

Directions for Scoring in Watermark Via

1. Proceed to www.vialivetext.com
2. Enter complete FGCU e-mail (See Figure 1.)
3. Click “Forgot Your Password?” to create a password for your account.
4. Click the Sign-in icon (See Figure 1.)

via™ by Watermark™

Welcome to Via by Watermark.

Sign In

Email Password

Sign In

[Forgot Your Password?](#)

Figure 1. Watermark Via Login Page

5. In Progress courses and field experiences will be listed chronologically (See Figure 2.)
6. Click the title of the course or field experience to select (See Figure 2.)

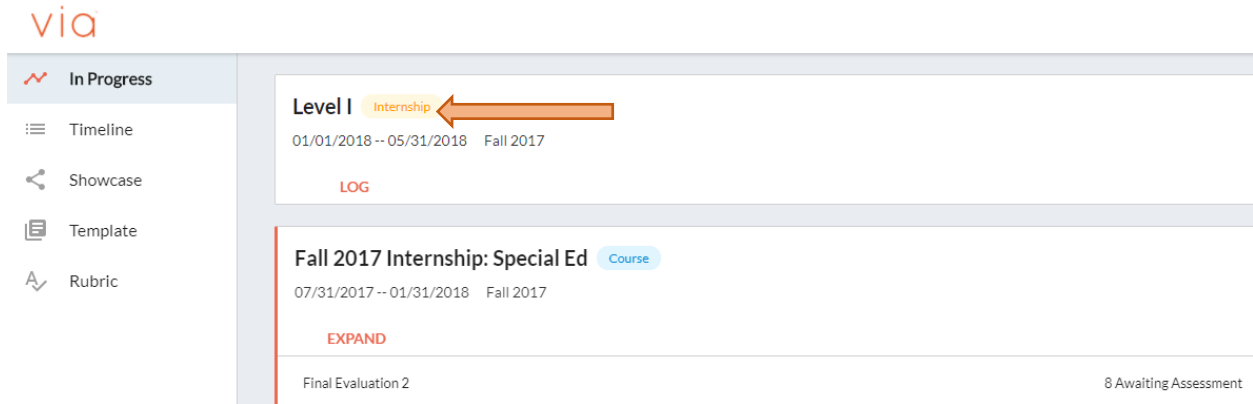


Figure 2. Via Dashboard

7. Assessments are shown in the activity section (See Figure 3.)
8. Click on the circle showing percentage complete (See Figure 3.)

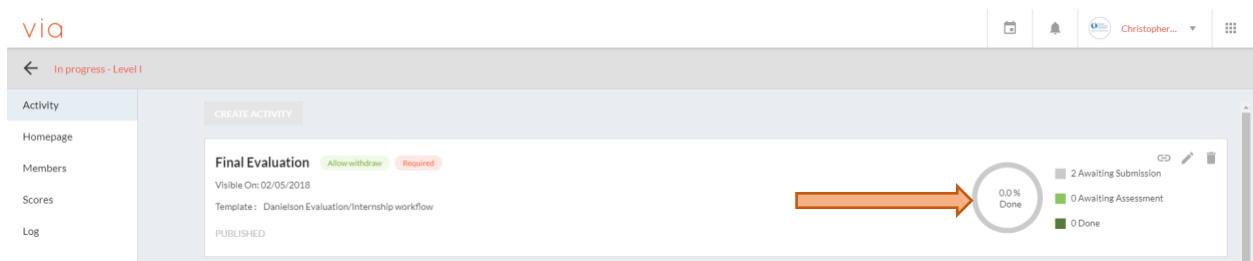


Figure 3. Activity Within a Via Course

9. The course roster is shown with submission status, those ready to be assessed are shown under *Awaiting Assessment* (See Figure 4.)

