

USE OF THE SATAP TESTS

The SATAP tests have historically developed by individuals from over 15 different institutions. In 2015 the tests were reviewed by DUT staff. There are four tests available. The tests can be used for placement of students into extended curriculum, guidance with GenEd module choices, and to guide curriculum design and learning, teaching and assessment practices.

The academic literacy aims to test the ability to use language in an academic context by testing reading, comprehending, writing etc. The duration of the test is 2 hrs.

The Mathematics Test has two sections. The first section is based on aspects of numeracy and abstract mathematics content. The second section aims to test the ability to understand and comprehend Mathematics. It comprises a teach-test section. This section deals with complex numbers which is a new section for the learners. The entire test is also 2 hrs.

The Mathematics Literacy or numeracy tests aims to test mathematical thinking ability of the learners. The concepts tested are based on the mathematical literacy school subject. The duration of the test is 1.5 hrs.

The Science Test aims to test the scientific literacies expected of students entering higher education and wishing to study a program based on the sciences. The test is 1.5 hrs.

Since these tests are used across programmes in various ways for selection, placement and diagnostic analysis for curriculum design and implementation, the security of the test is critical.

Therefore, the following procedures will have to be followed by all that are using these tests:

1. Should departments like to view the tests, it will have to be done at the CELT offices.
2. The tests have to be kept in a safe and secure place under lock and key.
3. The test or any part of the test cannot be removed or duplicated.
4. All scripts including cancelled scripts must be returned to CELT.
5. Departments must fetch the scripts from CELT on the day of the test and the tests must be returned immediately after the students write the tests.
6. The tests will be signed-out and needs to be counted and signed-in on return.
7. Each department will need to submit an electronic copy (Excel file) of the register which must include the ID No, Surname, Name, and CAO Number (if available).
8. Diagnostic reports on the selected students on your students' strengths and weaknesses as identified by the tests will be provided to departments to departments that request them ,
9. Departments must provide a list of the selected students so that the scripts can be further analysed.
10. A report.
11. A meeting must be scheduled with CELT upon receipt of the diagnostic report to discuss the implications of the report.

12. All departments and individuals involved with the test need to sign the following security and confidentiality document.

USE OF NATIONAL BENCHMARK TESTS: (NBTS)

WHAT IS IN THE NATIONAL BENCHMARK TESTS?

The NBTs focus on academic readiness for university study. Each test requires you to apply prior learning - what you know and are able to do - to materials that reflect expectations for first year students in university programmes. A brief summary of the skills assessed in each test follows:

ACADEMIC LITERACY	QUANTITATIVE LITERACY
Make meaning from academic text; Understand vocabulary related to academic study; Evaluate evidence used to support claims made by writers; Extrapolate and draw inferences and conclusions from text; Differentiate main idea from supporting ideas in the overall and specific organisation of a passage; Identify text differences as related to the writers' purposes, audiences, and forms of communication; Understand how syntax and punctuation are used to express meaning; and Understand basic numerical concepts used in text.	Apply quantitative procedures and reasoning in symbolic and non-symbolic situations; Apply information from a variety of tables, graphs, charts and text; Integrate information obtained from multiple sources; Perform multiple-step calculations using information presented with text, symbols, and graphs; Identify trends and patterns in various situations; Apply properties of simple geometric shapes to determine measurements; and Interpret quantitative information presented verbally, symbolically, and graphically.
MATHEMATICS	
Understand and apply properties of the real number system, including surds and exponents; Recognise and use patterns, including sequences and series; Apply relationships such as ratios and percentages in a variety of contexts; Apply the results of algebraic manipulations with equations and inequalities; Understand the function concept and identify properties of functions Interpret transformations of functions represented algebraically or graphically; Identify relationships between graphs and their equations, or inequalities and the regions they describe; Apply trigonometric identities and concepts in solving problems; Understand properties and interpret representations of two-dimensional and three-dimensional shapes; Apply principles of analytic geometry; Interpret various representations and measures of data; and Use logical skills in making deductions and determining the validity of given assertions.	

These tests are coordinated by UCT. Currently DUT does not use the NBT's for selection but can use the results for placement. In 2015 the tests cost R80 for the AQL and R160 for the Mathematics test. DUT uses TDG funds to pay for the tests of registered students to inform curriculum design and implementation.

Departments can ask students to write the NBTs prior to registration should they wish. Test scheduled dates are available on www.nbt.ac.za.

Alternatively programmes can schedule for their registered students to write the test at the beginning of the year in a special session, please contact CELT to schedule the test. Departments will be given a score for each student within two weeks of writing the test and

if needed diagnostic reports are prepared based on cohorts performance in each of the clusters assessed in the tests. It will then be necessary to engage with curriculum, teaching and learning implications of the data. A report will be expected at the end of the semester on how the results were used to respond to students' needs.

REVIEW OF DEPARTMENTAL ENTRANCE TESTS

Some departments have entrance tests that are particular to their programmes. CELT will host a workshop on general principles of entrance test design and work with departments on request on the review of their tests.

RESEARCH ON ENTRANCE, PLACEMENT CRITERIA

Please share research in the area of entrance criteria to CELT.