

Accessing VIA through Canvas

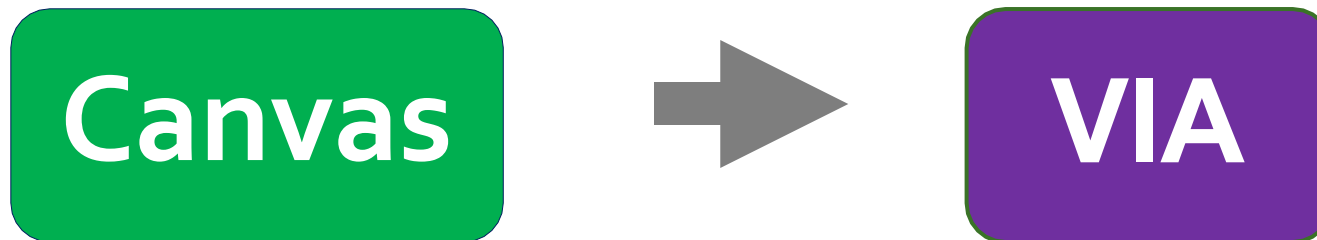
Watermark, the parent company, renamed VIA, “Student Learning and Licensure” (SLL), in 2022.

AERO continues to refer to our assessment system as VIA and utilizes viahelp@gmu.edu for support; please read all notifications you receive from viahelp@gmu.edu.

You and your students will access VIA through the link YOU will set up on the Assignment page in Canvas.

Watch this video to find out how to set up your link: [Create a Link in Canvas](#)

- VIA is a separate system from Canvas, once you are in VIA, you are in VIA.
- You cannot access a “Student View” in VIA; each user will only see their own account.



Your Access Link

When you set up the access link in Canvas, be sure that all of the settings are as follows:

The image shows a screenshot of the Canvas assignment settings page. Several fields are highlighted with green rectangular boxes:

- Points:** A text input field containing the number "0".
- Assignment Group:** A dropdown menu with "VIA Assessment" selected.
- Display Grade as:** A dropdown menu with "Complete/Incomplete" selected.
- Do not count this assignment towards the final grade:** A checked checkbox.
- Submission Type:** A dropdown menu with "External Tool" selected.
- External Tool Options:** A section containing:
 - Enter or find an External Tool URL:** A text input field containing "https://sll.watermarkinsights.com/via/lti/v1" and a blue "Find" button.
 - Load This Tool In A New Tab:** A checked checkbox.
- Submission Attempts:** A section containing:
 - Allowed Attempts:** A dropdown menu with "Unlimited" selected.

- If your link does not work, delete it and set up a new one.
- **Deleting/setting up a new link will not impact data or assessments within VIA.**
- Carefully check the link settings if you experience an issue.

You may copy and paste this URL (or use the “Find” button):
<https://sll.watermarkinsights.com/via/lti/v1p3/launch>

- Use only the suggested link settings.
- Be sure to click on “Home Screen” not “specific Activity”, as shown in the video.

Your VIA In Progress Page

Each time you or your students click on the link you will be taken to your respective “In Progress” page in VIA; from here you can access all of your course-based assessments.

The screenshot displays the VIA interface for George Mason University. The top navigation bar includes the watermark logo, 'Student Learning & Licensure', and the university name. The left sidebar contains navigation options: Academics & Offices, In Progress (highlighted with a yellow circle), Timeline, ePortfolios, Templates, and Rubrics. The main content area is titled 'In Progress' and provides a search bar and filters. The course list includes:

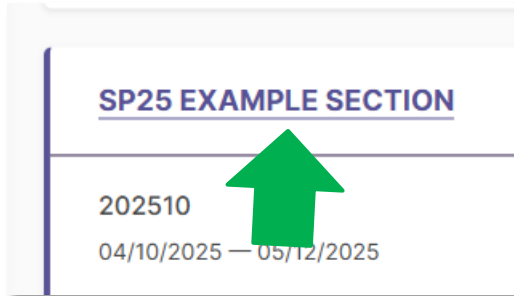
Course Title	Course ID	Dates	Instructors	Actions
SU25 Internship EXAMPLE Course	202540	05/09/2025 — 07/10/2025	Instructors (1) Tracy Teacher	CLOSE SECTION, VIEW DETAILS
SP25 Elementary Ed Internship Graduate	202510	04/28/2025 — 05/15/2025		CLOSE SECTION, VIEW DETAILS, View Student Logs

Locate Your Course

Courses from the current semester will appear near the top of your page, to view additional courses, including those from a previous semester, scroll down the page:

The screenshot displays two course sections in a list. The top section is titled "SP25 Special Ed B&VI Graduate Internship Surveys" with a yellow "Internship" tag. It includes a "CLOSE SECTION" button and a "VIEW DETAILS" button. Below the title, it shows the course ID "202510", the dates "04/21/2025 — 05/14/2025", and the text "View Student" with a yellow arrow pointing to it. Under "Instructors (2)", it lists "Kristen O'Brien" and "Tracy Teacher". The bottom section is titled "SP25 EXAMPLE SECTION" and includes "CLOSE SECTION" and "VIEW DETAILS" buttons. It shows the course ID "202510", the dates "04/10/2025 — 05/12/2025", and "Instructors (4)": "Bweikia Steen", "Colleen Vesely", "Leslie La Croix", and "Tracy Teacher". At the bottom of this section is a link "► Show Activities (2)". A yellow box on the right side of the page highlights a vertical scrollbar, indicating that the content can be scrolled.