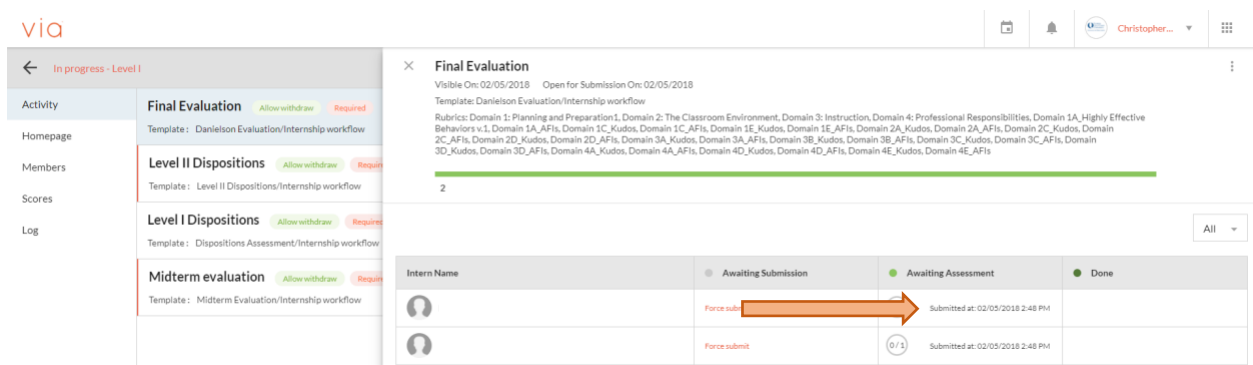


Figure 4. Course Roster Within Via

10. To grade a student, click on an individual name (See Figure 5.)

Final Evaluation [Filter] [Menu]

Visible On: 11/09/2017 Open for Submission On: 11/09/2017

Coordinators: Judy Wilkerson, Charles Wang, Vanessa Lavender

Template: Student Teaching - Danielson/Assisted assessment workflow

Rubrics: Domain 1: Planning and Preparation 1, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities, Domain 1A_AFIs, Domain 1A_Kudos, Domain 1B_AFIs, Domain 1B_Kudos, Domain 1C_AFIs, Domain 1C_Kudos, Domain 1D_AFIs, Domain 1D_Kudos, Domain 1E_AFIs, Domain 1E_Kudos, Domain 2A_AFIs, Domain 2A_Kudos, Domain 2B_AFIs, Domain 2B_Kudos, Domain 2C_AFIs, Domain 2C_Kudos, Domain 2D_AFIs, Domain 2D_Kudos, Domain 2E_AFIs, Domain 2E_Kudos, Domain 3A_AFIs, Domain 3A_Kudos, Domain 3B_AFIs, Domain 3B_Kudos, Domain 3C_AFIs, Domain 3C_Kudos, Domain 3D_AFIs, Domain 3D_Kudos, Domain 4A_AFIs, Domain 4A_Kudos, Domain 4B_AFIs, Domain 4B_Kudos, Domain 4C_AFIs, Domain 4C_Kudos, Domain 4D_AFIs, Domain 4D_Kudos, Domain 4E_AFIs, Domain 4E_Kudos

4

All ▾

Student Name	<input type="radio"/> Awaiting Submission	<input checked="" type="radio"/> Awaiting Assessment	<input checked="" type="radio"/> Done
Student Name	Force submit	0/3 Christopher Parfitt Updated at: 11/13/2017 2:22 PM	
Student Name	Force submit	0/3 Submitted at: 12/14/2017 2:30 PM	
Student Name	Force submit	0/3 Submitted at: 12/14/2017 2:30 PM	
Student Name	Force submit	0/3 Submitted at: 12/14/2017 2:30 PM	

Figure 5. Student Roster for Activity

- The evaluation template will open with an Assessment Panel in a small column to the right and a description in the center (See Figure 6.) If the assessment panel is hidden, click on the small double arrows (not always available) as shown in Figure 7.

DANIELSON EVALUATION

● Domain 1 ● Domain 2 ● Domain 3 ● Domain 4

Definition of Ratings (To the Right in the Assessment Panel)

L4 = Highly Effective (HE) -- The teacher candidate exceeds expectations for a beginning classroom teacher. There are no areas for improvement (AFIs) and at least one highly effective behavior (HEB).

