Watermark Assessment
Request Form

Protocol: The Council for the Accreditation of Educator Preparation (CAEP) *Evaluation Framework for Education Preparation Provider (EPP) Created Assessments* serves as the foundation for this request form and protocol. Please complete this form for EACH assessment (including subject and pedagogical content tests, observations, projects, assignments, and rubrics) to be submitted in Watermark. This would be applicable to a New assessment or Revised assessment. The New or Revised assessment should be submitted at least 30 days prior to the Fall semester in which it is to be implemented. (unless the course is only offered once a year in Spring or Summer which will need to be requested at least one cycle/semester before implementation).

Prior to completing the Watermark Assessment Request form, please ensure the cover page of your rubric includes the following:
 1) Course Title, 2) Course Number, 3) Standards, 4) Purpose, 5) Administration, and 6) Success Indicator.

Additionally, on the footer of your assessment/rubric, list the semester and year of the revision and addition. Please make sure to include the directions/instructions of the assessment with the rubric or grading instrument along with this completed Watermark Rubric Form.

The faculty member who is requesting the New or Revised assessment in Watermark may reach out to their Departmental Contact (see below) or the Assistant Dean, Dr. Mitzy Johnson for assistance in completion of this form. There is also an approval required from the Program Coordinators from all campuses prior to the submission and supporting documentation necessitating the addition or revision of the assessment.

Watermark Contacts are as follows:

- Elementary, Secondary, and Special Education programs-Ms. Cindy Stevenson
- Music & Physical Education programs-Ms. Jenny Hartness/Dr. Mitzy Johnson
- Undergraduate Teaching Internship-Ms. Jennifer Neilson
- Alternate Route programs-Stephanie Etheridge & Elizabeth Palmer
- School Administration programs-Ms. Jenny Hartness/Dr. Mitzy Johnson

- All Counseling, Educational Psychology, and Foundations-Ms. Amy Stockton

(Revised Summer 2023)

TIPS for Writing Appropriate Scoring Level in your Rubric

Consider the following:

- **Define the levels in performance terms**
- **Determine what constitutes moving down a level or up a level**
- **BOLD critical aspects of performance**

BEWARE of the following:

- **Words ending in LY (consistently, frequently, etc.)**
- **Wiggle words (sometimes, often, never, always)**
- **Frequency counts (fewer than 2,3, 4 or more)**
- **Using the language of the standard at each performance level**

Example of Rubric Cover Page

Title of the Assessment: TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Semester Added or Revised: Fall 2018

Course Title:

Course Number:

Standards: (List the accreditation name/standard date and actual ones being tagged on the rubric/assessment)

Purpose: To provide a comprehensive assessment (both formative and summative) of the teaching practice of teacher candidates.

Administration: This instrument is administered by classroom mentor teachers and university supervisors, formative and summative, during each field experience placement in _____ (list the course title and number).

Success Indicator: Items rated at the "Meets Standard" level represent successful teaching practice by the teacher candidate. Anything below "Meets Standard" can be seen as an area in need of improvement.

Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks. **(CAEP R1.2, InTASC 7, TGR 1)**	Objectives are not measurable, observable, or aligned with appropriate state curricula frameworks.	Objectives are aligned with appropriate state curricula frameworks, but they are not measurable or observable.	Objectives are measurable, observable, and aligned with appropriate state curricula frameworks.	**In addition to meets standard**, objectives are stated at different instructional levels based on individual needs of students (DOK Levels and/or Bloom's Taxonomy).

List/Tag the Standards under each Indicator)

(Revised Summer 2023)

Please complete the fields within the Watermark Request Form below:

Submission Date:	
Department:	
Program and degree level:	
Concentration Area:	
Course Title and Number:	
Please check if a New Assessment OR Replace Existing Assessment	☐ **New Assessment** ☐ **Replace Existing Assessment** **If replacing existing assessment, please list the name of the old assessment below:**
Title of the New or Revised Assessment	
Type of Assessment of the New or Revised Assessment	☐ **Rubric** ☐ **Test** ☐ **Project** ☐ **Assignment** ☐ **Observation** ☐ **Other**_____ **(please explain)**
Evaluation Method, please check the appropriate method:	☐ **Rubric (refer to Section III: Scoring)** ☐ **Meets Requirement/Does Not Meet Requirement (This is not used often.)**
Faculty member completing this form:	
Please list the names of faculty members involved in the development of the assessment or revision:	
Nature of Change and what precipitated the Change:	

(Revised Summer 2023)

