

WPL6215 ASSESSMENT STRUCTURE – SEMESTER 1, 2026

WPL6215 is a graded professional experience.

University Supervisors (US), in collaboration with Mentor Teachers (MT), are responsible for monitoring the progress of Graduate Pre-service Teachers (PsT), determining the final grade for the professional experience and completing the *Final Evaluation Form*.

MTs have a pivotal role in supporting and guiding their PsT and retain responsibility for providing consistent feedback to the Graduate Pre-service Teachers and US throughout the professional experience.

US and MT, together with School Practice Coordinators (SPC) will collaborate to ensure that input from all stakeholders is valued and considered in the decision-making process.

Two separate grades are awarded to PsTs: One for *Teaching Skills* and one for *Professional Development*. To pass the professional experience, PsT must achieve a minimum of Competent level in each of the 7 professional standards for teachers, as well as ECU Professional Requirements. To be allocated a grade level in *Teaching Skills* and *Professional Development*, PsTs are required to demonstrate they have achieved the criteria for that grade level in each of the Standards according to the Final Evaluation Form. The final grade recorded is a combination of the levels achieved overall for *Teaching Skills* and *Professional Development*.

ROLES IN THE ASSESSMENT PROCESS

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University Supervisors	<ul style="list-style-type: none"> • Review documentation • Observe classroom practice • Monitor progress throughout the professional experience • Provide written and verbal feedback to PsT • Liaise with MT and SPC • Determine progress at the interim stage and consult with the MT • Complete the <i>Interim Report</i> and confirm that the PsT has received it • Determine the final grade for the professional experience • Complete the <i>Final Evaluation Form</i> and <i>Overall Results Form</i>
Mentor Teachers	<ul style="list-style-type: none"> • Model best practice and guide PsT in achieving their potential in all criteria for assessment. • Meet regularly with PsT to discuss assessment criteria using the <i>Monitoring Tool</i> • Guide PsT in setting realistic and achievable goals to meet criteria for assessment • Support PsT in their professional experience to ensure their health and well-being • Provide regular written and verbal feedback • Complete a <i>Mentor Teacher Checklist</i> to provide feedback for the University Supervisor • Complete the Final Evaluation Form to provide feedback to US

ASSESSMENT TIMELINE

Distributed Days	Classroom Visit 1	US visits PsT and touches base with MT. May observe some teaching, but not required. <ul style="list-style-type: none"> MT completes Distributed Days Feedback Checklist on Day 5. US completes Distributed Days Assessment on Day 5.
Weeks 1-2	Classroom Visit 2	US observes a lesson, provides written feedback to PsT, reviews all documentation, liaises with MT.
Week 3	Interim Report Due	<ul style="list-style-type: none"> US completes <i>Interim Report</i> in collaboration with MT PsTs complete and submit the section on the form to acknowledge that they have read the feedback provided.
Weeks 4-5	Classroom Visit 3	US observes a lesson, provides written feedback to PsT, reviews all documentation, liaises with MT.
	Final Evaluation Form Due	<ul style="list-style-type: none"> MT to complete the Final Evaluation Form by Wednesday of the final week. US to complete and submit the Overall Results Form by Thursday of the final week and advise MT that it is available to view. US submits Final Evaluation Form on the final day of the FTP. Forms will be released to students at 4pm on the Wednesday following the conclusion of the placement. PsT to complete the section on the form to acknowledge that they have read the feedback provided and submit.

GRADE DESCRIPTORS FOR WPL6215

FAIL	A Graduate Pre-service Teacher who does not achieve a pass level as measured against the Criteria for Assessment in an area of competence (the Standards), will be deemed to have not met the requirements of the Professional Experience. In these instances, a final grade of Fail will be given.
COMPETENT	A Graduate Pre-service Teacher who achieves a grade of Competent demonstrates achievement of all areas of competence (the Standards) and continues to develop their knowledge, skills and professional attitudes.
HIGHLY COMPETENT	A Graduate Pre-service Teacher who achieves a grade of Highly Competent possesses the requisite knowledge and skills to plan for, manage and assess learning programs that are responsive to student capabilities.
OUTSTANDING	A Graduate Pre-Service Teacher who achieves a grade of Outstanding consistently demonstrates high levels of achievement in all areas of competence (the Standards). This Pre-service Teacher demonstrates initiative and individual thinking and applies professional knowledge and skills to plan for and manage learning programs that are responsive to student needs, interests and abilities.