

PPA3211 ASSESSMENT STRUCTURE - SEMESTER 2, 2025

PPA3211 is a graded practicum.

University Supervisors, in collaboration with Mentor Teachers, are responsible for monitoring the progress of Pre-service Teachers, determining the final grade for the Professional Experience and completing the *Final Evaluation Form*.

Mentor Teachers have a pivotal role in supporting and guiding their Pre-service Teacher and retain responsibility for providing consistent feedback to the Pre-service Teachers and University Supervisor throughout the Professional Experience.

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

Two separate grades are awarded to Pre-service Teachers (PsT): One for *Teaching Skills* and one for *Professional Development*. To pass the Professional Experience, Pre-service Teachers must achieve a minimum of Competent level in each of the 7 AITSL standards as well as ECU Professional Requirements at third year level. To be allocated a grade level in *Teaching Skills* and *Professional Development*, Pre-service Teachers are required to demonstrate they have achieved the criteria for that grade level in ALL of the Standards. The final grade recorded is a combination of the levels achieved overall for *Teaching Skills* and *Professional Development*.

ROLES IN THE ASSESSMENT PROCESS

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 Mentor Teachers (MT) and School Practice Coordinators Complete an <i>Interim Report</i> and submit to ECU via SONIA Determine the final grade for the professional experience Complete the <i>Final Evaluation Form</i> and submit to ECU via SONIA
Mentor Teachers	<ul style="list-style-type: none"> Coordinate a teaching load for the PST that meets the parameters of this professional experience Model best practice and guide Pre-service Teachers in achieving their potential in all criteria for assessment Meet regularly with PsT to discuss assessment criteria Guide PsT in setting realistic and achievable goals to meet criteria for assessment Support PsT s in their practicum 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 at the interim stage and in the final week of the Professional Experience Complete an Interim Report (mid-point) then Final Evaluation Form (final week) using the links provided at the commencement of the Professional Experience.

ASSESSMENT TIMELINE

Week 1	Planning Visit	US meets with all PsTs in the school, reviews documentation and reiterates expectations.
Week 2/3	Classroom Visit 1	US observes an individual lesson, provides written and verbal feedback to PsT, reviews all documentation, liaises with MT and collects Mentor Teacher checklist.
Week 3	Interim Report Wednesday 20 August	<i>Interim Report</i> completed and submitted to ECU, online via Sonia link. PST can access this on SONIA by Friday 22 August but can ask MT to go through the form this week.

Week 4-5	Classroom Visit 2	US observes a lesson, provides written feedback to PsT, reviews all documentation, liaises with MT.
Week 5	Final Evaluation Form Friday 5 September	Final grade is determined for the Professional Experience, and the <i>Final Evaluation Form (FEF)</i> is completed and submitted to ECU. Students will receive their FEF on the following Monday (8 September at 4pm).

GRADE DESCRIPTORS FOR PPA3211	
FAIL	A Pre-service Teacher who does not achieve a pass level as measured against the Criteria for Assessment in an area of competence (the Standards) at third year level, 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 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 at third year level.
HIGHLY COMPETENT	A 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 at third year level.
OUTSTANDING	A Pre-Service Teacher who achieves a grade of Outstanding consistently demonstrates a high level 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 at third year level.