scripts.

On the last day markers enter and code the marks on the marksheets that are sent to ECZ to be scanned.

Checklists printed to check correctness of captured marks and to identify marksheets marks not entered.

Since 2004 statistical moderation has been done by ECZ.

Moderation involves checking on how marking keys were revised in various centres since co-ordination is not standardized.
Marking

- Of a high standard and minimum inconsistencies were found. However, differences in marking may occur because marking keys are revised in individual centres and not standardized across the country.

- Recommend a sample of scripts are marked at a central venue after which the marking key is finalized and sent to the marking centres. All centres should then keep to this finalized marking key to ensure the same standard of marking for all candidates.
Entering of candidates information

- The problems encountered by the use of shading and scanning of candidates information could be addressed by developing a system through which information can be entered directly from the learners registration forms on to an electronic database.
can then be relocated to these centres.

- Entering of marks process of data processing
- Developing support centres in provinces/districts to assist with the whole
  - 8.9. Develop support centres in
  - 8.9. Data capture at each marking centre
  - Database
  - Entered directly from the scripts on the

Need a system through which information is reliable

time consuming process and not always

Entry of marks
Insufficient time for marking:

- Very difficult to complete the marking of scripts in one week especially as the number of candidates increase every year.
- The standardization of marking keys before marking process starts and the scrapping of the process in which teachers had to enter and shade/code marks on marksheets will increase the time available for teachers to mark scripts.
- The time required to mark scripts in different subjects varies and should be taken into account
Training of Markers:

The payment and conditions for marking, other institutions could be addressed by improving during the year. Developing scripts in training workshops/teacher training.

It is suggested that a programme should be developed to assist teachers/student teachers to develop the skills necessary for marking by using workshops/teacher training.

Chief markers complain that markers are not trained.
team leader

- Each subject is supervised by a chief examiner. The examiners are divided into panels of about five markers managed by a co-ordinator.

- Each marking centre is managed by an ECZ.

Structure of marking centre:

Grade 12
Process of Marking:

- A report on the performance of each examiner is compiled by TL and chief examiners.
- The scripts for moderation are selected at least 10% of the moderation team leaders randomly.
- The marking process precedes the marking process of coordination of marking.
- A two-day process of coordination of marking team.
- Scripts for each subject are distributed.
- Marking centres.
- Marking are done centrally per subject in 14.
Strengthen the teaching and learning process. Combined in one booklet and sent to the schools with the purpose to communicate weaknesses of candidates. The reports for all subjects are weaknesses in each question and highlights the strengths and candidates in each question and highlights the strengths and weaknesses of candidates. The report analyses the difficulties experienced by teachers. A report on learner performance in each subject is prepared for each grade.

**Distribution Sheet**

With regard to the minimum marks required for the different grades, they should also form an opinion on the coverage of the paper. They should also form an opinion on the general performance of the candidates and make recommendations. They should also form an opinion on the syllabus and comment on the difficulty, validity, clarity and (d) syllabus. They assist the awarding committee to fix standards in the subject. The examiner (in consultation of fellow markers) in each subject to Examiners' Report on Standards compiled for ECZ by the Chief Examiners.
Data entry

ECZ.

E CZ.

...computer and then merged into one dataset at one centre will be collected on one entered.

All marks entered are correct is good. All data entered are correct.

The system of checks and balances to ensure that is checked by the team leaders/markers.

A printout is produced for each examination centre after which the correctness of entered data is checked by staff from ECZ.

Entering is done by staff at the marking centres. Entering of results was done for the first time electronically.
levels of consistency in marking. Examiners, also contributing to achieving high marking, completed by team leaders and chief marking. The report on the standard of examiner marking starts is excellent. The process of revising the marking keys appropriately. Standard and inconsistencies are dealt with. Marking in the centres visited is of a high
into the teaching and learning process. Weaknesses of students are incorporated and the knowledge on strengths and weaknesses of education is interpreted correctly and very powerful tool to improve the standard performance is used by teachers. Teachers should be investigated. This report could be a very useful tool to improve the learner. The extent to which the report on learner reports to schools.
Retention of experience

The reason for dropout of experienced examiners should be established and addressed. Contributing factors - remuneration.

- Examiners feel that the rate per script is not competitive and as soon as examiners gain experience they are snapped up by other institutions that pay more. The fact that the examiners with more experience, that should be able to mark faster, do not return after two or three years put more strain on the inexperienced slower markers.

The cost of constantly training new markers that are leaving the marking system after two or three years should be taken into consideration when the payment for markers is reviewed.

Examiners feel that they should also receive an allowance per day for the days that they are at the marking centre and that this should be in line with the amount that they should be entitled to when working away from their home base.
part of the examination. Compensation for evaluating the practical
examiners in Computer Studies are not
marking of other examiners. They can concentrate only on checking the
They should be paid enough so that they
marking scripts to increase their income.
team leaders are to low resulting in them
The remuneration of chief examiners and
TL & Chief Examiners
A computer should be provided for the marking of computer studies so warm water in some centres were mentioned. That up to four examiners had to share a room and the lack of soap and that accommodation conditions are not always satisfactory. The fact provided for the Mathematic paper. Schemes that do not have enough detail. Graph paper should be proofreading resulted in a lot of errors and erasures as well marking schemes. The limited time available for setting the papers and for. More time should be provided for setting of papers and marking compare practices used by other countries with their own procedures. General.
Data Entry

be improved.

Although this is a big step forward the process should be

scrutinized to identify ways in which the process could

examination papers on to an electronic database.

where marks are entered directly from the learners

information are entered electronically at school level and

introducing a system through which candidates

information and marks are already addressed by ECZ by

the use of shading and scanning of candidates

examination procedure for the Grade 9 examination with

the problems encountered in the evaluation of the
- The virus problem should be resolved.
- Feasible programmes is used in future.
- Investigated and compared with other data entry programmes to ensure that the most
  feasible programme that is currently used for data entry should be
- The software programme that is currently used for data entry should be
  served as a way to track the progress in the different centres on a daily basis.
- Regular basis (e.g., twice a day) to the ECZ office should be put in place. This can also
  serve as a way to track the progress in the different centres on a daily basis.
- Sticks should be sufficient. For the long term a system in which data are sent on a
  regular basis (e.g., twice a day) to the ECZ office should be put in place. For the moment backing up on memory
  A back-up system should be put in place. For the moment backing up on memory
- Current system did not allow data capturing to track progress of entry
- It difficult to identify examiners at all times.
- Problems with data entry - search function did not always work properly which makes
  The ECZ coordinator at a centre should not be used as a data capturer.
- The ECZ coordinator at a centre should not be used as a data capturer.
- Separately to facilitate retrieving of scripts.
- Data entry room should be big enough to organise scripts for each team leader
- Data captures experience and speed should be considered in selection
- More computers and manpower - To prevent the backlogs at the point of data entry.

Addressing data entry challenges
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Questions?
Comments?