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The Centre for Educational Assessments at UCT cordially invites you to a Brown Bag Lunch Series on:

**STANDARDISED TESTING OF GENERIC ENTRY-LEVEL LITERACIES: HOW DOES
THIS COMPLEMENT DISCIPLINARY TEACHING AND LEARNING?**

by Prof. Alan Cliff, Interim Dean

CENTRE FOR HIGHER EDUCATION DEVELOPMENT (CHED), UNIVERSITY OF CAPE TOWN

Date: 13 August 2021

Time: 13:00 – 14:00

Venue: TEAMS (Join on your computer or mobile app

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Abstract

More than 30 years of standardised testing of academic literacies has contributed to an understanding of the preparedness of entry-level students to cope with the demands of disciplinary study in the language of instruction. Arguably, this standardised testing can be thought of as having been divided into three key phases: (1) testing as a form of activism, which has enabled the identification of talented students from educationally disadvantaged backgrounds who might not otherwise have been visible on the basis of school-leaving examination results alone; (2) testing as benchmarking, where the object of the assessment is to determine the levels of student readiness and to advise on the placement of students in academic programmes that will enable them to benefit from academic support and curriculum appropriate to their levels of readiness; (3) testing for diagnostic purposes, where the aim is to present in more detail the kinds of literacies strengths and weaknesses illustrated in test performance with a view to better inform teaching and learning design in disciplinary contexts. This presentation focuses principally on this last focus and offers some suggested ways in which we might meet the challenges of supporting disciplinary teaching through information sharing on literacies assessment and commitments to co-design teaching with disciplinary colleagues and programmes.

Sincerely,

Robert Prince

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