The Course

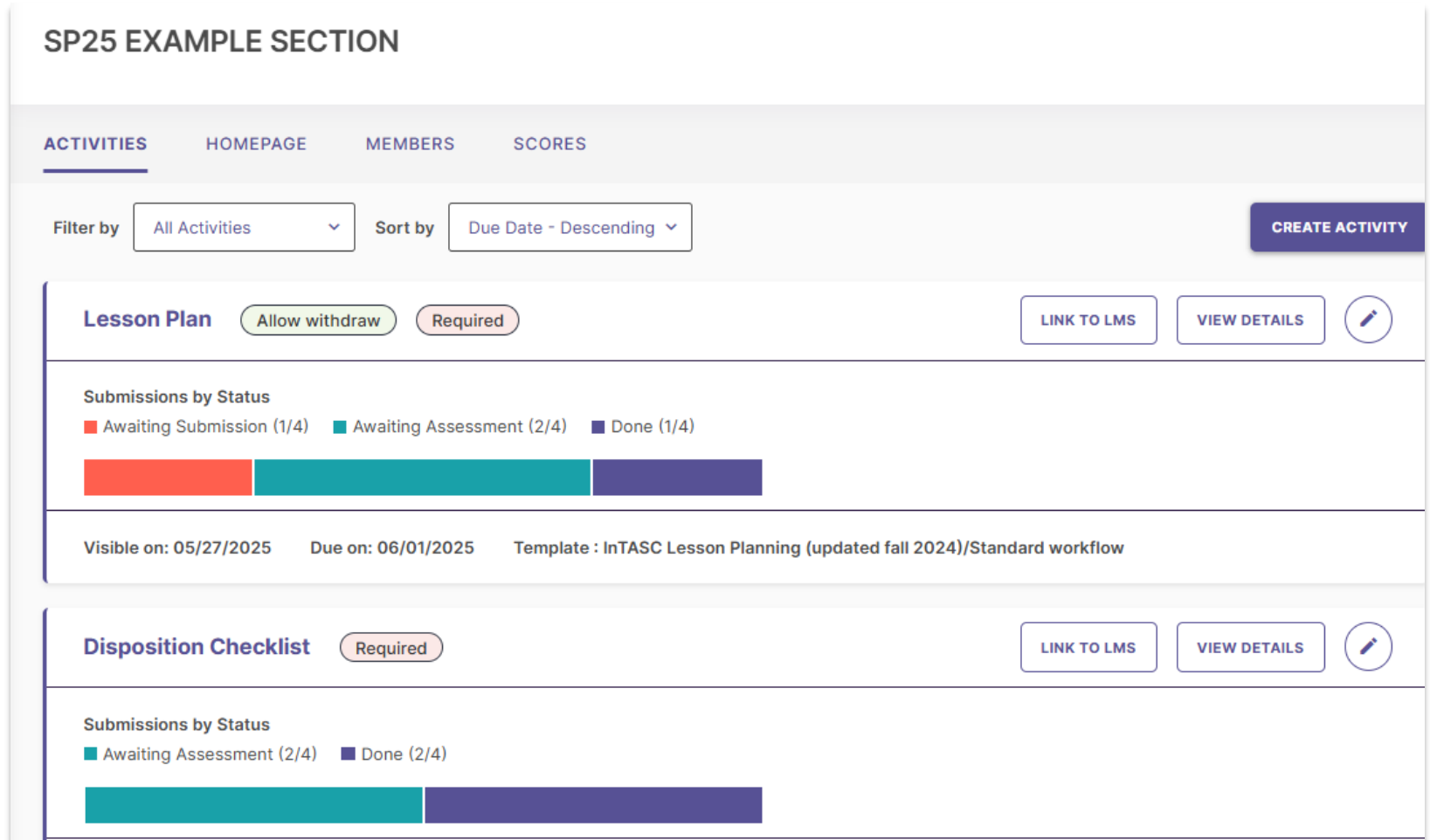


SP25 EXAMPLE SECTION

202510

04/10/2025 — 05/12/2025

A green arrow points to the course title.




SP25 EXAMPLE SECTION

ACTIVITIES HOMEPAGE MEMBERS SCORES

Filter by: All Activities Sort by: Due Date - Descending [CREATE ACTIVITY](#)

Lesson Plan


Allow withdraw Required [LINK TO LMS](#) [VIEW DETAILS](#) 

Submissions by Status

■ Awaiting Submission (1/4) ■ Awaiting Assessment (2/4) ■ Done (1/4)

Visible on: 05/27/2025 Due on: 06/01/2025 Template : InTASC Lesson Planning (updated fall 2024)/Standard workflow

Disposition Checklist

Required [LINK TO LMS](#) [VIEW DETAILS](#) 

Submissions by Status

■ Awaiting Assessment (2/4) ■ Done (2/4)

Once you have located the desired course, **CLICK** directly on the course title to view the associated assessments (you may need to scroll to view all of the assessments).

