

ATP4440 ASSESSMENT GUIDELINES – SEMESTER 1, 2025

General Guidelines

University Supervisors (US) are responsible for monitoring the progress of Assistant Teachers (ATs), determining the final grade for the Professional Experience and completing the Final Evaluation Forms.

Mentor Teachers (MT) have a pivotal role in supporting and guiding their ATs and retain responsibility for providing consistent feedback to the AT and US 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.

ATs will be evaluated against the Australian Professional Standards for Teachers (APST) 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 MTs in ensuring that criteria for assessment are clearly addressed throughout the Professional Experience.

Two separate grades are awarded to ATs: One for *Teaching Skills* and one for *Professional Development*. To pass the ATP, ATs must achieve a minimum of Graduate level in each of the 7 APSTs as well as ECU Professional Requirements. To be allocated a grade level in *Teaching Skills* and *Professional Development*, ATs are required to demonstrate they have achieved the criteria for that grade level in **each of the APSTs**. The final grade recorded is a combination of the grades achieved overall for *Teaching Skills* and *Professional Development* respectively.

If an AT 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

ATs can be withdrawn from the school/centre and the Professional Experience terminated at the request of the host school Principal after consultation with the University Supervisor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. ATs who are terminated from their school placement will receive a Fail grade for the Professional Experience. ATP4440 is a designated unit and a Fail grade can result in an exclusion from the course by the Board of Examiners, in accordance with University Rules. ATs can be withdrawn from their placement at the discretion of the Associate Dean (Primary). This will result in a fail grade for the unit and can result in an exclusion from the course.

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 ATs • Liaise with Mentor Teachers and School Practice Coordinators • Complete an <i>Interim Report</i>, submit via SONIA and confirm that AT has received it • Identify students requiring a confirmatory visit and complete the relevant documentation • Determine the final grade for the Professional Experience • Complete the <i>Final Evaluation Form</i> and <i>Overall Results Form</i> and submit via SONIA
Mentor Teachers	<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 ATs to discuss assessment criteria using the <i>Monitoring Tool</i> • Guide ATs in setting realistic and achievable goals to meet criteria for assessment • Complete the <i>Final Evaluation Form</i> and provide comments on the achievements of the AT. <p>Note: SONIA is the system for the submission of online forms. Mentor Teachers will be provided with a link to the forms required at the start of the Professional Experience.</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	US observes a learning experience, provides written feedback to Assistant Teachers, reviews all documentation, including Monitoring Tool, liaises with MT and revisits MT Checklist if needed.
	Interim Report due to ECU end of Week 4 (May 23)	US completes Interim Report in SONIA in consultation with MT. US confirms that Assistant Teacher has access to their Interim and that the Assistant Teacher 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 Teachers, 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 on SONIA by Tuesday of the final week (June 17) • US completes the Final Evaluation Form and the Overall Results Form by Wednesday of the final week (June 18) 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 20). <p>Forms are released to students at 4pm on Wednesday June 25.</p>

GRADE DESCRIPTORS

FAIL	To be assessed at a Fail grade, the Assistant Teacher has been assessed as Unsatisfactory 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 of the Standards and possesses the requisite knowledge and skills to plan for and manage learning programs for students. A competent 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.