

**STATEMENT OF EQUIVALENCE GUIDELINES  
FOR COMPLETING THE ASSESSMENT RECORD FOR DETERMINING  
EQUIVALENCE TO A POST YEAR 12 TERTIARY LEVEL LANGUAGES MAJOR**

**Purpose of assessment**

The aim of this assessment is to determine whether the applicant has sufficient oral and written competence and cultural understanding of the language being assessed to teach that language in Victorian schools. It is assumed that the criteria for judgement will be equivalent to those used for assessing students at the third year, post Year 12 tertiary level in a language.

**Who should assess applicants?**

The attached Assessment Record should be completed by the assessor, who will be a suitably qualified member of the academic staff of a language faculty/department.

The assessor and the head of the relevant faculty/department should sign the Assessment Record.

Applicants should not be assessed by a member of a department in which they themselves are employed.

**Method of assessment**

The method of assessment should be one judged appropriate by the assessor in consultation with the head of the faculty/department.

Possible assessment methods might include:

1. A third year, post Year 12 tertiary examination in the language, including knowledge of literature and cultural background, as appropriate.
2. An interview where the applicant undertakes oral and written tasks (see recommendations provided below).
3. Documentary evidence judged by the assessor to be proof that the required standard has been attained.
4. Any combination of methods 1 to 3.

**Assessment of oral proficiency**

It is expected that applicants can use appropriate and meaningful language in common role-play situations involving transactions and in giving or seeking information, opinions, wishes and personal details. Rehearsed or prepared oral production is unacceptable. Applicants should be assessed in a face-to-face interview situation.

The method for assessing an applicant's oral proficiency could include at least two of the following tasks:

1. Reading an extract aloud from a text, poem etc.
2. Reporting on an aspect of life in the country where the target language is spoken
3. Improvising dialogue in situations such as asking for directions; asking for information about quality, colour, price of food, clothing, places to see, where to stay etc.; asking for and giving

- opinions/advice about films, leisure activities, educational courses; seeking permission to attend a special event, persuading the other person to agree to this and/or to attend themselves
4. Describing a picture
  5. Talking about family background, leisure activities, education, future aspirations etc.

### **Assessment of proficiency in written language**

It is expected that applicants can provide meaningful and relevant written language in a style appropriate to tasks such as writing letters and reports, seeking and providing information and opinions, and arguing persuasively. Rehearsed or prepared writing is unacceptable. A maximum of 40 minutes should be allowed for the written task. Dictionaries may be used if this is the usual faculty/department practice when examining at the third-year, post Year 12 tertiary level.

The method for assessing an applicant's proficiency in writing the language could include:

1. Writing a report of 150-200 words/characters on an aspect of the target language culture (such as providing information for potential tourists about four main tourist attractions or monuments).
2. Responding to the content of a written or aural text (such as a brochure or radio program advertising a particular product or aspect of the target culture).
3. Writing a piece of 150-200 words/characters on a relevant topic (such as the advantages of learning a foreign language).
4. Writing from a personal perspective (such as a letter to a person living in a country where the target language is spoken, describing life in Australia and trying to persuade the friend to visit or immigrate to Australia).

### **Assessment of knowledge of society, culture and literature**

Although it is recognised that making a judgement about the applicant's knowledge and understanding of culture is difficult, it is necessary for teachers of languages to have some critical and reflective understanding and appreciation of the culture and literature of the language that they teach, not simply to have proficiency in the language. The assessment seeks to determine if the applicant has an understanding of contemporary and traditional works in the language, and insights into related culture and social life. *The assessment criteria should at least be equivalent to those used as the final examining standard for third year, post Year 12 tertiary level.*

## STATEMENT OF EQUIVALENCE

### Assessment Record

*When completing this record, please refer to the “Statement of Equivalence Guidelines for Completing the Assessment Record for determining equivalence to a post year 12 tertiary level languages major.”*

Name of applicant:.....

Address of applicant:.....

..... Postcode: .....

Contact telephone:.....

Language for which the assessment is being undertaken:.....

#### A. ORAL PROFICIENCY

Please complete the table below by ticking the level of oral proficiency which you judge the applicant to possess in relation to the standard required of a graduating student in the language being assessed, at *third year, post year 12 tertiary level*.

Criteria: Oral	Superior	Acceptable	Below Standard
1. Standard pronunciation and intonation			
2. Linguistic accuracy: correct grammar and vocabulary			
3. Use of language and style appropriate to the task and the person addressed			
4. Fluency			
5. Meaningful content			

Please specify the method(s) of assessment used to arrive at the above determination.

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## B. WRITTEN PROFICIENCY

Please complete the table below by ticking the level of written proficiency which you judge the applicant to possess in relation to the standard required of a graduating student in the language being assessed, at *third year, post year 12 tertiary level*.

Criteria: Written	Superior	Acceptable	Below Standard
1. Spelling and script: a. correct orthography (letters, characters, script)			
b. for Japanese only: <ul style="list-style-type: none"><li>• Kanji</li><li>• Hiragana</li><li>• Katakana</li></ul>			
c.* for Chinese only: <ul style="list-style-type: none"><li>• Knowledge and use of simplified characters</li><li>• Knowledge and use of Pinyin</li></ul>			
2. Linguistic accuracy: Correct grammar and vocabulary			
3. Use of language and style appropriate to the task and the audience addressed			
4. Appropriate discourse organisation			
5. Appropriate and meaningful content			

*\*This is an assessment for suitability for teaching in Victorian schools, where simplified characters and Pinyin are the recommended script and Romanisation.*

Please specify the method(s) of assessment used to arrive at the above determination.

i.e. Written test involving (1) 400-500 characters essay; (2) use of Pinyin; (3) written tasks appropriate to this level.

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### C. SOCIETY, CULTURE AND LITERATURE

*Please answer the following questions by ticking the appropriate box.*

1. Does the applicant possess an understanding of the culture and social life at least equivalent to that of a graduating student in the language been assessed at third-year, post year 12 tertiary level?

Yes ☐

No ☐

On what evidence do you base this judgement? For example:

- The applicant has passed degree subjects in Humanities/Arts that you consider provide an understanding of the relevant society and culture. Name at least one subject.

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OR

- The applicant has passed a third year level subject in society and culture from your faculty/department. Name the subject.

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OR

- The applicant has provided you with the following evidence, which you regard as adequate. Describe the evidence.

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2. Does the applicant have a general familiarity with traditionally esteemed literary works?

Yes ☐

No ☐

State the evidence on which you base this judgement.

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3. Does the applicant have reasonable familiarity with some literary texts that you would consider similar or equivalent to texts studied by graduating students at a third year, post year 12 tertiary level in the language, from your faculty/department?

Yes ☐

No ☐

State the evidence on which you base this judgement.

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**Additional comments and/or recommendations for candidates**

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<b>Statement of Equivalence:</b>	<b>Granted</b>	<input type="checkbox"/>	<b>Not granted</b>	<input type="checkbox"/>
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Name and position of Assessor:

Name of Head of Faculty/Department:

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Institution:

Institution:

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Signed:

Signed:

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*(Assessor)*

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*(Head of Faculty/Department)*

Date: .....

Date: .....

**The results of this assessment are to be provided to the applicant. The applicant should retain the assessment record for use in providing evidence of language proficiency for registration with the Victorian Institute of Teaching (VIT), too prospective employers or for entry to relevant courses.**