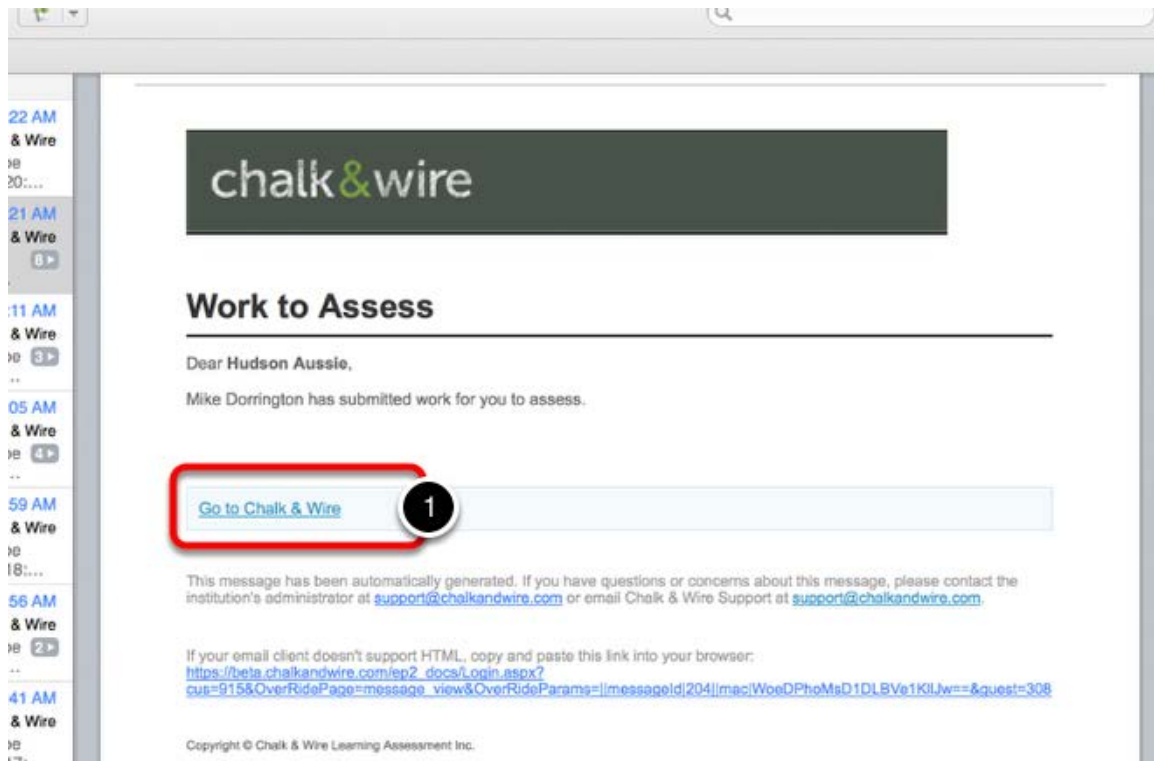


QuickStart Guide for External Assessors

Students may be required to submit their work to external assessors who do not have Chalk & Wire accounts. Additionally, administrators may send assessments directly to external assessors, which do not require a submission from a student. External assessors assess submissions made to them by logging into the Chalk & Wire site as a Guest.

Step 1: Work to Assess/Login to Chalk & Wire



As an external assessor you will receive an email notification from Chalk & Wire when a submission has been made to you. To access the guest Chalk & Wire login page and enter your guest account to complete the assessment(s), click on the '**Go to Chalk & Wire**' link in the email.

NOTE: If your email client does not support HTML, the link to Chalk & Wire will not be available for you to click on. Instead, copy and paste the URL provided at the bottom of the email into your browser to access the login page.



Step 2: Set Assessment's Notify & Release Options

Teaches for understanding through active learning ⓘ 1.0

Works collaboratively with colleagues and families ⓘ 1.0

Demonstrates resourcefulness ⓘ 1.0

Demonstrates an interest in applying new technologies to teaching and learning ⓘ 1.0

| | | | | |
|--|--|--|--|------------|
| | | | | Comment... |
| | | | | Comment... |
| | | | | Comment... |
| | | | | Comment... |

| | | |
|--|----------------------------|--|
| <p>Overall Comments</p> <p>Overall Comments: 0</p> <p>Comment...</p> | <p>Tags</p> <p></p> | <p>Release & Notifications</p> <p>Notify Student? <input type="checkbox"/> Result Available to Student? <input type="checkbox"/></p> <p>Yes, Notify When the Result is Released <input checked="" type="checkbox"/> <small>label Immediate</small></p> <p>No <input type="checkbox"/></p> |
|--|----------------------------|--|

Before you begin assessing the student's work, you should select whether or not you would like the student to be notified and provided with access to the results when the assessment is complete.

