

IPP4350 ASSESSMENT GUIDELINES – SEMESTER 1, 2026

University Supervisors are responsible for monitoring the progress of Assistant Teachers (AT), determining the final grade for the Professional Experience and completing the *Final Evaluation Form and Overall Results Form*.

Mentor Teachers have a pivotal role in supporting and guiding their Assistant Teachers and retain responsibility for providing consistent feedback to the Assistant Teachers and University Supervisors throughout the professional experience. University Supervisors and Mentors, together with School Practice Coordinators (SPC) will collaborate to ensure that input from all stakeholders is valued and considered in the decision-making process.

Assistant Teachers will be evaluated against the Australian Professional Standards for Teachers according to the Australian Institute of Teaching and School Leadership (AITSL) in the areas of Professional Knowledge, Professional Practice and Professional Engagement. The assessment criteria for the ATP reflect the Graduate career stage. Monitoring tools are provided to support Mentor Teachers in ensuring that criteria for assessment are clearly addressed throughout the Professional Experience.

Two separate grades are awarded to Assistant Teachers: One for *Teaching Skills* and one for *Professional Development*. To pass the ATP, Assistant Teachers must achieve a minimum of Graduate level in each of the seven APST standards as well as ECU Professional Requirements. To be allocated a grade level in *Teaching Skills* and *Professional Development*, Assistant Teachers are required to demonstrate they have achieved the criteria for that grade level in each of the Standards. The final grade recorded is a combination of the grades achieved overall for *Teaching Skills* and *Professional Development*.

If an Assistant Teacher is at risk of failing the Professional Experience a confirmatory visit will be required. The Confirmatory Panel Member will determine the outcome of the ATP following a review of Teaching Skills and Professionalism.

Exceptional Circumstances

The host School/Centre has the discretion to terminate the Assistant Teacher's placement prior to completion of the placement. ECU may also withdraw a Pre-Service Teacher from placement in certain circumstances. Early termination or withdrawal from the professional experience may result in a Fail grade for the Professional Experience.

IPP4350 is a designated unit so may only be attempted once unless otherwise determined by the Progression Panel. Failure to pass this unit may result in exclusion from the course.

ROLES in the ASSESSMENT PROCESS	
University Supervisors (US)	<ul style="list-style-type: none"> Review documentation Observe classroom practice Monitor progress throughout Provide written and verbal feedback to Assistant Teachers Liaise with Mentor Teachers and School Practice Coordinators Complete an <i>Interim Report</i> and submit via SONIA and confirm that Assistant Teacher has accessed it on SONIA Identify students requiring a confirmatory visit and complete relevant documentation. Determine the final grade for the Professional Experience Complete the <i>Final Evaluation Form and Overall Results Form</i> and submit via SONIA.
Mentor Teachers (MT)	<ul style="list-style-type: none"> Mentor Assistant Teachers Provide support and guidance Provide regular written and verbal feedback to Assistant Teachers Complete a <i>Mentor Teacher Checklist</i> to provide feedback for the University Supervisor Meet regularly with Assistant Teachers to discuss assessment criteria using the <i>Monitoring Tool</i> Guide Assistant Teachers in setting realistic and achievable goals to meet criteria for assessment Complete the <i>Final Evaluation Form</i> to provide feedback to University Supervisor. <p><i>Note: Mentor Teachers will be provided with a link to the forms required at the start of the Professional Experience.</i></p>

ASSESSMENT TIMELINE

Week 1	Planning Visit	US meets with all Assistant Teachers in the school, reviews documentation, expectations and classroom visit schedule.
Weeks 2-3	Classroom Visit 1	US observes an individual learning experience, provides written feedback to Assistant Teachers, reviews all documentation, liaises with MT and reviews MT Checklist.
Weeks 4-5	Classroom Visit 2 <i>(Timing of this visit before/after Interim Report is contingent on timing of Visit 1 and AT's progress)</i>	US observes a learning experience provides written feedback to Assistant Teachers, reviews all documentation, including Monitoring Tool, liaises with MT and revisits MT Checklist.
	Interim Report due end of Week 4 (May 15)	US completes Interim Report SONIA in consultation with MT. US confirm that Assistant Teacher has access to their Interim and that the AT has signed to acknowledge receipt of the form.
Week 6	Confirmatory request due	If the Assistant Teacher is at risk of not meeting the standards required to achieve the Graduate level in either <i>Teaching Skills</i> or <i>Professional Development</i> by the end of Week 6 of the ATP, then the US, in consultation with the Mentor Teacher, School Practice Coordinator (SPC) and Unit Coordinator will request a Confirmatory Visit.
Weeks 7- 8	Classroom Visit 3	US observes a learning experience, provides written feedback to Assistant Teacher, reviews all documentation including Monitoring Tool and liaises with MT and SPC.
	Week 8 Final Evaluation Form Overall Results Form <i>(not applicable for Assistant Teachers undergoing a confirmatory process)</i>	<ul style="list-style-type: none"> • MT to complete the Final Evaluation Form Tuesday of the final week (June 09). • US complete the Final Evaluation Form and the Overall Results Form by Wednesday of the final week (June 10) and advise MT it is available to view. • US submits the Overall Results Form and Final Evaluation Form on the final Friday of the ATP (June 12). • Forms will be released to students at 4pm on Wednesday June 17.

GRADE DESCRIPTORS

FAIL	To be assessed at a Fail grade, the Assistant Teacher has been assessed as Fail in at least one of the criteria within the Standards and therefore does not meet the requirements of the Assistant Teacher Program.
GRADUATE	To be assessed at Graduate level, the Assistant Teacher demonstrates achievement in each if the Standards and possesses the requisite knowledge and skills to plan for and manage learning programs for students. A graduate Assistant Teacher is able to engage students in sequential, purposeful and appropriate experiences to promote learning.
HIGHLY COMPETENT GRADUATE	To be assessed as a Highly Competent Graduate , the Assistant Teacher demonstrates a high standard of achievement in each of the Standards and possesses the requisite knowledge and skills to plan and manage learning programs for students. A highly competent Assistant Teacher independently designs engaging and meaningful programs to provide enrichment in the classroom.
OUTSTANDING GRADUATE	To be assessed as an Outstanding Graduate , the Assistant Teacher demonstrates an exceptional standard of achievement in each of the Standards and possesses the requisite knowledge and skills to plan for and manage learning programs and students. An outstanding Assistant Teacher should demonstrate high level decision making and be able to independently deliver an inclusive curriculum with differentiated teaching that is designed to meet the learning needs of students across the full range of abilities.