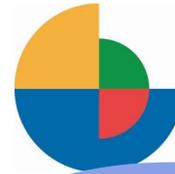


CETAP News

Internal staff newsletter for CETAP
January 2018



CETAP
Centre for Educational
Testing for Access and
Placement



Meet the BCG team

Naziema Jappie



CETAP has begun the year with an overarching assessment of the South African National Benchmark Tests (NBT), a project that we are engaging in in collaboration with the Michael and Susan Dell Foundation (MSDF) and the Boston Consulting Group (BCG).

This project aims at assessing the National Benchmark Tests' contribution to improving students' access and success in higher education, with the goal of enhancing the services offered to universities and ensuring financial sustainability for CETAP.

The BCG team is working from CETAP offices and are available for any input relating to the NBT project. Should you wish to be involved, kindly contact Lana – email Mazareh.Lana@bcg.com.

The first phase of the project ends in April 2018.

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NBT-by-numbers



Facebook followers



Twitter followers



Lana Mazahreh



Adele Rossouw



Bianca Boehmer



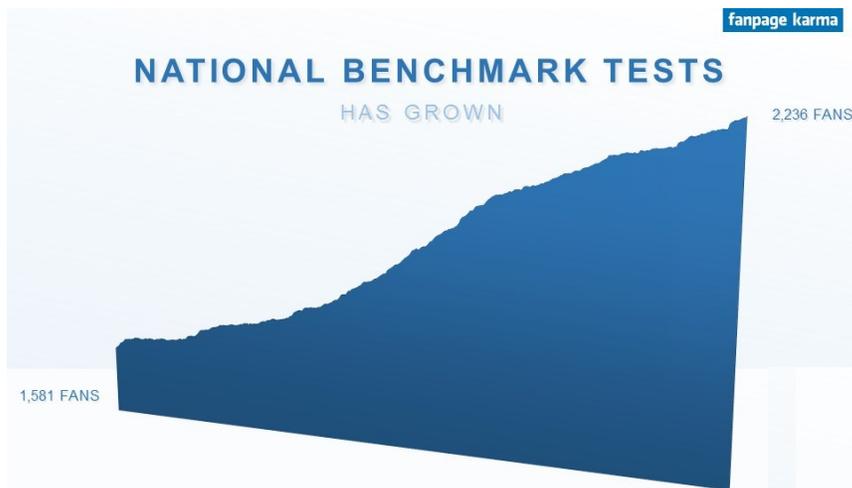
Katelyn Braby



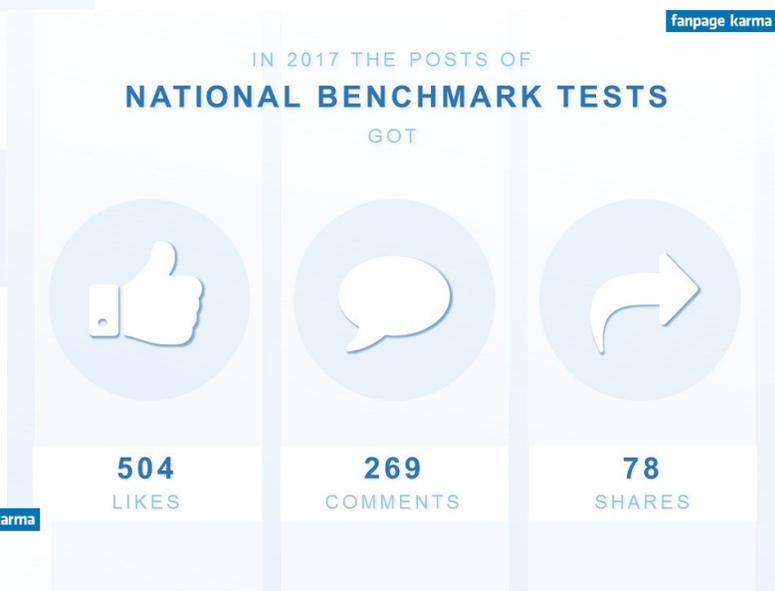
Djordje Simpraga

The NBTs on Facebook in 2017

Some stats from the [NBT Facebook page](#) performance in 2017:



+41%
IN 2017



Paper published



Robert Prince has published a paper about the NBTs in issue 70, 2017 of the Journal of Education: [“The relationship between school-leaving examinations and university entrance assessments: The case of the South African system”](#)

Abstract

Many higher education systems across the globe struggle with the challenges of low throughput rates and high dropout rates. It is estimated that more than half of South African Higher Education students drop out before completing their degree studies and only one in four students complete their undergraduate programmes in regulation time. Access, success and completion rates continue to be racially skewed. The challenges of these low throughput and high dropout rates along racial lines means that effective teaching and learning has to be a major focus for the higher education sector. In addition, extended degree programmes, where degrees are formally done over a longer period of time, have to be considered as part of the future higher education landscape in South Africa. One difficulty is determining which students will benefit from an extended programme. In South Africa there are two assessments of school-leavers that are pertinent to this difficulty. The first is the national school leaving examination, the National Senior Certificate (NSC), which is a statutory requirement for entry into Higher Education. The results of the NSC are norm-referenced (they yield an estimate of the position of the tested individual learner in relation to her peers) and are often difficult to interpret for the purposes of admission, placement and curriculum development. The second assessment is the National Benchmark Tests (NBTs). The NBTs are criterion-referenced (they generate a statement about the behaviour that can be expected of a person with a given score) and test students in three domains: Academic Literacy, Quantitative Literacy and Mathematics. This paper investigates the empirical relationship between the two assessments and argues that they should be seen as complementary in order to address the challenges of placing students in appropriate programmes and creating effective teaching and learning environments.

Test Assembly

The Research Team is currently completing the Test Assembly process for the 2018 Test Cycle. This involves a stringent quality assurance process with four panellists coming in to assist with the compilation, refinement, and moderation of the sets of tests for the NBT AQL and NBT MAT.

Staff news



A warm welcome to Dr Benita Nel, who joins us as our Quantitative Literacy Research lead.

Before joining CETAP, she worked in the Mathematics Education Division at the University of the Witwatersrand where she taught undergraduate and post-graduate students, coordinated the Mathematics honours programme, was part of the Ethics committee of the Education Department and also did post-graduate supervision.

Between 2005-2015 Benita worked at the University of Johannesburg in the Access programmes, focusing on the Mathematics with Engineering students in the access diploma courses.

Her research up to now focuses on Mathematics teacher development which includes mentoring as an avenue for in-house professional development. She obtained her Master's degree at the University of the Witwatersrand and her PhD through UNISA.

CETAP wished farewell to Ms Naomi Msusa (Test Administrator), a long-serving member of the team. She has relocated with her family to Namibia and will be dearly missed. We wish her all the best in her new home country.



The Water Trajectory

City officials are preparing for Day Zero, which is likely to fall on 12 April.

The current dam levels for Cape Town are 26,5%. If dam levels continue to drop, day zero could be a reality soon.

When Cape Town dam levels drop to 13,5%, the city will begin to shut down its reticulation system in residential areas.

About 180 communal water collection sites have been identified which will be open for 12 hours a day. But should the situation deteriorate further, times will be adjusted. Each resident will be allocated 25 litres of water a day.

Each one save water and together we can make a difference. Every drop counts!

Adapted from: <http://ewn.co.za/2018/01/29/city-of-cape-town-details-day-zero-contingency-plans>



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by the 20th of each month