NOTE: The default options are to notify the student and release the results immediately upon completion of the assessment. If these are the options you would like to use, you can ignore this step and begin assessing. It is possible for Administrators to lock these options on the assessment instrument; If you are unable to make changes to these selections, it is because an Administrator has locked the options.

The **Notify Student** options are:

- **Yes, Notify When the Result is Released:** If you choose to notify the student, an email will be sent to alert them when you choose to release the results of the completed assessment. If you have also chosen to release the results, the student will be able to view the completed assessment from the My Results screen.
- **No:** You can also choose not to notify the student, which means they will not receive an email when the assessment is completed.

The **Release Results** options are:

- **Result is Available Immediately:** If this option is selected, clicking the Save button will trigger the release of the completed assessment results. Students will be able to access their results from the My Results screen immediately.
- **Result is Held (May Be Released Later):** This option will prevent the results of the completed assessment from being released when completed and will hold the results on your Unreleased Assessments screen until you decide to release them.

The screenshot displays an assessment interface. On the left, there are four items with descriptions and a '1.0' score: 'Teaches for understanding through active learning', 'Works collaboratively with colleagues and families', 'Demonstrates resourcefulness', and 'Demonstrates an interest in applying new technologies to teaching and learning'. Each item has an information icon and a '1.0' score. In the center is a 4x4 grid of dark grey squares. To the right of the grid are four 'Comment...' input fields. Below the grid are three panels: 'Overall Comments' with a 'Comment...' field and a '0' count; 'Tags' with an empty input field; and 'Release & Notifications' with a 'Notify Student?' dropdown set to 'Yes, Notify When the Resu...' and a 'Result Available to Student?' dropdown with 'Result is Available Immediately' selected (highlighted in blue) and 'Result is Held (May Be Released Later)' as an option.

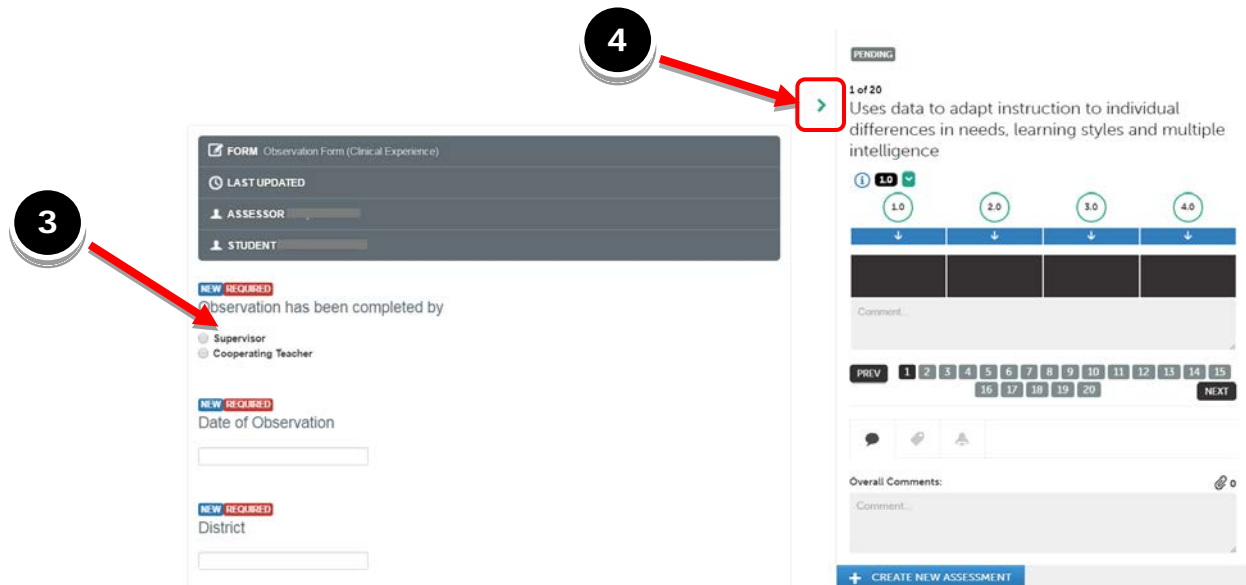
Step 3: Select Criterion Levels

An assessment is completed by selecting performance levels for criteria in an assessment instrument. **Please note that you must select a performance level for every criterion in order for the assessment to appear as "complete". If you do not make a selection for each criterion, the assessment will appear as "incomplete".**

- 1 When you open an assessment you will see that the assessment instrument (rubric) will appear.
- 2 Any narrative form (observation form or Student Teaching Narrative Final Report) will be located 'behind' the assessment until you click on the white box with the four arrows.
- 3 Once you click on the white box with the four arrows, the form will appear on the left side of the rubric.

