

IPP2260 ASSESSMENT REQUIREMENTS – Semester 2, 2025

IPP2260 is assessed as a Pass/Fail.

University Supervisors are responsible for monitoring the progress of Pre-service Teachers (PsT), 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 Teachers and retain responsibility for providing consistent feedback to the Pre-service Teachers and US throughout the professional experience.

University Supervisors and Mentors, together with School Practice Coordinators will collaborate to ensure that input from all stakeholders is valued and considered in the decision-making process.

Pre-service 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.

ROLES IN THE ASSESSMENT PROCESS	
University Supervisors	<ul style="list-style-type: none"> • Review documentation. • Observe classroom practice. • Monitor progress throughout. • Provide written and verbal feedback to Pre-service Teachers. • Liaise with Mentor Teachers and School Practice Coordinators. • Complete an Interim Report and submit on SONIA. Remind the PsT to acknowledge and access form on SONIA. • Determine the final grade for the professional experience and consult with the MT. • Review draft evaluation from MT, complete and submit the Final Evaluation Form and Overall Results Form on SONIA. Remind the PsT to acknowledge and access form on SONIA.
Mentor Teachers	<ul style="list-style-type: none"> • Mentor Pre-service Teachers. • Provide support and guidance. • Provide regular written and verbal feedback. • Complete a Mentor Teacher Checklist for University Supervisors before Interim and Final Evaluations. • Meet regularly with Pre-service Teachers to discuss assessment criteria. • Guide Pre-service Teachers in setting goals. • Complete draft Interim and draft Final Evaluation Forms on SONIA by due dates. <p><i>Note: Mentor Teachers will be provided with a link to the forms required at the start of the professional experience.</i></p>

Exceptional Circumstances

Pre-service Teachers can be withdrawn from the school/centre and the Professional Experience terminated at the request of the host school Principal after consultation with the University Supervisor and the Professional Experience Unit Coordinator. Pre-service Teachers who are terminated from their school placement will receive a Fail grade for the professional experience. IPP2260 is a designated unit, and a Fail grade can result in exclusion from the course by the Progression Panel in accordance with University Rule 26(6).

ASSESSMENT TIMELINE

Week 2 of Block	Classroom Visit 1	University Supervisor observes an individual lesson, completes a learning experience feedback form, reviews all documentation, liaises with MT, and collects MT checklist.
	Interim Report due Fri 14 th November 2025	University Supervisor completes Interim Report on SONIA.
Week 4 of Block	Classroom Visit 2	University Supervisor observes a lesson, completes a learning experience feedback form, reviews all documentation, liaises with MT, and views MT checklist.
	Final Evaluation Form Overall results Form Fri 28 th November 2025	MT completes a Draft Final Evaluation Form in week 3. US will review MT's comments/evaluation, complete Final Evaluation Form and submit on SONIA on due date. US to remind PsT to access the form on SONIA. Forms will be released to students at 4.00pm on Wednesday 3rd December on SONIA.

In this Professional Experience Pre-service Teachers are assessed according to whether they have met the requirements of the Professional Practice. They are not given a grade, allowing Pre-service Teachers the opportunity to learn from their experience and to try different strategies without the concern that they may jeopardise their grade.

To meet the requirements of the Professional Experience by the conclusion of the four-week block, Pre-service Teachers are expected to:

- Meet the work and attendance requirements as specified for the Block Professional Experience and
- Achieve a 'met requirements' level of performance in each of the eight areas of competence on the Final Evaluation Form. To achieve the overall level of 'met requirements' for a standard, 60% or more of the competencies must be graded as 'satisfactory' or 'very well developed'. A Pre-service Teacher can achieve a satisfactory level of performance while still needing to improve in some dot points.

A Pre-service Teacher who does not meet the overall requirements of the Professional Experience will be awarded a Fail grade.