

**Piloting of *fit-for-purpose* Quality Assurance and Management System for 20 Vocational Secondary Schools, Ministry of Education, Jordan**

**Short-Term Expert Report**

**Tom Kelly**

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Contents Page

[**2** **executive summary and recommendations** 1](#_Toc23062317)

[2.1 Recommendations 2](#_Toc23062318)

[**3 Scope and objectives** 4](#_Toc23062319)

[3.1 Scope 4](#_Toc23062320)

[3.1 Deliverable objectives 5](#_Toc23062321)

[**4 approach** 6](#_Toc23062322)

[4.1 Activities 6](#_Toc23062323)

[4.2 Mission 1 6](#_Toc23062324)

[4.3 Mission 2 7](#_Toc23062325)

[**5 outputs** 7](#_Toc23062326)

[**6 problems and challenges** 7](#_Toc23062327)

[**7 recommendations** 9](#_Toc23062328)

[**8 Conclusions** 11](#_Toc23062329)

[**9 Appendices** 12](#_Toc23062330)

[9.1 Appendix 1 – Quality of Self-evaluation reports 12](#_Toc23062331)

# executive summary and recommendations

During Sept/Oct 2019, guidelines including templates and methodologies have been produced for the implementation of self-evaluation procedures in Vocational Secondary School (VSS) in Jordan.

Over the same period, these guidelines have been piloted in 20 VSSs across the country, together with capacity building activities in the schools and within the Ministry of Education- Vocational Education Department (MoE). This capacity building consisted of 5 training workshops (led by the Senior Non Key Expert (NKE) with support from the Junior NKE, MoE and MoL), attended by Quality Assurance (QA) teams from the pilot schools - 3 senior managers from each school - and those expected to take the role of external evaluators from the MoE - 20 officers. Follow-up from the VSS workshops was supported by in-school from the local Junior NKE and MoE, resulting in all 20 pilot schools producing their first school Self-evaluation Report.

The development of the guidelines and implementation of the pilot have been achieved in conjunction with the ETVET Secretariat of the E-TVET Council (now Technical Vocational Skills Development Council), with direct support and involvement from the MoE.

The pilot schools have also contributed to these developments through QA teams attending capacity building workshops and in the piloting of the self-evaluation procedures in their schools. Activities have been led by the international Senior NKE and a local Junior NKE as part the EU funded SESIP Technical Assistance to EU Budget Support for Jordan.

Building on previous work conducted by CAQA, the guidelines produced, detail a framework for QA Self-evaluation in VSSs and other TVET providers. This includes methodologies, instruments, benchmarks, examples and advice for QA teams and evaluators when gathering evidence, making judgements and reporting on the effectiveness of performance of VSSs in key areas of provision.

There is also guidance on identifying VSSs’ capacity for improvement and how evaluation findings can be linked to individual and institutional development planning.

During the development of the guidelines and consultation with key stakeholders in the pilot, areas for complimentary development work, required to improve the overall understanding and quality in the evaluation procedures, have been identified and detailed in the recommendations below.

In addition, a 3-year roll-out programme, aimed at all 220 VSSs and other providers, has been drafted with the recommendation of implementation from 2020.

## Recommendations

*Section 7 of this report makes the following recommendations which are transcribed below in this executive summary:*