The Assessments

The screenshot displays the 'SP25 EXAMPLE SECTION' interface. At the top, there are navigation tabs: 'ACTIVITIES', 'HOMEPAGE', 'MEMBERS', and 'SCORES'. Below these, there are filter and sort options: 'Filter by All Activities' and 'Sort by Due Date - Descending'. A 'CREATE ACTIVITY' button is circled in red with a diagonal line through it, indicating it should not be used. The main content area shows two assessment cards. The first card is titled 'Disposition Checklist' (circled in blue) and is marked as 'Required'. It includes a 'Submissions by Status' bar chart showing 2/4 'Awaiting Assessment' (teal) and 2/4 'Done' (purple). Below the chart, it states 'Visible on: 04/10/2025' and 'Template: Disposition Checklist/Observational Assessment workflow'. The second card is titled 'Lesson Plan' (with a blue arrow pointing to it) and is marked as 'Allow withdraw' and 'Required'. It includes a 'Submission Status' bar chart showing 1/4 'Awaiting Submission' (red), 2/4 'Awaiting Assessment' (teal), and 1/4 'Done' (purple). Below the chart, it states 'Visible on: 05/27/2025', 'Due on: 06/01/2025', and 'Template: InTASC Lesson Planning (updated fall 2024)/Standard workflow'. Both cards have 'LINK TO LMS' and 'VIEW DETAILS' buttons, along with an edit icon.

You will notice a “Create Activity” button on the top right, do not click on this; all of your assessments have been set up for you by AERO.


Observational Workflow-This is currently ONLY APPLICABLE to a handful of specific rubrics. When there is no option for students to upload and you may score the assessment at any time.

To score **CLICK** on the title.

Submission & Assessment Status

Progress by Student

Filter by All View Report BULK ACTIONS

STUDENT NAME	SUBMISSION STATUS	ASSESSMENT STATUS
 Nicks, Stevie	✔ Submitted May 27, 2025 at 10:38 AM	Awaiting Assessment
Sagan, Carl	Not modified	
Student, Gmu	✔ Submitted May 27, 2025 at 10:38 AM	Done May 27, 2025 10:41 AM by Tracy Teacher

Awaiting Assessment

Assessment can be scored.

Awaiting Submission (Not modified)

Student has not uploaded work. Student must submit work OR faculty must use Force Submit (see next page for details) to change status to “Awaiting Assessment.”

Done

Assessment rubric has been scored. To make changes or allow a student to resubmit, see pages 15-16.

If a student status reads “Awaiting Assessment” you may score the rubric for this student.

CLICK on the row, with the student’s name, to access the assessment rubric.

Submissions by Status






■ Awaiting Submission (2/4) ■ Awaiting Assessment (1/4) ■ Done (1/4)



Force Submit

Filter by

[View Report](#) **BULK ACTIONS**


STUDENT NAME	SUBMISSION STATUS	ASSESSMENT STATUS	
 Nicks, Stevie	 Submitted May 27, 2025 at 10:38 AM	Awaiting Assessment	
 Sagan, Carl	Not modified		

LESSON PLAN

Bulk Force Submission

This activity will be submitted for assessment for the selected students. This action can be undone from the individual student activity page.

Select Students*
Select one or more students to force their activity submission.

<input type="checkbox"/>	STUDENTS	AWAITING SUBMISSION
<input checked="" type="checkbox"/>	 Sagan, Carl	Not modified

1 Student Selected






If one or more students have not submitted, but you would like to assess them anyway, **CLICK** on “Bulk Actions”, then “Force Submission” and check the box next to each name (or **CLICK** the box at the top, next to the word students, to select all), then **CLICK** on “Force Submit.”

**This feature may be used to enter a score for a student who did not upload work in VIA, but did complete the assignment. If the student did not complete the work see “Incomplete” page 21.*

Force Submit

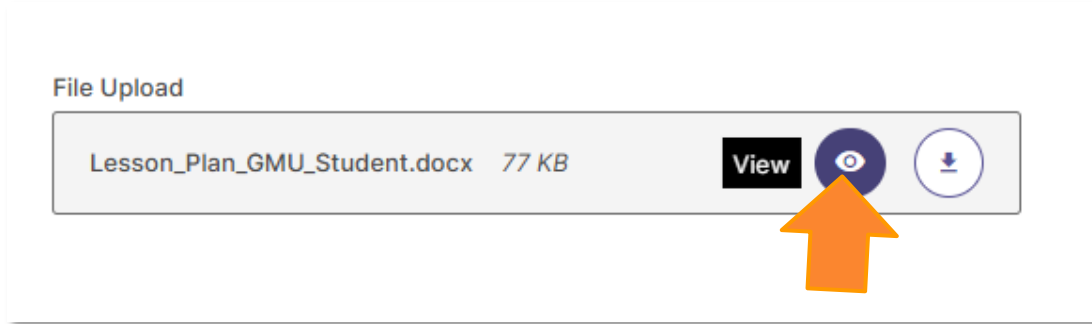
Progress by Student

Filter by [View Report](#)

STUDENT NAME	SUBMISSION STATUS	ASSESSMENT STATUS	
 Nicks, Stevie	 Submitted May 27, 2025 at 10:38 AM	Awaiting Assessment	
 Sagan, Carl	Force Submitted May 27, 2025 at 11:02 AM by Tracy Teacher	Awaiting Assessment	

Force Submit will move all selected students from “Awaiting Submission” to “Awaiting Assessment,” you may now enter a score on the rubric.

