

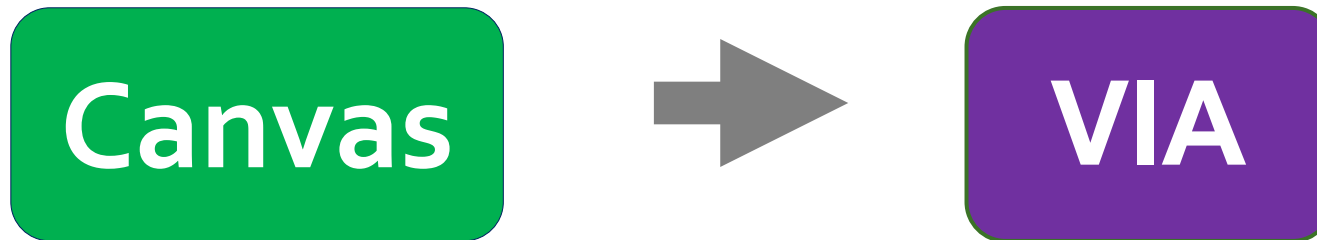
Accessing VIA through Canvas

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. Click to watch the video: [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 screenshot shows the Canvas assignment settings interface. Several fields are highlighted with purple rectangular boxes to indicate required settings:

- Points:** A text input field containing the value "0".
- Assignment Group:** A dropdown menu currently showing "Assignments".
- Display Grade as:** A dropdown menu currently showing "Complete/Incomplete".
- Do not count this assignment towards the final grade:** A checkbox that is checked.
- Submission Type:** A dropdown menu currently showing "External Tool".
- External Tool Options:**
 - Enter or find an External Tool URL:** A text input field containing the URL "https://sll.watermarkinsights.com/via/lti/v1?".
 - Find:** A button next to the URL input field.
 - Load This Tool In A New Tab:** A checkbox that is checked.
- Submission Attempts:**
 - Allowed Attempts:** A dropdown menu currently showing "Unlimited".

- 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 in VIA.
- Carefully check the link settings if you experience an issue.
- 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.

watermark™ Student Learning & Licensure

George Mason University

Academics & Offices

In Progress

View all of your open Sections and Activities.

Search by Section Title

Filter by All Terms

All Course Sections

Sort by Start Date - Descending

SU25 Internship EXAMPLE Course

CLOSE SECTION VIEW DETAILS

202540

05/09/2025 — 07/10/2025

Instructors (1)