L3 = Effective (E) -- The teacher candidate meets expectations for a beginning classroom teacher. Zero to two minor AFIs were noted, and there are no major AFIs. This is the expected rating.

L2 = Developing (D) -- The teacher candidate is making some progress toward becoming a teacher. Three or more minor AFIs were noted, and there are no major AFIs. A targeted plan for improvement should be considered based on the AFIs.

L1 = Unsatisfactory (U) -- The teacher candidate is not making adequate progress toward acquiring the knowledge and skills needed to practice. The candidate has one or more major AFIs. The candidate must remediate before progressing, and a plan for improvement must be developed, implemented, and successfully completed before graduation.

0 = Not Applicable (N/A) -- There is insufficient data to make a judgement. The behaviors may not be appropriate to the work of a beginning teacher or to this grade level, or the behaviors will be observed at another time.

Item Numbers correspond to Domain Indicators, e.g., in the first box, Item 1 is Domain 1a. In the second box, Item 1 is Domain 2a etc. The complete Danielson framework is embedded in the assessment panel. You can roll over cells to review it.

An AFI is classified as "minor," if the error occurs only once or twice or is related to issues that do not have a substantial impact on teaching quality or learning. An AFI is classified as "major," if the error is repeated more than two times or has a substantial impact on teaching quality or learning.

Assessment Panel

* Domain 1 [Detail](#)

0/0 - 0.00%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A
Item2	✓	✓	✓	✓	N/A
Item3	✓	✓	✓	✓	N/A
Item4	✓	✓	✓	✓	N/A
Item5	✓	✓	✓	✓	N/A

* Domain 2 [Detail](#)

0/0 - 0.00%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A
Item2	✓	✓	✓	✓	N/A
Item3	✓	✓	✓	✓	N/A
Item4	✓	✓	✓	✓	N/A
Item5	✓	✓	✓	✓	N/A

* Domain 3 [Detail](#)

0/0 - 0.00%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A

Figure 6. Assessment Ready for Scoring



Figure 7. Expansion Arrows (Option not always available)

12. Click on the column heading marked N/A to set the default rating for each section.

Orange checkmarks show the selected rating (See Figure 8.), repeat for each new section

(ITEM 1) 1a: Demonstrating Knowledge of Content and Pedagogy

* 1a HEBS		CLEAR DATA
Elements	Highly effective Behaviors	N/A
D.1a.01k: Lesson plans and practice reflect detailed knowledge of state standards, content, and instructional practices specific to that discipline.		N/A <input checked="" type="checkbox"/>
Comment		
D.1a.02k: Lesson plans include extensive use of higher level thinking skills, activities, and application.		N/A <input checked="" type="checkbox"/>

Figure 8. Setting N/A as the Default Rating

13. Click in a different box within a column to change a rating, also comments for specific indicators can be typed below (See Figure 9.)

D.1a.03k: Research and new or innovative methods are extensively incorporated in lesson plans and instructional strategies.		<input checked="" type="checkbox"/> N/A
Comment	<input type="text" value="Type comments here"/>	

Figure 9. Changing Ratings

14. Once an item has been scored, use the parameters to select the appropriate proficiency for the corresponding item in the assessment panel. The box and checkmark will be colored orange to show a selected proficiency level (See Figure 10.)

Assessment Panel

* Domain 1 [Detail](#)

3/4 - 75.00%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A
Item2	✓	✓	✓	✓	N/A
Item3	✓	✓	✓	✓	N/A
Item4	✓	✓	✓	✓	N/A
Item5	✓	✓	✓	✓	N/A

Figure 10. Marking a Proficiency Level

15. A summary of the description of the proficiency level can be viewed by hovering over the cell (See Figure 11.)

Assessment Panel

* Domain 1 [Detail](#)

3/4 - 75.00%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A
Item2	✓	✓	✓	✓	N/A
Item3	✓	✓	✓	✓	N/A
Item4	✓	✓	✓	✓	N/A
Item5	✓	✓	✓	✓	N/A