* VSS Self-evaluation Reports completed in the Pilot should be endorsed by MoE for accuracy and production according to the Self-evaluation Guidelines and methodology.
* Where minimum standards are achieved in an endorsed Report, schools should be awarded with the status of an Accredited Provider License.
* Results and procedures from the self-evaluation process, detailed in the guidelines and implemented in the Pilot, should be reviewed with Pilot schools, MoE and other stakeholders involved. Any changes required should be made prior to rolling out to other VSSs and providers.
* Resources required for the suggested roll-out plan should be identified in order for the plan to be implemented within identified institutions and timescales. A team of at least 2 external evaluators should work with each VSS in the roll-out and in subsequent QA cycles. Initially, a trained team of external evaluators implementing the QA process should take around 10 man-days (i.e. 2 x 5 days) equivalent with each VSS.
* MoE/TVSDC should consider the development of a professional development award (PDA) in Quality Assurance, based on competencies displayed in auditing, evaluation, and development planning. Pilot school QA Teams and external evaluators, have already displayed some of these outcomes and would be ideal candidates to pilot such an award.
* MoE/TVSDC should consider rewards for schools achieving ‘Accredited’ and ‘Excellent’ status. A simple, inexpensive approach could be to allow schools to use a Ministry stamp on letterheads, websites etc., indicating ‘*A MoE/TVSDC Accredited VSS/Provider’* and ‘*A MoE/TVSDC Excellent VSS/Provider.’*
* The engagement of VSSs and MoE in the QAMS Self-evaluation process should complement and feed into developments currently being conducted under Training Needs Analysis in ETVET/SESIP TA Component 2. This would help in identifying the issues and mitigate against the risks associated with the implementation of the QAMS evaluation procedures, and in the planning of effective and appropriate capacity building and awareness raising activities.
* At the risk of pre-empting the results of any TNA, current observations and consultations with VSSs suggest that high on a training agenda would be in school Development/Improvement Planning. This would give VSSs the capacity to plan actions that would address required improvements identified in the Self-evaluation process. Again, Pilot schools are well positioned to build on the work done in Self-evaluation to embark on the natural progression to School Development/Improvement Planning.
* Other possible needs identified from a TNA and related to Development/Improvement Planning might include: Situational Analysis; Stakeholder Analysis; and Risk Management. These could be included as part of a continued training programme using the pilot QA Teams, towards a PDA in QA.

# Scope and objectives

The primary purpose of the QA framework and guidelines is to provide support to VSSs and external evaluators when engaging in the review and enhancement of the quality of provision and services offered. It is designed to help practitioners draw from evidence-based internal and external evaluation processes in order to inform further improvements. In addition, the framework and guidelines seek to provide a structure for supporting VSSs to bring about improvements in provision by promoting a quality culture in all aspects of their work, thus strengthening VSS ownership and responsibility for evaluation and planning for improvement.

## Scope

As part of the EU funded Technical Assistance to SESIP, an international senior NKE and a national Junior NKE were engaged to develop and pilot the QA process of Self-evaluation in selected VSSs, in order to align the E-TVET Quality Assurance and Management System (QAMS) with that of the wider E-TVET sector objectives. The QA process developed and piloted is aimed towards providers and governance institutions developing their approach to quality to one that is supportive, beneficial to all stakeholders, and leads to improvements in provision. In addition, such an approach will overtake the requirements to meet the standards expected from an accredited provider in E-TVET.

The targeted participants for the capacity building activities (workshops and in-school coaching) included QA teams from the pilot schools and key personnel from MoE VE, the latter taking on the role of external evaluators supporting schools and seeking to endorse the Self-evaluation results.

As part of the capacity building process, guidelines were developed and included templates and methodologies for Self-evaluating and Reporting, Provider Licensing and individual Programme Accreditation.

Additionally, a roll-out plan was required to assist implementation in all VSSs and providers in the country.

The aims of the QA Self-evaluation Guidelines are to provide the framework to assure and improve the quality of services offered by VSSs in Jordan, with specific objectives that will enable VSSs, MoE VE and CAQA to:

• evaluate and plan VSSs provision for student experiences and transition into the labour market

• evaluate students’ skills for learning, life and work, and career management

• evaluate leadership at all levels, as well as the quality of learning and teaching, curriculum design and support for learners

• strengthen partnerships and relationships between all stakeholders in the sector

• determine the capacity for improvement and plan accordingly ensuring maximum impact.

## Deliverable objectives

1. Develop Self-evaluation Guidelines and Templates for use by VSSs and external evaluators
2. Facilitate the training in Self-evaluation of QA teams in 20 Pilot VSSs in the three geographical areas of Amman (Central), Irbid (North) and Aqaba (South) with the support of MoE VE
3. Facilitate the training of 15 external evaluators from MoE VE in supporting VSSs in the Self-evaluation process and in endorsement of Self-evaluation Reports produced
4. Support QA Teams from the 20 pilot VSSs through on-site coaching in the process and production of their Self-evaluation Reports
5. Review existing QA policies relating to VSSs to facilitate the drafting of a 3-year implementation (roll-out) plan for Self-evaluation across all VSS and other providers of TVET in Jordan
6. Produce a record of all activities conducted in the form of meetings, workshop and mission reports

# approach

The assignment was carried out over a two-month period in September and October 2019 incorporating 2 x 15-day missions conducted by the international NKE and supported by 20 days from the national junior NKE.