Tracy Teacher

SP25 Elementary Ed Internship Graduate Internship

CLOSE SECTION VIEW DETAILS

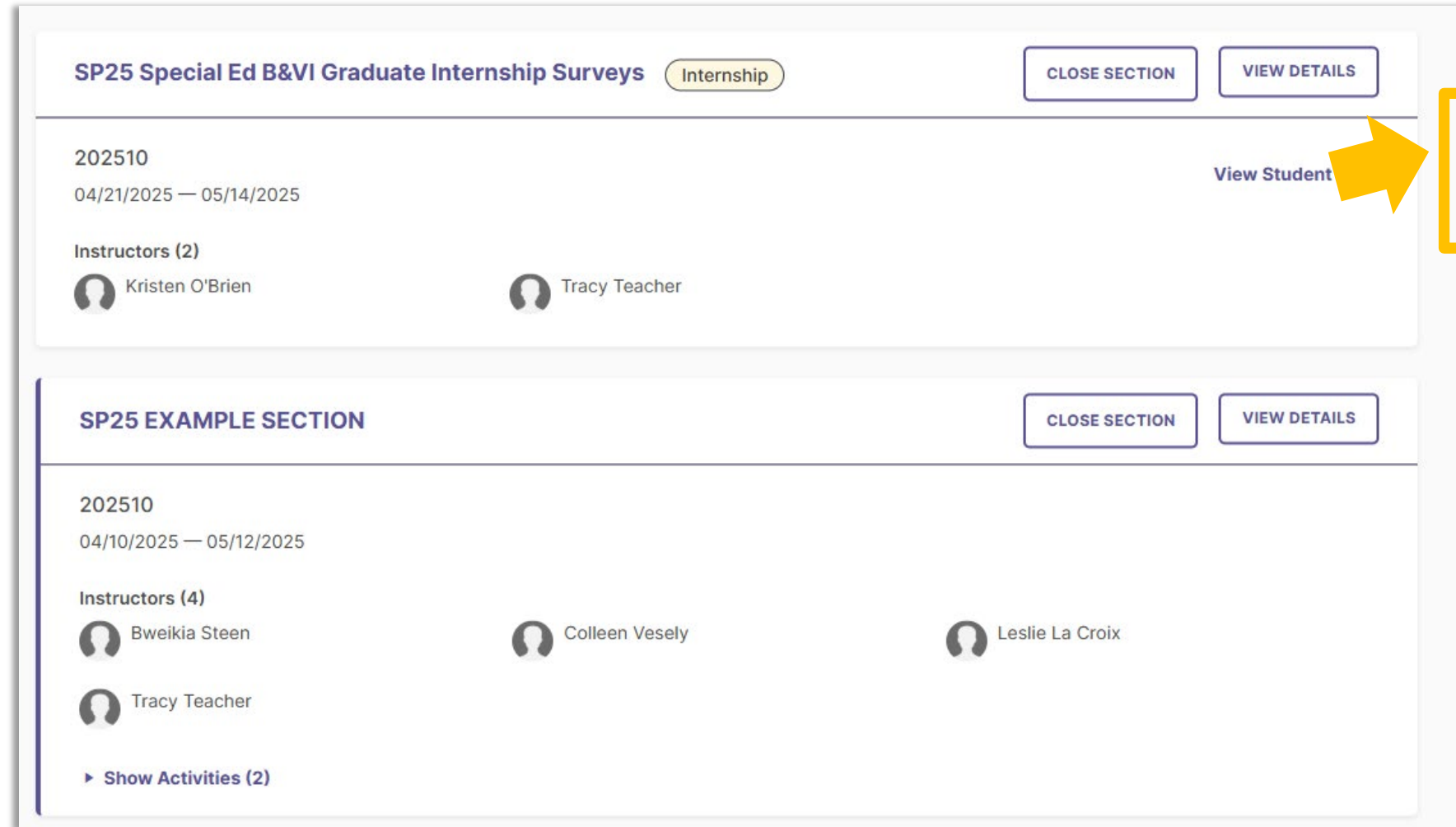
202510

04/28/2025 — 05/15/2025

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:



SP25 Special Ed B&VI Graduate Internship Surveys Internship CLOSE SECTION VIEW DETAILS

202510
04/21/2025 — 05/14/2025 View Student




Instructors (2)


 Kristen O'Brien  Tracy Teacher

SP25 EXAMPLE SECTION CLOSE SECTION VIEW DETAILS

202510
04/10/2025 — 05/12/2025

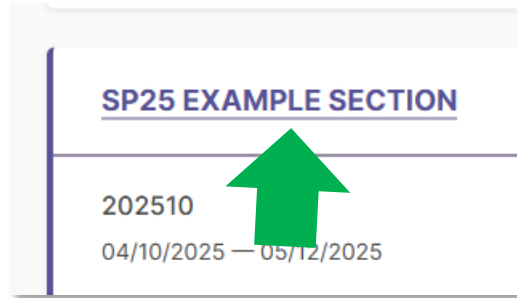
Instructors (4)

 Bweikia Steen  Colleen Vesely  Leslie La Croix

 Tracy Teacher

► **Show Activities (2)**

The Course



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

SP25 EXAMPLE SECTION

ACTIVITIES HOMEPAGE MEMBERS SCORES

Filter by All Activities Sort by Due Date - Descending

Disposition Checklist Required LINK TO LMS VIEW DETAILS

Submissions by Status
Awaiting Assessment (2/4) Done (2/4)