View or Download Student Work



Assessment Panel

Assessment & scoring

Fields marked with * are required.

InTASC Lesson Planning (CAEP)*

[View Rubric Details](#) [External Link Icon]

0/0 - 0.00%

Elements	Not Pr...	Profici...	Highly...	N/A
1-Section...	✓	✓	✓	✓
2-Section...	✓	✓	✓	✓
3-Section...	✓	✓	✓	✓
4-Section...	✓	✓	✓	✓

Some assessments require/allow the option for students to upload work; if work has been uploaded you will have the option to view the work in browser or download, before scoring the rubric.

To view work (if any) and score the rubric, take the following steps:

On the Left- Hover your mouse over the student submission and **CLICK** to view or download student work.

On the Right- The “Assessment Panel” displays a condensed version of the rubric.

Scoring the Rubric

The screenshot shows a classroom layout diagram on the left and an assessment panel on the right. The diagram, titled "Figure 1: Classroom Layout", depicts a U-shaped arrangement of desks. Labels include "White board", "instructor desk", "Computer desks for individual use", "Student desks- assigned seats", "Lending Library shelves", "Safety Guidelines Posters", "Lab Equipment", and "Classrooms conduct rules". The assessment panel on the right includes a table for "View Rubric Details" and a "Feedback" section.

Elements	Not Pr...	Profici...	Highly...	N/A
1-Section...	✓	✓	✓	✓
2-Section...	✓	✓	✓	✓
3-Section...	✓	✓	✓	✓
4-Section...	✓	✓	✓	✓
5-Section...	✓	✓	✓	✓
6-Section...	✓	✓	✓	✓
7-Section...	✓	✓	✓	✓
8-Section...	✓	✓	✓	✓
9-Section...	✓	✓	✓	✓
10-Section...	✓	✓	✓	✓
11-Section...	✓	✓	✓	✓
12-Section...	✓	✓	✓	✓

This close-up shows the "Assessment Panel" with the "View Rubric Details" link circled in blue. The panel includes a table with columns for "Elements", "Not Pr...", "Profici...", "Highly...", and "N/A".

Elements	Not Pr...	Profici...	Highly...	N/A
1-Section...	✓	✓	✓	✓
2-Section...	✓	✓	✓	✓
3-Section...	✓	✓	✓	✓

This close-up shows the "Feedback" and "Scoring" sections. The feedback box contains the text "Great work!" and a character count of "11/3000". The scoring box shows a score of "96" out of "100 points".

Once you have opened the student submission in VIA/SLL (as above) or downloaded the file(s), you are ready to score.

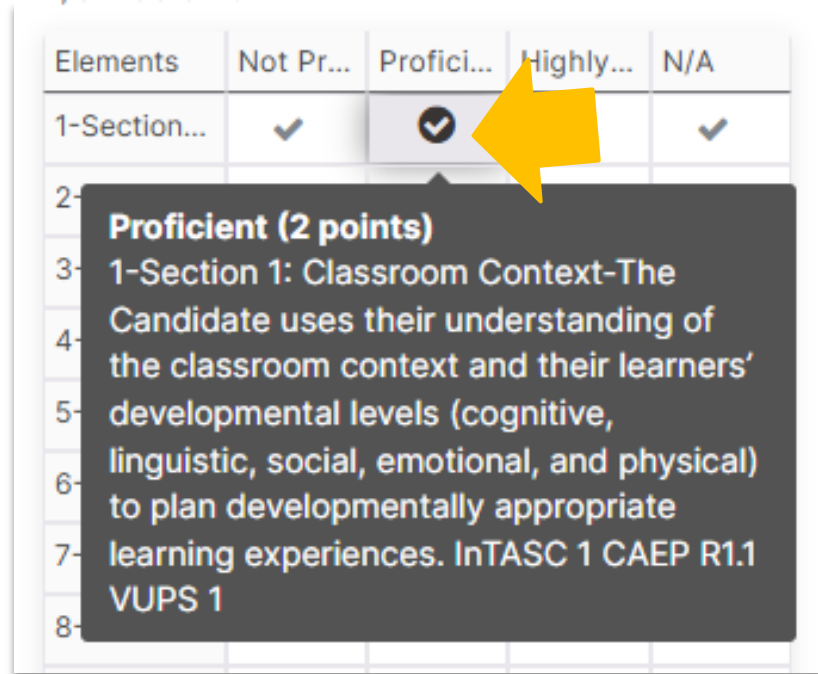
You may score directly on the condensed rubric provided or **CLICK** on **“View Rubric Details”** to score the full (detailed) version.

Please note **“Feedback”** and **“Scoring”** are optional, you may leave these boxes blank if you choose.

“Activity Comments” is not applicable to scoring rubrics and should be disregarded.

