



NBT Consultative Workshop

The Universities South Africa (USAf) National Consultative Workshop on the NBTs took place on the 5th of November at the River Club in Observatory.

Vice-President of Educational Testing Service at Princeton, Professor Michael Nettles, presented the keynote, in which he drew parallels between South Africa and the USA and emphasised the critical role of post-secondary assessment in both countries to drive equity of success.



Prof. Michael Nettles

Following an overview by Boston Consulting Group's Bianca Boehmer of a study about the diagnostic value of the NBTs and a report by Robert Prince about the [DMISRS project](#), workshop participants considered and discussed a variety of scenarios in which the



Robert Prince, Royston Pillay, Bruce May

NBTs could be used by institutions for diagnostic purposes.

The workshop concluded with a discussion led by Professor Chrissie Boughey about future directions for the NBTs.



Prof. Chrissie Boughey

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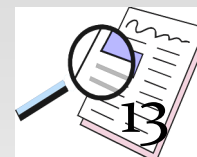
NBT-by-numbers



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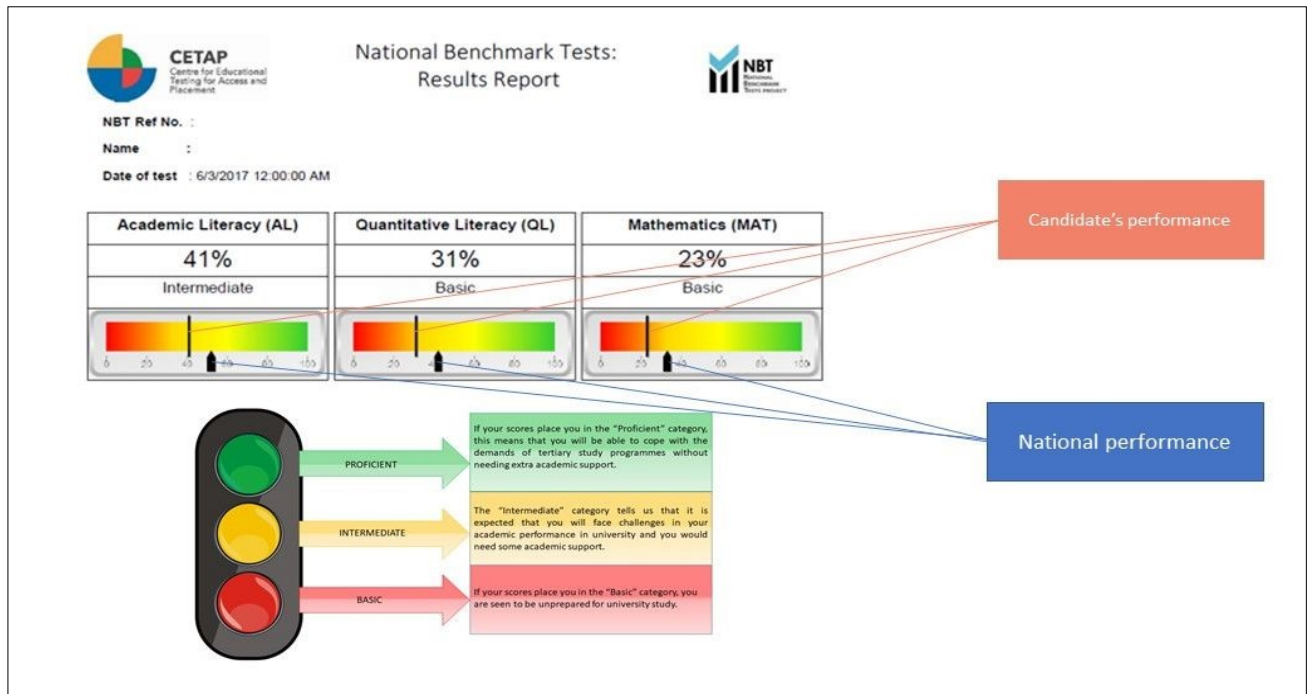
NBT results report

The CETAP team has been working on the development of an NBT writer's results report, due to be piloted in April 2019.

Currently, NBT results are provided to writers via their NBT account. A basic PDF document, consisting of the overall percentage score and the relevant benchmarks for the three domains, AL, QL, and MAT, can be downloaded.

The new results report will provide individual feedback on performance in AL, QL, and MAT as well as their subdomains, and a comparison of performance with the national average. It will include a self-development resource list, intended to assist writers to improve in areas of weakness identified by the NBT results.

The report is designed to assist writers with interpretation of their scores and is intended for individual use.



New publication



CETAP Test Development Coordinator, Robert Prince, published a paper with University of Johannesburg's Zach Simpson in the online, open access journal, Designs for Learning:

Simpson, Z., & Prince, R. (2018). Teaching, Learning, and Employing Analytical Frameworks as Performance: Analysis of a Quantitative Literacy Event in Applied Mechanics. *Designs for Learning*, 10(1), 76–87.

DOI: <http://doi.org/10.16993/df1.95>

Conference



Darlington Mutakwa and Robert Prince presented a paper at the SAAIR Conference 2018 in November, “How

might diagnostic assessments be used to support teaching and learning in higher education?”, in which they looked at the overall performance on the NBTs of a sample of the 2018 university intake, and considered how the results of the tests could be used to support teaching and learning.

Some of their recommendations were:

1. The NBTs complement the NSC.
2. The NBTs provide a useful diagnostic element which is not provided by the NSC.
3. The diagnostic information comes through NBT subdomain scores.
4. Subdomain scores show the areas where students need support.
5. Subdomain scores can be used to develop targeted academic interventions for students well before they start their academic journey.
6. Academic practitioners are encouraged to tap into the additional value presented by the NBTs subdomain scores.

Farewell to Jennifer Dantu

The CETAP team gathered at a lunch to bid farewell to Jennifer Dantu, who retires at the end of this year. Jennifer, who was a project assistant at CETAP, started at UCT in 2004 with ad-hoc work in various departments and moved to CETAP (then called AARP) in 2009.

“Jennifer, thank you for having been part of this team, my life and for having touched so many lives in various ways. Never stop disturbing the Universe,” said Estelle Murray, Logistics Manager and Jennifer’s line manager.



The CETAP team with Jennifer Dantu, front, third from right

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