Visible on: 04/10/2025 Template : Disposition Checklist/Observational Assessment workflow

Lesson Plan Allow withdraw Required LINK TO LMS VIEW DETAILS

Submission 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

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)

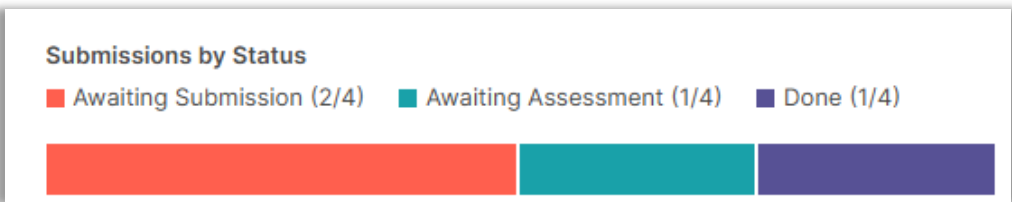
Student has not uploaded work. Student must submit work OR faculty must use Force Submit (see next page for details) to change status to “Awaiting Assessment.”

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.



Force Submit

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		

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.

☐ STUDENTS

AWAITING SUBMISSION

☒  Sagan, Carl

Not modified

1 Student Selected






CANCEL

FORCE SUBMIT

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.”

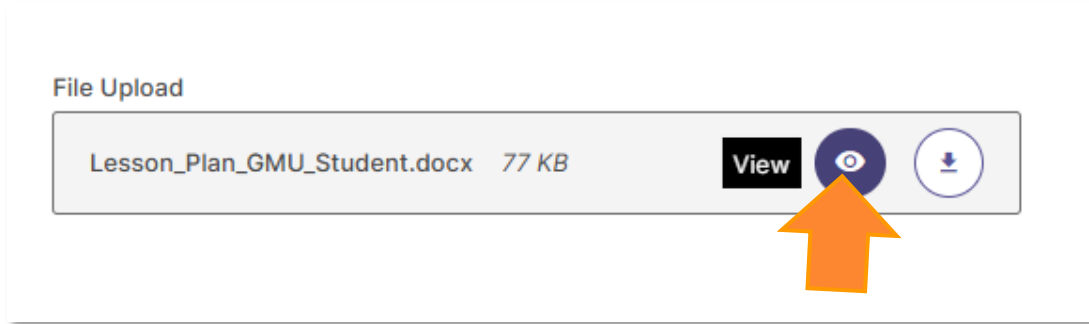
**This feature may be used to enter a score for a student who did not upload work in VIA, but did complete the assignment. If the student did not complete the work see “Incomplete” page 21.*

Force Submit

Progress by Student		
Filter by 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	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 <input type="checkbox"/>				
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 student submission interface. On the left, there is a diagram titled "Figure 1: Classroom Layout" showing a U-shaped arrangement of desks and a whiteboard. On the right, there is an "Assessment Panel" with a table of elements and a "View Rubric Details" link.

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...	✓	✓	✓	✓

A close-up of the "Assessment Panel" showing the "View Rubric Details" link circled in blue.

The screenshot shows the "Feedback" and "Scoring" sections. The "Feedback" section has a text box with "Great work!" and a character count of 11/3000. The "Scoring" section has a text box with "96" and a point count 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.

A close-up of the "Activity Comments" section, which is crossed out with a large diagonal line, indicating it is not applicable to scoring rubrics.

Assessment Panel

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

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 Planning

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...	✓	✓	✓	✓
2-Section...	✓	✓	✓	✓
3-Section...	✓	✓	✓	✓
4-Section...	✓	✓	✓	✓
5-Section...	✓	✓	✓	✓
6-Section...	✓	✓	✓	✓
7-Section...	✓	✓	✓	✓
8-Section...	✓	✓	✓	✓
9-Section...	✓	✓	✓	✓
10-Sectio...	✓	✓	✓	✓
11-Sectio...	✓	✓	✓	✓
12-Sectio...	✓	✓	✓	✓













[Clear Selection](#)

Feedback

Great work!