The screenshot shows a web interface for an assessment. At the top, there is a dark navigation bar with a search icon, a dropdown menu, and buttons for "Save as Draft", "Save", and a refresh icon. A red box highlights a white button with four arrows, which is the trigger to reveal the narrative form. Below the navigation bar is a light blue banner with the text "Comments without an associated score will not be saved." and a "Show Detailed View" link. A "PENDING" status indicator is visible. The main content area features a rubric table with five criteria on the left and a grid of performance levels (1.0, 2.0, 3.0, 4.0) on the right. Each cell in the grid is currently empty. A red arrow points from the "Show Detailed View" link to a "PENDING" button, and another red arrow points from the four-arrow button to the rubric table. A circular callout with the number "2" is positioned near the rubric table.

| | 1.0 | 2.0 | 3.0 | 4.0 | |
|--|-----|-----|-----|-----|------------|
| Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligence ⓘ 1.0 | | | | | Comment... |
| Consistently demonstrates mastery of content knowledge ⓘ 1.0 | | | | | Comment... |
| Translates NJCCCS and CCSS into developmentally appropriate content ⓘ 1.0 | | | | | Comment... |
| Incorporates appropriate pedagogical knowledge in planning lessons ⓘ 1.0 | | | | | Comment... |
| Uses multiple methods of assessment (traditional, authentic; formative and summative) ⓘ 1.0 | | | | | Comment... |



- 4 You can hide the assessment (rubric) while you complete the form (observation form or Student Teaching Final Report) by clicking on the right > arrow.

To Change the view of the Assessment (rubric)

Full Instrument View

This is the standard view for the assessments.

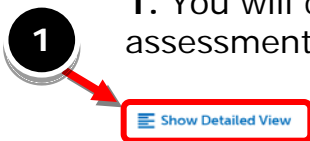
| | 1.0 | 2.0 | 3.0 | 4.0 | |
|--|-----|-----|-----|-----|-----------------------------------|
| Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligence ⓘ 1.0 | | | | | Comment... |
| Consistently demonstrates mastery of content knowledge ⓘ 1.0 | | | | | Comment... |
| Translates NJCCCS and CCSS into developmentally appropriate content ⓘ 1.0 | | | | | Comment... |
| Incorporates appropriate pedagogical knowledge in planning lessons ⓘ 1.0 | | | | | Comment... |
| Uses multiple methods of assessment (traditional, authentic; formative and summative) ⓘ 1.0 | | | | | Comment... |
| Writes comprehensive and developmentally appropriate lesson/unit plans ⓘ 1.0 | | | | | Comment... |
| Communicates high expectations for all students ⓘ 1.0 | | | | | Comment... Comment Suggestions |
| Demonstrates respect for diversity and cultural differences ⓘ 1.0 | | | | | Comment... |

To select performance levels for the criteria:

1. Hover your cursor over each performance level to view a description. Click on the appropriate performance level, turning it green.

Description Text View

1. You will click on **Show Detailed View** on the top left corner of the assessment.



PENDING

| | 1.0 | 2.0 | 3.0 | 4.0 | |
|--|-----|-----|-----|-----|------------|
| Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligence ⓘ 1.0 | | | | | Comment... |
| Consistently demonstrates mastery of content knowledge ⓘ 1.0 | | | | | Comment... |
| Translates NJCCCS and CCSS into developmentally appropriate content ⓘ 1.0 | | | | | Comment... |
| Incorporates appropriate pedagogical knowledge in planning lessons ⓘ 1.0 | | | | | Comment... |
| Uses multiple methods of assessment (traditional, authentic; formative | | | | | Comment... |

Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligence ⓘ

| | | | |
|---|---|---|--|
| <p>1.0</p> <p>Unacceptable - Not acceptable performance With consistent support, does not use data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> <p>Comment...</p> <p>Comment Suggestions</p> | <p>2.0</p> <p>Acceptable With some support, uses data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> | <p>3.0</p> <p>Target Independently and consistently uses data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> | <p>4.0</p> <p>Exceptional Exceeds previous level expectations. Provide documentation.</p> |
|---|---|---|--|

2

Consistently demonstrates mastery of content knowledge ⓘ

| | | | |
|--|---|---|--|
| <p>1.0</p> <p>Unacceptable - Not acceptable performance With consistent support, does not use data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> <p>Comment...</p> | <p>2.0</p> <p>Acceptable With some support, uses data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> | <p>3.0</p> <p>Target Independently and consistently uses data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> | <p>4.0</p> <p>Exceptional Exceeds previous level expectations. Provide documentation.</p> |
|--|---|---|--|

To select performance levels for the criteria:

In the Description Text view, each performance level's description will automatically appear in the window.