This close-up shows the "Activity Comments" section, which contains the text: "There are no comments. Assessors may add comments while completing the assessment by highlighting text within the student content." A large grey oval is drawn around the section, and a diagonal line is drawn across it, indicating it should be disregarded.

Assessment Panel



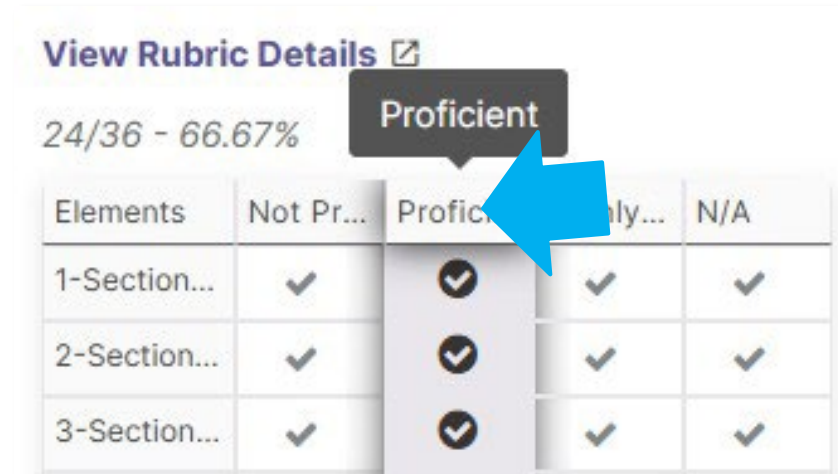
Elements	Not Pr...	Profici...	Highly...	N/A
1-Section...	✓	✓		✓

Proficient (2 points)
1-Section 1: Classroom Context-The Candidate uses their understanding of the classroom context and their learners' developmental levels (cognitive, linguistic, social, emotional, and physical) to plan developmentally appropriate learning experiences. InTASC 1 CAEP R1.1 VUPS 1

View scoring criteria by hovering your mouse over the boxes.

CLICK directly on a box to score *OR*

CLICK on the box at the top of the column to autofill the entire column.



View Rubric Details [↗](#)

24/36 - 66.67%

Elements	Not Pr...	Profici...	Highly...	N/A
1-Section...	✓	✓	✓	✓
2-Section...	✓	✓	✓	✓
3-Section...	✓	✓	✓	✓

Proficient

Rubric Details

InTASC Lesson Planning (CAEP)*

View Rubric Details

0/0 - 0.00%

Elements	Not Pr...	Profici...	Highly...	N/A
1-Section...	✓	✓	✓	✓
2-Section...	✓	✓	✓	✓

CLICK on “View Rubric Details.”

STUDENT, GMU | LESSON PLAN

InTASC Lesson Planning C44

Show All Standards and Outcomes

The Candidate uses their understanding of the classroom context and their learners' developmental levels (cognitive, linguistic, social, emotional, and physical) to plan developmentally appropriate learning experiences. InTASC 1 CAEP R1.1 VUPS 1	The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels and/or planned instruction that aligned to the developmental levels of some (but not all) of the learners.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.	
Comment	Excellent work providing developmentally appropriate instruction for individual students.			
2-Section 2: Planning for Instruction & Assessment-The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. InTASC 7 CAEP R1.3 VUPS 2 SOL and VESOL Content-specific ISTE 2.5	1 Point The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate curriculum goals. Candidate did not consider digital tools and resources in an effective manner for instruction.	2 Points The evidence indicates that the Candidate planned challenging activities, leveraging digital tools and resources, as appropriate, and using learner-appropriate and measurable objectives closely aligned with national/state/local standards that are aligned with appropriate curriculum goals to address learner needs and build on prior knowledge.	3 Points The evidence indicates that the Candidate planned challenging activities, leveraging digital tools and resources, as appropriate, and using learner-appropriate and measurable objectives closely aligned with national/state/local standards and included appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge.	N/A
Comment				

On the Detailed Rubric, you may CLICK and type comments in the comment boxes under each row. These comments will be visible when reports are run and to students when they click on “View Rubric Details.” You may score by **CLICKING** directly on the boxes; to return to the student submission **CLICK** on “Close.”

Submit Score

STUDENT, GMU | SP25 EXAMPLE SECTION

Lesson Plan

Saving... ASSESSMENTS HISTORY REQUEST REVISION **SUBMIT** SAVE CANCEL

Close document

As a future science teacher, I look forward to inspiring students to learn and make connections between physics concepts learned in the classroom and everyday life. Physics is the branch of science that underlies all other branches and I believe everyone can benefit from a basic understanding of its general principles. While not all the students I teach will go on to take additional physics classes (in college), it is my goal for each student to gain some practical knowledge and some personal appreciation for the subject through completion of their coursework with me.

The main skill utilized in physics is problem solving. Problem solving is a universal skill, which is applicable to multiple facets of both professional and personal life. In an effort to cultivate interest among the broadest possible range, of students I will continually incorporate innovative activities. Hands on inquiry-based labs, in class discussions of current events (as they relate to science and specifically physics), short videos and extra-curricular activities (e.g. physics club and field trips) will be regular occurrences. As students gain proficiency with their critical thinking and problem-solving skills through study and investigation they will be

Assessment

Assessment

Fields marked with * are required.