When you are done scoring CLICK “Submit.”

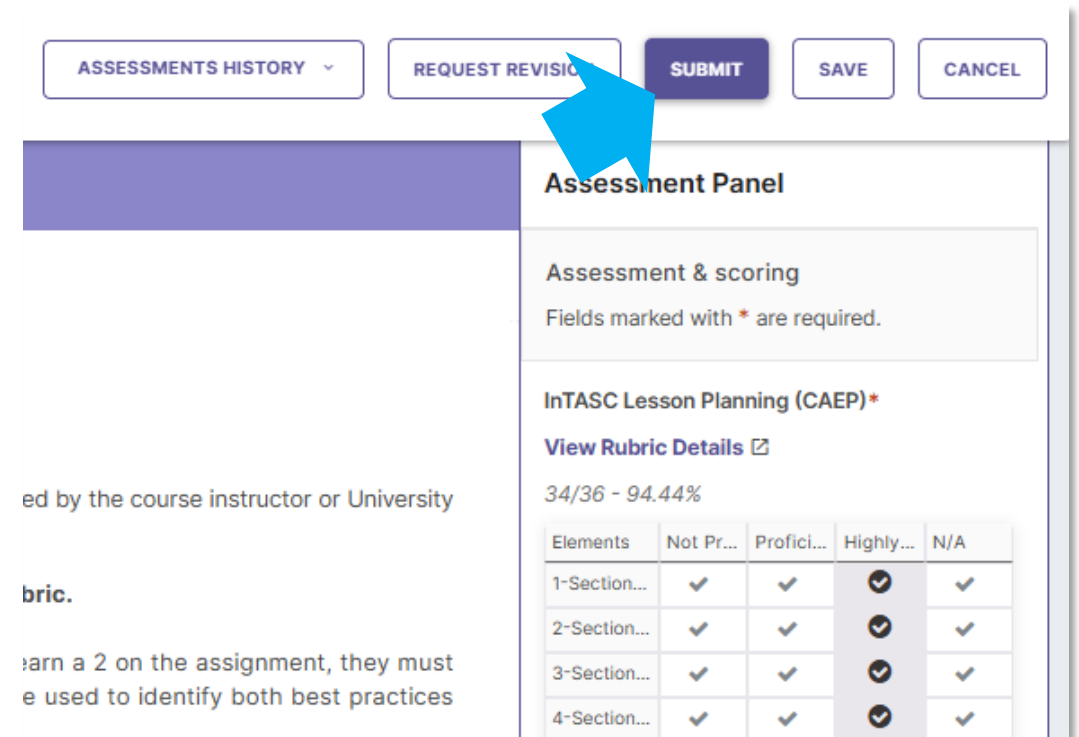
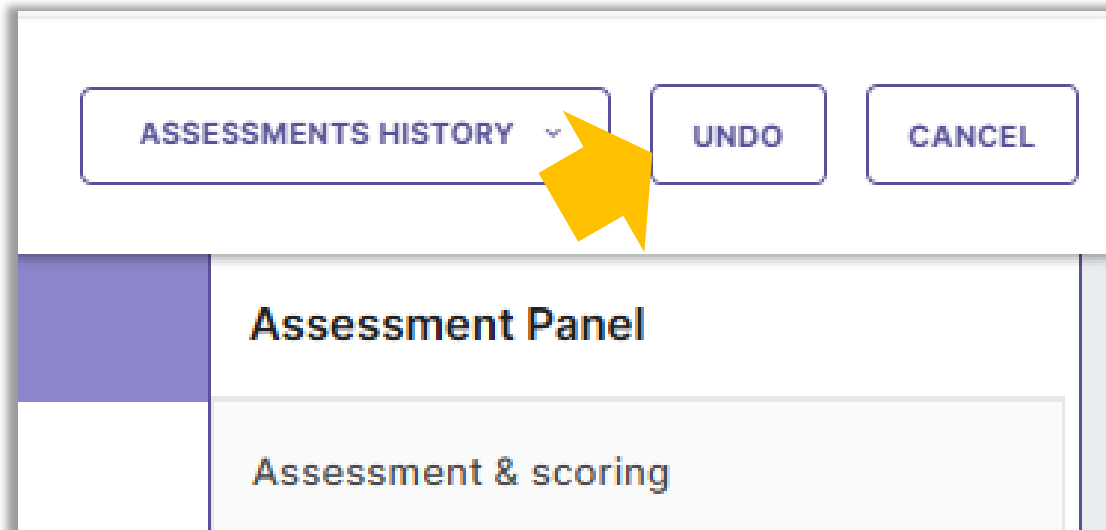
Scoring Complete