## Activities

Over the course of the assignment period of two months, the following key activities were carried out:

* consultation with key staff from MoE VE, E-TVET Secretariat and CAQA
* leading the development of the QA Self-evaluating Guidelines and Templates
* leading 4 capacity building workshops aimed at QA teams from the pilot schools in three geographic areas surrounding Amman (Central), Irbid (North) and Aqaba (South)
* supporting each individual pilot school, on-site, in the finalisation of their Self-evaluation Reports
* leading capacity building of staff from governing institutions that will be charged with on-going support of VSS and endorsing of Self-evaluation Reports
* drafting of a roll-out programme to reach all 236 VSSs
* making recommendations to review and embed cyclic QA processes, and integrate further capacity building initiatives identified in other projects or initiatives.

These activities were spread over two 3-week missions from the NKE and the continual presence of the local Junior Expert.

## Mission 1

The first mission took place from 8 to 26 September and included the following activities and outputs:

• A review of existing practice in self-evaluation in VSSs

• Consultation meetings with beneficiaries (MoE/CAQA) on structure of guidelines and tools to be used in VSS self-evaluation

• Developing draft guidelines and tools for VSS self-evaluation together with work plan for assignment, to be agreed with beneficiaries

• Drafting of guidelines for VSS self-evaluation (and external endorsement) that includes:

* the elaboration of the concept of self-evaluation
* a framework and methodology (including instruments) for carrying out and endorsing an evaluation
* a framework (and example) for reporting the findings of an evaluation and
* guidance on linking findings and priorities to the development planning process
* Two VSS site visits and workshops for VSS staff from 8 VSSs in Amman and Irbid
* Follow-up on-site visits by JE to 8 VSSs to complete Self-Evaluation Reports

## Mission 2

The second mission took place from 13 to 28 October 2019 and included the following activities and outputs:

* Review of initial School Self-evaluation Reports (8) received
* Finalisation of Guidelines and Templates including template for Provider Licensing and individual Programme Accreditation
* Training workshop for (23) external evaluators from MoE
* Two further VSS training workshops for QA teams from VSSs in Amman (6) and Aqaba (6) vicinities
* Follow-up visits by Junior Expert to 12 VSSs to complete Self-evaluation Reports
* Review of remaining 12 School Self-evaluation Reports.

# outputs

Directly related to the Deliverable Objectives above, the following outputs have been produced:

1. Self-evaluation Guidelines and Templates produced for use by VSSs and external evaluators
2. 4 workshops targeting 20 QA teams from Pilot VSSs from the three geographical areas trained in Self-evaluation, supported by 3 key officers from MoE VE
3. 1 workshop targeting 23 external evaluators from MoE VE trained in supporting VSSs in the Self-evaluation process and in endorsement of Self-evaluation Reports
4. 20 pilot VSSs QA teams supported on-site by local Junior Expert and key MoE VE officers, resulting in all 20 reports produced and submitted
5. Comments on the quality of school Self-evaluation Reports received (see Appendix 1)
6. Existing QA policies relating to VSSs reviewed and a 3-year roll-out plan produced for Self-evaluation across all 200 VSS and other TVET providers in Jordan
7. Reports of all stakeholder meetings (2), workshops (5) and missions (2) produced and submitted.

# problems and challenges

All requested services and outputs as detailed in the ToR for the assignment have been delivered. QA Guidelines on Self-evaluation for VSSs, detailing the methodology and templates required to implement and endorse the Self-evaluation process are now available.

However, clarity is required regarding the governance of Self-evaluation in VSS. Currently, the main player is the MoE VE department. The responsibilities of other governance agencies particularly CAQA and to a lesser extent, the E-TVET (TVSDC) Secretariat should be confirmed and clear protocols and the nature of relationships between agencies and the VSSs clarified.

