

Department of Education, Skills and Employment

I am writing to express my personal experience and professional discomfort regarding the introduction of the Lantite Testing across Australia in correlation with various degrees relating to the Department.

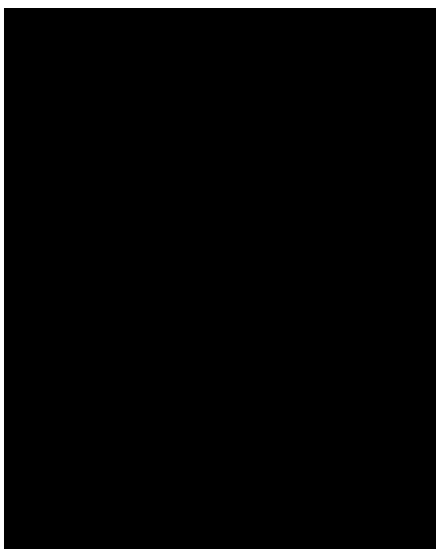
While I did receive a pass result in both literacy and numeracy, having sat the tests it was immediately apparent that the exams not only exceed its supposed 'year 9 Naplan level' but isolated a wide margin of learners in 4 key areas.

1. The physical form
2. The content,
3. The environment and Results
4. The lack of support

The physical form of the exam, being purely digital, marginalises the students taking part in its completion by assuming that from a technological perspective they are all capable of processing and operating on the same level when in fact the digital era is only beginning and students encompass a wide variety of individuals from many perspectives including but not limited to; age, economic status, educational background and ethnicity. The reality is, only a small percentage of individuals will have the background and comfortability to succeed in a high pressure digital environment. The medium of the test has no implemented diversity measures that account for outlying circumstances.

The content, besides exceeding the expected difficulty level (admitted by ACER) also has no differentiation and blatantly isolates those who simply cannot process information promptly and within its language. In particular the literacy test includes lengthy, complicated content and minimalistic questions attached that are designed to mislead you. A senior student coming from a trade background, unused to high pressure testing on a digital medium would clearly need more time to familiarize to the environment and react to the literature placed at their disposal. Their value would not stand with that of a quick thinking and adaptable young adult but derive from their experiences, making them a different and no less valuable asset to the teaching profession but discredit their ability with the exams lack of consideration towards inclusive practises.

The environment, being in a controlled location outside of educational settings serves only to increase individual anxiety and heighten the already insurmountable pressure of receiving a pass result, something which has been demonstrated to be ambiguous at best. As shown in the image below<sup>1</sup>, there are no clear distinctions that outline how the exam is actually marked and ranked.



Furthermore and intertwined with a lack of support, is the absence of feedback up on a failure. Support is denied to the individual who has no form of practice exams that accurately represent the examination, no clear pathways for those with outlying circumstances to partake in its completion and there is a distinct lack of information publically known about the Lantite testing. This creates an intrigue surrounding the examination which only heightens the apprehension of students, who in my experience are generally the type of people to place an extreme amount of pressure and high expectations on themselves. In this way alone, the Lantite could be potentially damaging individuals mentally, which I guarantee ACER will not take responsibility for or be held accountable for.

The above outlines just a few problems with the Lantite examination, and clearly demonstrates its contribution into the decline in graduates.

I am saddened that this exam holds the power to discredit individuals who have the potential to be amazing educators, and positively change the lives of students.

Kind regards,  
Tegan Rankine

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