1a. Demonstrating Knowledge of Content and Pedagogy

Effective.....1-2 minor AFIs; 0 major AFIs(3)

Lesson plans and practice reflect consistent and appropriate knowledge of the state standards and the instructional practices specific to that

* Domain

0/0 - 0.0%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A
Item2	✓	✓	✓	✓	N/A
Item3	✓	✓	✓	✓	N/A
Item4	✓	✓	✓	✓	N/A
Item5	✓	✓	✓	✓	N/A

Figure 11. Proficiency Level Summary

16. To view the full page for proficiency levels, click on the word, *Detail* next to the appropriate domain (See Figure 12.)

Assessment Panel

* Domain 1 [Detail](#)

3/4 - 75.00%

Clear	L1	L2	L3	L4	N/A
Item1	✓	✓	✓	✓	N/A
Item2	✓	✓	✓	✓	N/A
Item3	✓	✓	✓	✓	N/A
Item4	✓	✓	✓	✓	N/A
Item5	✓	✓	✓	✓	N/A

Figure 12. Expanding to View the Full Proficiency Rubric

17. From the expanded rubric, proficiency levels can be selected by clicking in the box with text. Click *Close* to return to the previous screen (See Figure 13.)

Domain 1: Planning and Preparation¹ CLOSE

Total Score: 3/4 - 75.00% - Mean 3.00 CLEAR DATA

Elements	Unsatisfactory.....1 or more Major AFIs	Needs Improvement/.....3 or more minor AFIs Developing	Effective.....1-2 minor AFIs; 0 major AFIs	Highly Effective 0 AFIs 1Kudo	N/A
1a. Demonstrating Knowledge of Content and Pedagogy	1 Point Lesson plans and practice display no knowledge of the state standards, content, or the instructional practices specific to that discipline. Lesson plans are incomplete. Lesson plans are not evident on a consistent basis.	2 Points Lesson plans and practice reflect some knowledge of the state standards, content and instructional practices specific to that discipline. Lesson plans are lacking basic elements, or are difficult for others to follow. Lesson plans are rudimentary. Some evidence of extension activities, methods, and higher level thinking skills.	3 Points Lesson plans and practice reflect consistent and appropriate knowledge of the state standards and the instructional practices specific to that discipline. Lesson plans include all basic elements of lesson design including objectives. Consistent evidence of extension activities, methods, and higher level thinking skills.	4 Points Lesson plans and practice reflect detailed knowledge of state standards, content and the state standards and the instructional practices specific to that discipline. Lesson plans include extensive use of higher level thinking skills, extension, and application. Research and new or innovative methods are extensively incorporated into lesson plans and instructional strategies.	N/A
Comment					
1b. Designing Student Assessment	1 Point Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is not appropriate for most students. The results of assessment have minimal impact on the design of future instruction.	2 Points Teacher's plan for student assessment is moderately aligned with the instructional outcomes, lacks clear criteria, and is not appropriate for at least some students. Teacher utilizes assessment results to plan for future instruction for the class as a whole. Assessments provide students with limited ways to demonstrate mastery	3 Points Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher utilizes assessment results to plan for future instruction for groups of students. Assessments provide students with multiple ways to demonstrate mastery.	4 Points Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher utilizes results to plan for future instruction for individual students. Assessments are adapted for individual students and provide multiple ways to demonstrate mastery and multiple opportunities during the unit to demonstrate mastery	N/A
Comment					

Figure 13. Full Proficiency Level Rubric

18. To save progress and return at a later time, click the *Save* button. Click *Submit* once the assessment has been completed (See Figure 14.) Note: All rubric elements, including those marked N/A must be selected prior to submitting.



19. Return to the class roster and select the next student to assess.

All courses should be reviewed to ensure the content is accurate. When you are satisfied that the content is all correct, please email the Assessment team so we can officially publish the course. Changes cannot be made after the course is published, so please review carefully. If you have any questions or issues with using Via, you may contact the COE assessment team, or you can call the Watermark customer service number.

Assessment Team:

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Via by Watermark Customer Service 800 – 311 - 5656