Training and support in producing Self-evaluation Reports has been conducted with positive outcomes, yet there are still many gaps in the competences and awareness of stakeholders, particularly the direct users of the guidelines (i.e. VSSs and MoE external evaluators). These gaps should be addressed through a detailed TNA and delivered through a comprehensive training programme. As a result of the consultation and workshops during this assignment, some of these issues have been identified e.g. School Development Planning; Stakeholder Analysis and Risk Management. It is critical that capacity building and awareness raising are addressed with stakeholders prior to the implementation of the QA and evaluation procedures following this pilot. Furthermore, there is a clear appetite among practitioners that the professional capacity building undertaken and subsequent training be recognised through a formal professional development programme.

The concept of QA and Self-evaluation apply equally to all schools and providers in all sectors, so it is necessary that principles and procedures adopted are consistent. Developments in QA in education needs to be coordinated across sectors. The responsibility for this should within a national governing agency for quality assurance in education and engaged accordingly.

# recommendations

* VSS Self-evaluation Reports completed in the Pilot should be endorsed by MoE for accuracy and production according to the Self-evaluation Guidelines and methodology.
* Where minimum standards are achieved in an endorsed Report, schools should be awarded with the status of an Accredited Provider License.
* Results and procedures from the self-evaluation process, detailed in the guidelines and implemented in the Pilot, should be reviewed with Pilot schools, by MoE and other stakeholders involved. Any changes required should be made prior to rolling out to other VSSs and providers.
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* MoE/TVSDC should consider rewards for schools achieving ‘Accredited’ and ‘Excellent’ status. A simple, inexpensive approach could be to allow schools to use a Ministry stamp on letterheads, websites etc., indicating ‘*A MoE/TVSDC Accredited VSS/Provider’* and ‘*A MoE/TVSDC Excellent VSS/Provider.’*
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* At the risk of pre-empting the results of any TNA, current observations and consultations with VSSs suggest that high on a training agenda would be in school Development/Improvement Planning. This would give VSSs the capacity to plan actions that would address required improvements identified in the Self-evaluation process. Again, Pilot schools are well positioned to build on the work done in Self-evaluation to embark on the natural progression to School Development/Improvement Planning.
* Other possible needs identified from a TNA and related to Development/Improvement Planning might include: Situational Analysis; Stakeholder Analysis; and Risk Management. These could be included as part of a continued training programme using the pilot QA Teams, towards a PDA in QA.

# Conclusions

Through this intervention of Technical Assistance and the outputs from the Pilot in Self-evaluation in VSSs, the ETVET sector is now positioned to raise the awareness and implement a shift from the limitations of auditing and quality *control* in provision, towards the benefits that the approach of Quality Assurance, and in particular Self-evaluation, brings to all stakeholders.

The Pilot has produced and tested detailed Guidelines and Templates to embark on the cycle of Self-evaluation that instils a culture of improvement towards the ultimate goal of excellence in provision.

Alongside this approach to QA, the requirements of Provider Licensing and individual Programme Accreditation have been addressed and subsumed using existing standards developed in previous interventions. This has ensured the provision of a seamless transition from a culture of auditing and control towards one of evaluation and partnership.

However, the development and sustainability of this culture in the Pilot schools, and throughout all ETVET providers, will require strategic planning and commitment of significant resources. The suggested roll-out plan provides a timetable and indication of resources required in training and engagement between schools and external evaluators.

It is also important to recognise how the synergy amongst various elements of ETVET can be enhanced through an effective QAMS, and the contribution of the Self-evaluation process in particular. This includes opportunities to engage with developments in Training Needs Analysis (TNA), and in the provision of Professional Development Awards (PDA) that recognises practitioners’ new competencies. QA Teams and external evaluators from MoE VE engaged in the Self-evaluation Pilot are prime candidates to continue the work and complement the parallel developments in TNA and pioneer a new PDA in QA. Continued investment in these selected practitioners could pave-the-way in providing a model of excellence in expertise and examples that can be shared in the development of all practitioners engaged in quality assurance and improvement across the sector.