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.

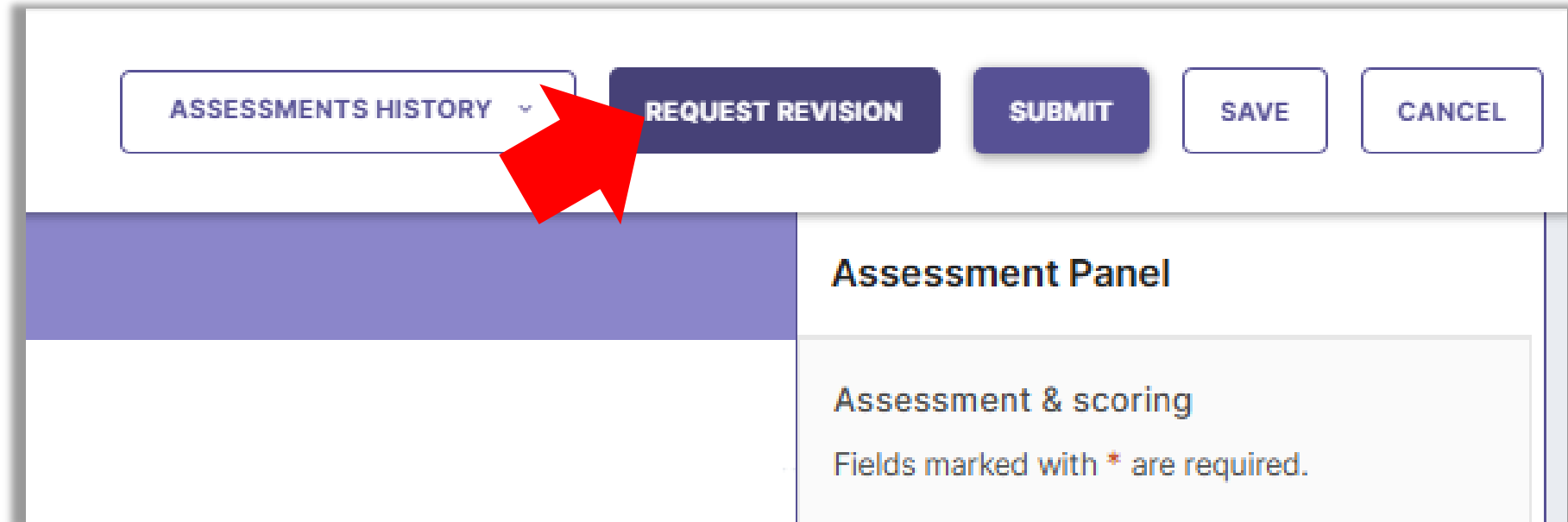
Undo

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





The screenshot shows a user interface for requesting a revision. At the top, there is a navigation bar with five buttons: 'ASSESSMENTS HISTORY' (with a dropdown arrow), 'REQUEST REVISION' (highlighted in dark blue), 'SUBMIT' (dark blue), 'SAVE' (white with blue border), and 'CANCEL' (white with blue border). A large red arrow points from the 'ASSESSMENTS HISTORY' button towards the 'REQUEST REVISION' button. Below the navigation bar, the main content area is divided into two sections. The left section has a solid purple header bar. The right section is titled 'Assessment Panel' and contains the text 'Assessment & scoring' and '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* Beginning Self-Assessment 26/50



Template* [View Template](#) 
Beginning Self-Assessment (CAEP)

Student* Student



☒ Students can withdraw submission
☒ This activity is required
☐ Enable grade return to LMS gradebook. 