Provide supporting documentation (Please include a copy of the syllabus and attach directions of the assignment.):	
Program Coordinator(s) Approval for all Campuses along with Date of Approval	
Watermark Department Contact Acknowledgement/Review of the request as well as Assistant Dean Review (Including Date of Review and notes). For your reference, the Watermark Department Contacts are as follows: • Elementary, Secondary, and Special Education programs-Ms. Cindy Stevenson • Music & Physical Education-Ms. Jenny Hartness/Dr. Mitzy Johnson • Undergraduate Teaching Internship-Ms. Jennifer Neilson • Alternate Route programs-Stephanie Etheridge & Elizabeth Palmer • School Administration programs- Ms. Jenny Hartness/Dr. Mitzy Johnson • All Counseling, Educational Psychology, and Foundations-Ms. Amy Stockton **Assistant Dean Signature/Date of Review:**	
Fall Semester Requested for Change (unless the course is only offered once a year in Spring or Summer which will need to be requested at least one cycle before implementation):	

(Revised Summer 2023)

I. ADMINISTRATION AND PURPOSE

1. **Explain the purpose of this assessment (e.g. what aspects of the College of Education (COE) students' performance area are you measuring) and how is this assessment used to make decisions about the COE students' progress through the program?**

2. **Is the overall purpose and administration listed on the assessment and directions?**   Yes ☐   No ☐

3. **At what point or points in the program of study is this assessment administered? (e.g. first year, last year, entry course, exit course, etc.)?**

4. **Are instructions provided to COE students to complete the assessment informative and unambiguous?**
   Yes ☐ No ☐

5. **Is the judgment (criterion for success, or what is "good enough") made explicit for COE students and identified as the Success Indicator on the assessment and directions?**
   Yes ☐ No ☐

(Revised Summer 2023)

6. **Are the evaluation categories/indicators on the assessment tagged with CAEP, InTASC, national/professional (SPA) and state standards? (Note: Be careful not to double dip standards to one criterion (e.g. InTASC 3 &4)**

Yes ☐ No ☐

List the standards and version (year) tagged below: (Ex. CAEP, CACREP, NCTM, NCTE, etc.) For CACREP, if Key Performance Indicator (KPI) is tagged, please ensure to note it with the appropriate abbreviation and number: CORE KPI _, CMH KPI _, Rehab KPI _, SC KPI _, and Doctoral KPI _

```

```

(If NO is selected for any of the above responses for Section I, please revise the assessment to meet this requirement before it is submitted.)

II. CONTENT OF ASSESSMENT

(The word "Indicator" (aka Criterion) is used as a generic term for the assessment items. For content tests, the term refers to a question. For projects or assignments, it refers to a prompt or task that the COE student is to perform. For an observation, an indicator might be a category of performance to observe or a specific aspect of COE student's performance that a reviewer would record.

1. **The indicators on the assessment explicitly identified aspects of the CAEP, InTASC, national/professional and state standards?** Yes ☐ No ☐

2. **The indicators are congruent with the complexity, cognitive demands and skill requirements described in the standards (e.g. create, evaluate, analyze, & apply). For example, when a standard requires the COE students to "demonstrate" problem solving, then the indicator is specific to the COE students' application of knowledge to solve problems.** Yes ☐ No ☐

3. **The level of COE student's effort required, or the difficulty or degree of challenge of the assessment is consistent with the standards and is reasonable for the COE students who are making appropriate progress toward being ready to teach or take on the other professional responsibilities.** Yes ☐   No ☐

(Revised Summer 2023)

4. **For reliability, most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of COE student proficiency.** Yes ☐ No ☐

(If NO is selected for any of the above responses in Section II, please revise the assessment to meet this requirement before it is submitted.)

III. SCORING for RUBRIC

1. **How many levels are represented on the scale of the assessment, not including "no data" or "unobserved" category?**

   (Please note: It is highly encouraged that "no data" or "unobserved categories" not be used and there must be at least three well-developed levels. It is recommended specifically 4 levels)

   (Check the number below):

   ☐   1 (If 1 is selected, please revised the assessment to meet this requirement)

   ☐   2 (If 2 is selected, please revised the assessment to meet this requirement)

   ☐   3

   ☐   4

   ☐   5

   ☐   Other: _____

2. **Is each of the performance level descriptors qualitatively defined by specific criteria aligned with indicators of the assessment?** Yes ☐ No ☐
   List the performance level descriptors below that correlates with the scale

   ┌──┐
   │   │
   │   │
   │   │
   │   │
   └──┘

(Revised Summer 2023)

3. **The performance levels represent developmental sequence from level to level (to provide raters with explicit guidelines for evaluating COE student performance and for providing COE students' with explicit feedback on their performance).**
Yes ☐ No ☐

4. **Performance level attributes are defined in actionable, performance-based, or observable terms. (e.g. Bloom's, etc.)**
Yes ☐ No ☐

5. **The COE student's final score on the assessment is clearly explained and is fair and reasonable and the same across all campuses.** Yes ☐ No ☐

   List the total points of the assessment below:

   List the total points that are listed on the syllabus for this assessment below:

6. **Feedback provided to COE students is actionable for it is directly related to the preparation of the program and can be used for program improvement as well as feedback to the COE student.** Yes ☐   No ☐

(If NO is selected for any of the above responses in Section III, please revise the assessment to meet this requirement before it is submitted.)