

0021 Are test scores the backbone of meritocracy or the nexus of privilege?

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[If they **significantly** 有重大意义地；显著地；明显地 **decreased** (v.)使降低；降低 **the number of** successful applicants 申请人 from already disadvantaged 弱势的；社会地位低下的 groups], 主 **such a sacrifice** 谓 **would presumably** 很可能；大概；想必是 **not be justified** 证明...正确（或正当、有理）by a **minor gain** (n.)好处；利益；改进 in predictive (a.) power.

主 How institutions **judge** (v.) **this trade-off** (n.)（在需要而又相互对立的两者间的）权衡，协调 谓 **depends on** their mission, circumstances and the cohort（有共同特点或举止类同的）一群人，一批人 they want to attract.

This goes to the heart of an age-old 古老的；已存在很久的 **question**. Should universities **consider** (v.) **themselves primarily** (ad.)主要地；根本地 as centres of **academic excellence** (n.)优秀；杰出；卓越, and therefore strive (v.) to accept the students most likely **to excel** (v.) 擅长；突出 **academically**?

Or **should they accept a broader mission** to improve society, which could mean sacrificing (v.) some academic excellence(n.) **in the pursuit of** a different definition of equality?

Example 1. 标题

trade-off

(n.) ~ (between sth and sth) : the act of balancing two things that you need or want but which are opposed to each other (在需要而又相互对立的两者间的) 权衡 , 协调

cohort

⇒ co-, 强调. -hort, 围住 , 词源同 yard, court.

excellence

(n.) ~ (in sth) : the quality of being extremely good 优秀 ; 杰出 ; 卓越

excel

~ (in/at sth/at doing sth) to be very good at doing sth 擅长 ; 善于 ; 突出

如果sat考试, 大大降低了那些来自贫困阶层的学生的入学成功率, 则sat即使能够带来更好的大学成绩预测能力, 这一点点的好处, 也不足以证明sat考试就应该存在下去. 大学机构如何权衡这种取舍, 取决于他们自身的使命, 他们所站立的背景, 以及他们想要吸引哪类人进大学.

这其实涉及到了一个古老的问题 — 大学, 应该视自己为最优秀的学术者的中心, 因此只接收那些学术能力最出色的学生. 还是说, 他们应该抱持着更广泛的造福社会的使命, 从而牺牲一些学术能力优秀的学生, 而去追求另一种概念的平等?

2. <pure> Are test scores the backbone of meritocracy or the nexus of privilege?

If they significantly decreased the number of successful applicants from already disadvantaged groups, such a sacrifice would presumably not be justified by a minor gain in predictive power. How institutions judge this trade-off depends on their mission, circumstances and the cohort they want to attract. This goes to the heart of an age-old question. Should universities consider themselves

primarily as centres of academic excellence, and therefore strive to accept the students most likely to excel academically? Or should they accept a broader mission to improve society, which could mean sacrificing some academic excellence in the pursuit of a different definition of equality?