InTASC Lesson Planning (CAEP)*

View Rubric Details

33/36 - 91.67%

Elements	Not Pr...	Profici...	Highly...	N/A
1-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9-Section...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10-Sectio...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11-Sectio...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12-Sectio...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>













Clear Selection

Feedback

Great work!

When you are done scoring CLICK "Submit."

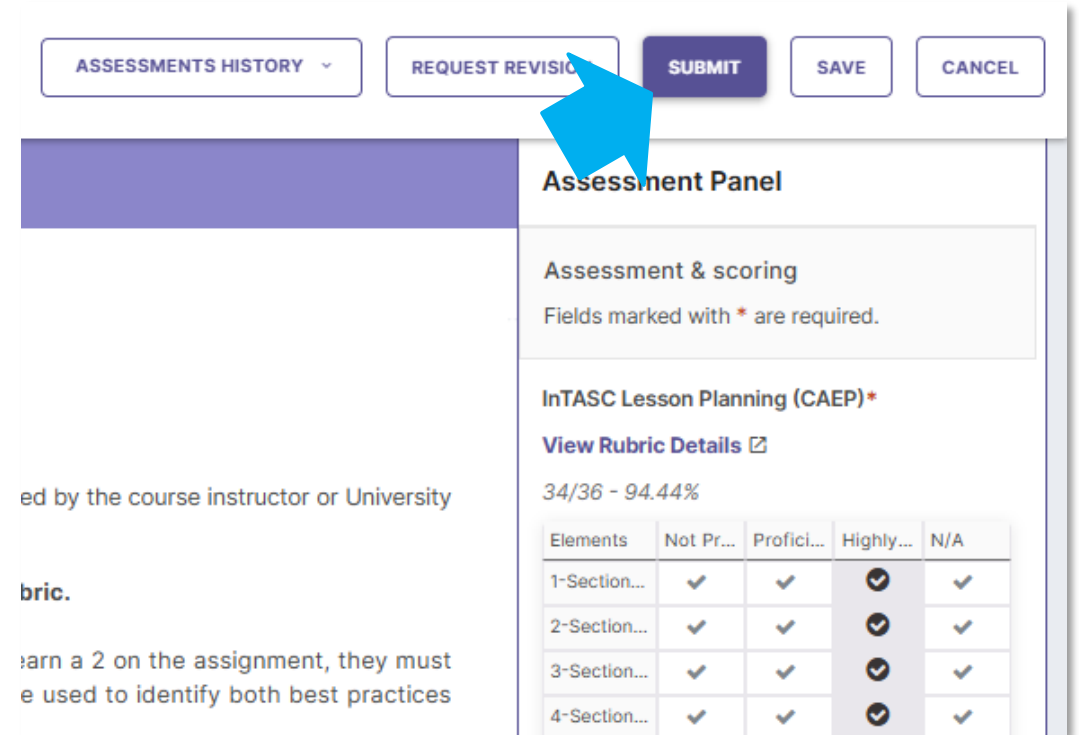
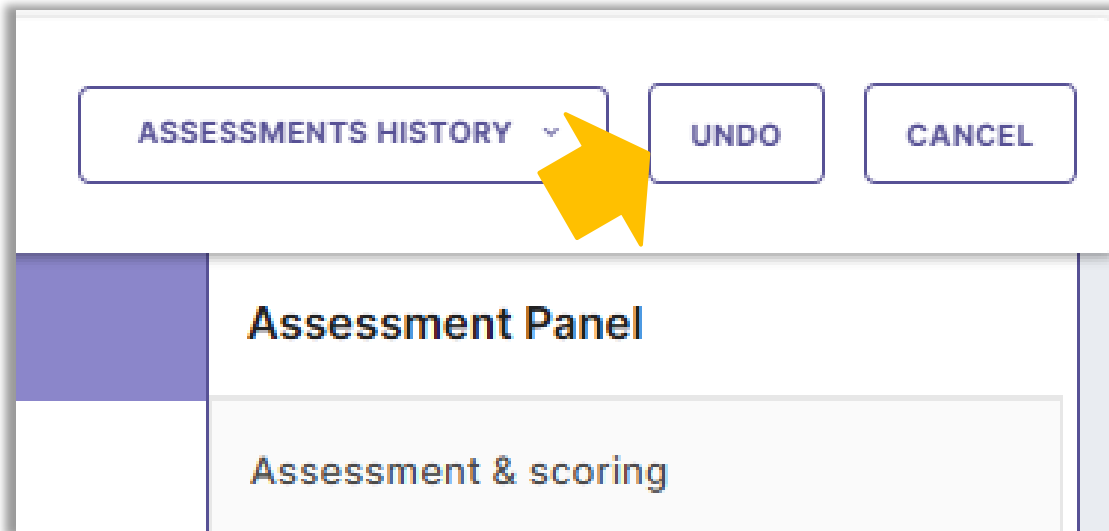
Scoring Complete

Progress by Student			
Filter by	All	View Report	BULK ACTIONS
STUDENT NAME	SUBMISSION STATUS	ASSESSMENT STATUS	
 Nicks, Stevie	 Submitted May 27, 2025 at 10:38 AM	Awaiting Assessment	
 Sagan, Carl	Force Submitted May 27, 2025 at 11:02 AM by Tracy Teacher	 Done May 27, 2025 01:39 PM by Tracy Teacher	
 Student, Gmu	 Submitted May 27, 2025 at 12:17 PM	 Done May 27, 2025 01:38 PM by Tracy Teacher	
 Walker, Alice	Not modified		

Once the assessment is completed and marked “Done.” No further action is required.