During this period of reorganisation in the governance of ETVET, the time is right to align priorities in ETVET with those of the country, in building an education and training system that makes a major contribution to the employment prospects of Jordanian citizens and that is recognised throughout the world as excellent!

# Appendices

## Appendix 1 – Quality of Self-evaluation reports

The grid below offers constructive comments on the quality of the Self-evaluation Reports received from the Pilot VSSs.

|  |  |
| --- | --- |
| **School** | **Comments on Self-evaluation Report** |
| Ahmad Toqan School, Amman. | Grids completed for each standard.  No ‘tick’ for overall evaluation in Performance Areas.  The narrative for this report is an exact cut-and-paste of the example provided and therefore invalid.  The school has to complete the template based on their judgement of the evidence they have. |
| Al - Imam Malek Vocational Secondary School, Amman. | Grids completed for each standard.  No ‘tick’ for overall evaluation in Performance Areas.  Narrative is provided for all performance areas. However, most are brief an unspecific. There is no use of quantitative evidence to back judgements. Strengths and weaknesses are identified but no indication on how performances might be improved.  This is a reasonable first Report and gives the school a firm base to develop their improvement plan |
| Al-Nozha Vocational Secondary School For Girls, Amman. | Grids completed for each standard.  No ‘tick’ for overall evaluation in Performance Areas.  The narrative is provided for all Performance Areas is clear but brief. Strengths and weaknesses are identified with indication on how improvements can be made. However, not enough evidence is cited to verify judgement, and no quantitative information is reported.  This is a good first Report which will allow the school to identify action leading to improvements. |
| Deer Abu Saed Vocational School, Irbid | Each standard and overall performance areas have been ‘ticked’.  The narrative is clear and positive. Weakness are identified with indication on how to make improvements. Evidence is well cited, particularly the use of quantitative data. The summary could be a bit longer in order to highlight the ambitions of the school.  This report is a very good first Report and provides a clear snapshot of the school to use when planning improvements. |
| Hova Al Mazar Secondary Comprehensive Boys School, Irbid. | Each standard and overall performance areas have been ‘ticked’.  The narrative is clear and highlights many identified weakness of the school and in some cases how these can be addressed. The strengths of the school form the basis of the summary. This is a very good and pragmatic first Report which can be used to identify where improvements are needed. |
| Lebaba Bent Al - Harith Secondary School for Girls, Jerash. | Each standard and overall performance areas have been ‘ticked’.  The narrative for the performance areas clearly identifies the strengths and weaknesses of the school, but does not cited much evidence to verify the judgements. The summary is brief and does not cover enough of findings in the evaluation. However, it is a good first Report and gives the school a firm basis to plan improvements. |
| Prince Hamza Bin Al Hussein Comprehensive Secondary School, Irbid | Each standard has been ‘ticked’, but the overall performance areas have been used to count the number of ticks – this is not to be encouraged but does not deflect from the overall judgement in performance areas. Another ‘trap’ that the school has fallen into is that they have referred to the reporting process as ‘self-assessment’ rather than ‘self-evaluation’. The term assessment has to be confined to use when grading students work, tests, exams etc.  Despite these ‘mistakes’ the narrative is comprehensive and complete, but could make more use of quantitative data. The summary reads well and give a good’ snapshot’ of what is happening in the school. The Report provided a sound basis for school improvement planning. |
| Sahab Secondary Vocational Girls School, Amman. | Grids have been completed for each standard, but no ‘tick’ for overall evaluation in Performance Areas.  The narrative is complete for most areas with some notable omissions or too brief e.g. in programme provision and assessment of students What is completed focusses on the strengths of the school with few areas of weakness identified. However, this is a good first Report that celebrates the achievements of the school and can be used to identify in more detail the weakness and plans for improvement. |
| Al Bayader Secondary Schools, Amman. | The grids have been completed apart from the overall performance in each area. Similarly, the narrative does not provide overall evaluations in each area. In addition, the summary is short, making the entire report lacking in enough information to provide a basis on which to build upon.  However, the report should be used to inform the school development plant, but will require further evaluation on where there is room for improvement, and importantly, how these can be achieved. |
| Shukri Shaasha'a, Amman. | The evaluation grids have been completed indicating strengths and areas for improvement. However, no overall grades have been applied to each performance area.  The narrative provides short statements that substantiate the grades in the grids. However, there is no quantitative evidence cited.  The summaries are too short give an overall picture of provision. However, there is enough in the report to use when formulating the school development plan. |