Distribution Details



Visible

Date* 06/08/2023  Time* 09:07 PM 

Open for Submission



Date* 06/08/2023  Time* 09:07 PM 

Due

Date 08/12/2023  Time 09:07 PM 

3

Calendar for July 2023









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	All	 View Report	BULK ACTIONS
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.

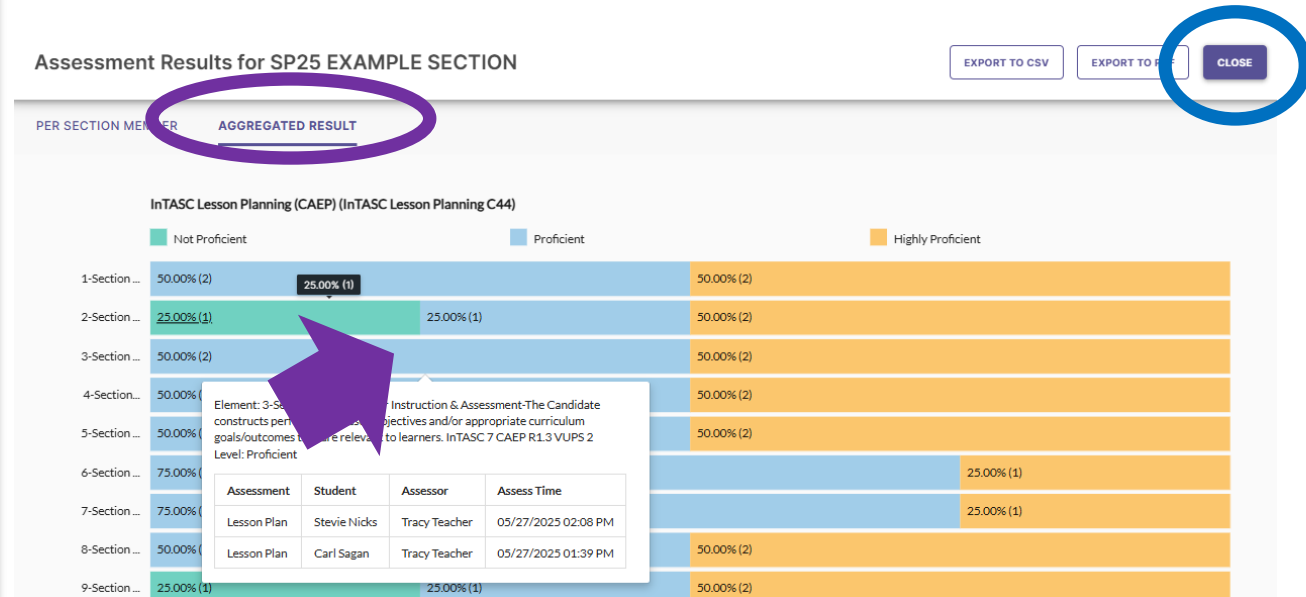
View Results

PER SECTION MEMBER **AGGREGATED RESULT**

InTASC Lesson Planning (CAEP) (InTASC Lesson Planning C44)

Name	their learners' developmental levels (cognitive, linguistic, social, emotional, and physical) to	standards that align with objectives, are appropriate for curriculum goals, and	performance-based objectives and/or appropriate curriculum goals/outcomes that are
Nicks, Stevie	Proficient	Not Proficient	Proficient
Student, GMU	Highly Proficient	Highly Proficient	Highly Proficient
Sagan, Carl	Proficient	Proficient	Proficient
Walker, Alice	Highly Proficient	Highly Proficient	Highly Proficient

Not Proficient
Proficient
Highly Proficient



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**