Undo

The rubric will retain the original scoring, but it is now editable; make any desired changes then **CLICK** “Submit.”



If you have completed scoring, but would like to make changes, access the student’s work as before; next **CLICK** “Undo” at the top right of the page.

Request Revision

ASSESSMENTS HISTORY ▾ REQUEST REVISION SUBMIT SAVE CANCEL

Assessment Panel



Assessment & scoring

Fields marked with * are required.

To allow a student to resubmit, access their work as before; next CLICK “Request Revision” at the top right. The student can then delete the original submission and upload new files. **NOTE:** *If you do not have a “Request Revision” button, CLICK “Undo” and then “Request Revision.”*

Edit Due/Visibility Date

1

Beginning Self-Assessment Allow withdraw Required LINK TO LMS VIEW DETAILS  

Submissions by Status

■ Awaiting Submission (5/5) ■ Awaiting Assessment (0/5) ■ Done (0/5)


Values are not shown when too close to each other.
Click or use arrow keys to see details.

Visible on: 06/08/2023 Due on: 08/12/2023 Template : Beginning Self-Assessment (CAEP)/Standard workflow

2

Activity Details


Title* 26/50

Template* View Template 

Student*



Students can withdraw submission

This activity is required



Enable grade return to LMS gradebook. 

Distribution Details



Visible

Date*  Time* 

Open for Submission

Date*  Time* 



Due

Date  Time 

3

July 2023

Su	Mo	Tu	We	Th	Fr	Sa
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

08/12/2023  09:07 PM 

4








PUBLISH

The Due Date for most assessments will be set as the last day of the course. If you would like to change the Due Date for an assessment, **CLICK** on the pencil icon at the top right, and scroll down. Under “Due Date” **CLICK** on the calendar icon and select a new Due Date, when you are done, **CLICK** “Publish” at the top right (you may edit the visibility date in a similar way).

View Results

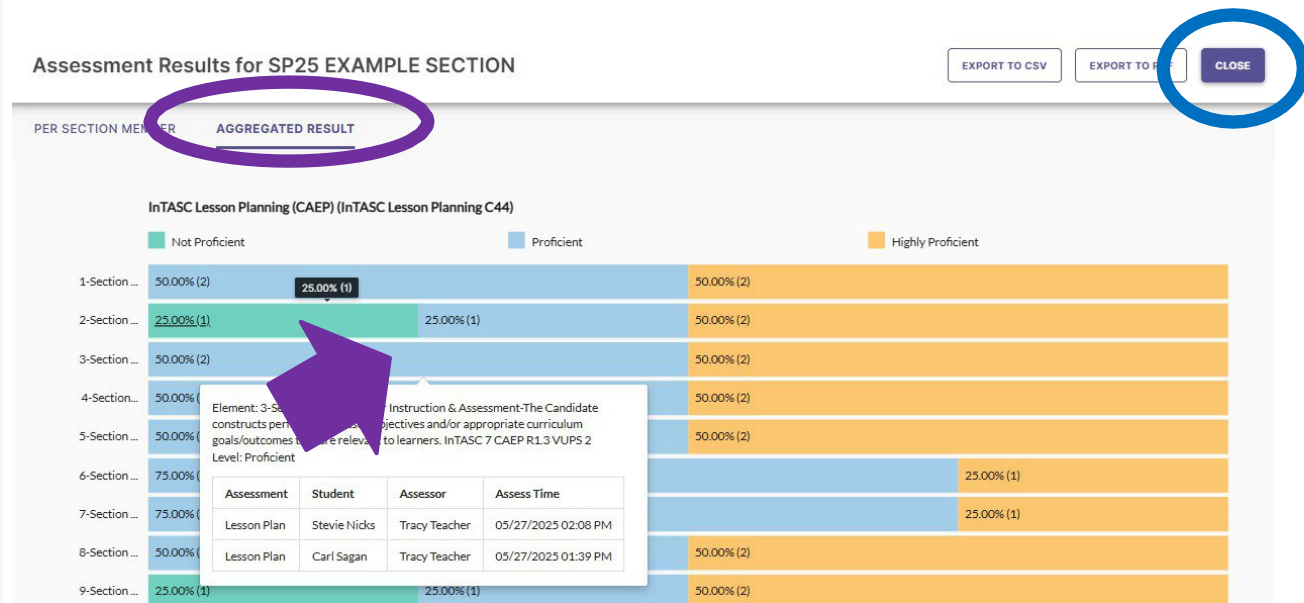
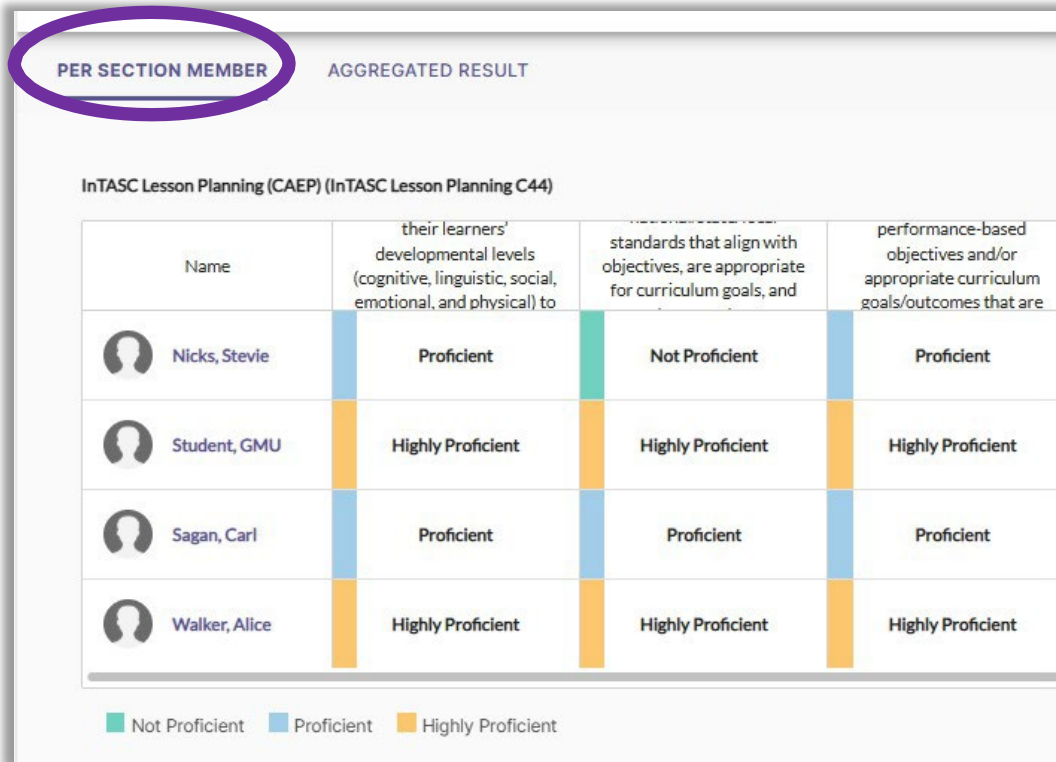
Progress by Student