| Ibn Al Nafees, Amman. | Grids have been completed that identify many strengths and areas for improvement. No overall evaluation in each performance area has been address in the grids.  The narrative provides summaries in all areas, but lack quantitative information to back-up the judgements made.  This is a reasonably good first self-evaluation report, providing a good basis to build on when addressing the school development plan. |
| Rabaa Al Adawiya, Amman. | Grids are complete indicating strengths and areas for improvement. However, no grades are included for overall evaluation in each performance area.  Although all elements of the narrative are addressed, many evaluations read more as targets to be achieved rather than what is currently provided. Not much evidence is cited, which makes it difficult for the reader to get an picture of how well the school is performing  Overall, the report is a reasonable first attempt at self-evaluation and provides enough to build upon and to inform the school development plan. |
| Mafraq Vocational School, Mafrac. | All grids have been completed which identify strengths and areas for improvement. Overall grades in each performance area have been supplied which indicates thoughtful and reflective judgement.  The narrative is well balanced and cites both qualitative and quantitative evidence to back-claims and identify where improvement is required.  This is a good report which provides a sound basis for formulating the school development plan. |
| Wadi Al Rayyan School, North Shouneh | Evaluation grids are complete but overall grades are indicated as numerical totals, but still convey provision in each performance area/.  The narrative is complete and focuses on areas the need improvements that justify the grades indicated. However, more quantitative evidence could have been cited in the report  This is a good report which clearly highlights the many areas that need addressed in order for the school to improve. This will be useful when formulating the school development plan. |
| Arwa Bint Abdul Muttalib School, Karak. | All grids have been completed indicating strengths and areas that require improvement.  The narrative is complete and succinct providing qualitative judgements. However, the summary statement is short and there is little quantitative evidence reported to back-up the conclusions made.  This is a good first attempt at a self-evaluation report and worthy of further scrutiny and development. There is sufficient information to give a good input to the school’s development plan. |
| Safia Bint Abdul Muttalib School, Tafileh | The evaluation grids are complete indicating many strengths and some areas for improvement. The overall grades in each performance area are indicated in the narrative.  The narrative statements are too short and read more like targets to be achieved, rather than current performance. There is little in the way of evidence to substantiate the evaluations in the grids. The overall statement in each performance areas is limited to a single grade which should have been included in the evaluation grids.  This is a weak report which does not portray a clear indication of how the school is performing. |
| Ma’an Comprehensive School for Girls, Ma’an | Evaluation grids have been completed indicating many strengths and in some cases, weakness. This may justify the reluctance to indicate an overall grade in each performance area.  However, the narrative is complete and makes judgements and cites quantitative evidence as back up. The summaries project a positive approach to the self-evaluation process and provides enough information to build upon when formulating a school development plan. |
| Wasfi Al Tal Vocational School, Aqaba | Grids are complete indicating strengths and areas for improvement. However, no overall grade is indicated for each performance area.  The narrative consists of a series of bullet points indicating evidence sources, but not actually evaluating provision, or substantiating grades in the grids.  This is a weak report, which does not indicated how effective the school may be. Until evaluations are recorded and evidence cited, it will be difficult to formulate the school development plan. |
| Eil Badia South, Ail/Maan. | All grids have been complete indicating many strengths  The narrative provided a good insight into the perceived strengths of the school, which are worthy of further scrutiny. Areas for improvement have been ignored which will make the school improvement planning more difficult.  However, the report is a reasonable first attempt and portrays a positive snapshot of the school. |
| Rafid Islamic School, Al Batraa | Grids have been completed indicating perceived strengths of the school and some areas for improvement. However, no overall grades have been included in overall provision in performance areas.  The narrative statements are too short and in many cases read like targets to be achieved, rather than judgements on current provision. Similarly, the summaries do not cite enough evidence to back-up claims made.  This is a weak report, that does not portray to the reader enough detail on performance, or substantiates the grades given in the grids. |