Filter by [View Report](#)

STUDENT NAME	SUBMISSION STATUS	ASSESSMENT STATUS	
 Nicks, Stevie	 Submitted May 27, 2025 at 10:38 AM	Done May 27, 2025  02:08 PM by Tracy Teacher	
 Sagan, Carl	Force Submitted May 27, 2025 at 11:02 AM by Tracy Teacher	Done May 27, 2025  01:39 PM by Tracy Teacher	

After you have scored the student assessments you may review results, **CLICK** on the assessment name, then from the progress by student view, **CLICK** on the graph icon at the top right.

View Results



You will now see individual student results (you may need to scroll down to view all the data). You can also **CLICK** on “Aggregated Report”, this will display interactive graphs (you can **CLICK** on the graph to drill down). You can export either CSV or PDF versions of the data you are viewing. AERO will provide all programs with report data for accreditation and internal reporting, but you may view and download data for a specific course at any time.

Incomplete

If a student does not complete the required work for an assessment, please do the following:

Utilize the Force Submit feature (pages 8-9), next **CLICK** at the top of the “N/A” column (to autofill the column). Finally, type an explanatory comment in the “feedback” box and **CLICK** “Submit.”

LESSON PLAN ×

Bulk Force Submission


This activity will be submitted for assessment for the selected students. This action can be undone from the individual student activity page.

Select Students*
Select one or more students to force their activity submission.

<input type="checkbox"/> STUDENTS	AWAITING SUBMISSION
<input checked="" type="checkbox"/> Sagan, Carl	Not modified

1 Student Selected


FORCE SUBMIT



View Rubric Details ☑

0/0 - 0.00%

Elements	Not Pr...	Profici...	Hig...	N/A
1-Section...	✓	✓	✓	☑
2-Section...	✓	✓	✓	☑
3-Section...	✓	✓	✓	☑
4-Section...	✓	✓	✓	☑
5-Section...	✓	✓	✓	☑
6-Section...	✓	✓	✓	☑
7-Section...	✓	✓	✓	☑
8-Section...	✓	✓	✓	☑
9-Section...	✓	✓	✓	☑
10-Section...	✓	✓	✓	☑
11-Section...	✓	✓	✓	☑
12-Section...	✓	✓	✓	☑




Feedback

Student did not complete the assignment.

40/3000

REQUEST REVISION **SUBMIT** **SAVE**



CEHD VIA Assessment

- Access PDF and video instructions on our webpage: <https://cehd.gmu.edu/aero/assessments/>
- Email viahelp@gmu.edu with any questions you may have.
 1. **When you or your students email support, please include your name and role, student, faculty, university supervisor etc.**
 2. **Give specific details such as course code, e.g., EDUC 123, and section number or CRN.**
 3. **If possible, include a screenshot of the issue.**

**Support messages will be answered, in the order received, during business hours Monday-Friday.*