2. Click on the appropriate performance level to select it, turning it green.

Step 4: Complete the Assessment

1. Once you have finished scoring all criteria and entering your comments, you will have to click on the **Save** button. If you are only submitting an assessment (rubric) without a form (observation form or student teaching final), you only have to click the **Save** button at the top of the page.

Sample Assessment - Save

1

Save as Draft **Save**

Comments without an associated score will not be saved.

Hide Detailed View

PENDING

| | | | |
|-----|-----|-----|-----|
| 1.0 | 2.0 | 3.0 | 4.0 |
|-----|-----|-----|-----|

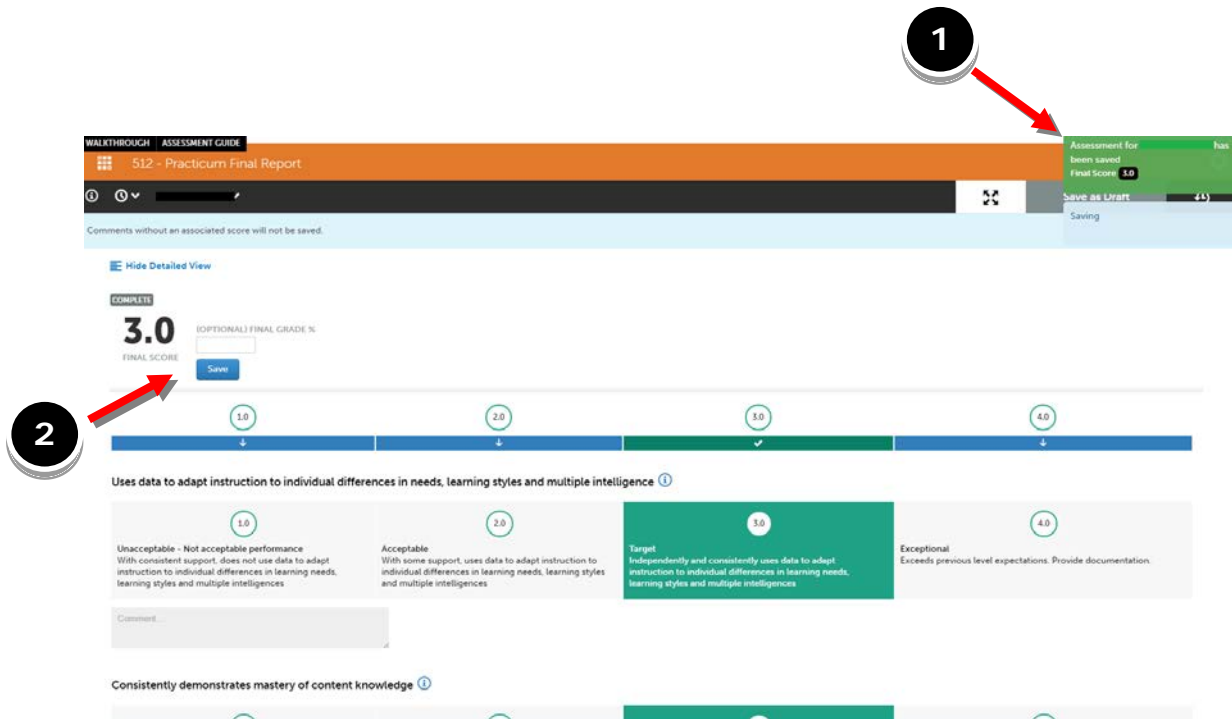
Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligence ⓘ

| | | | |
|--|---|---|--|
| <p>1.0</p> <p>Unacceptable - Not acceptable performance With consistent support, does not use data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> <p>Comment...</p> | <p>2.0</p> <p>Acceptable With some support, uses data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> | <p>3.0</p> <p>Target Independently and consistently uses data to adapt instruction to individual differences in learning needs, learning styles and multiple intelligences</p> | <p>4.0</p> <p>Exceptional Exceeds previous level expectations. Provide documentation.</p> |
|--|---|---|--|

If there is a narrative form accompanying the assessment (rubric), then you will be required to click on two **Save** buttons. There will be one located at the bottom of the form (2) and one at top of the screen (3). **Always save the narrative form first then the assessment (rubric).**

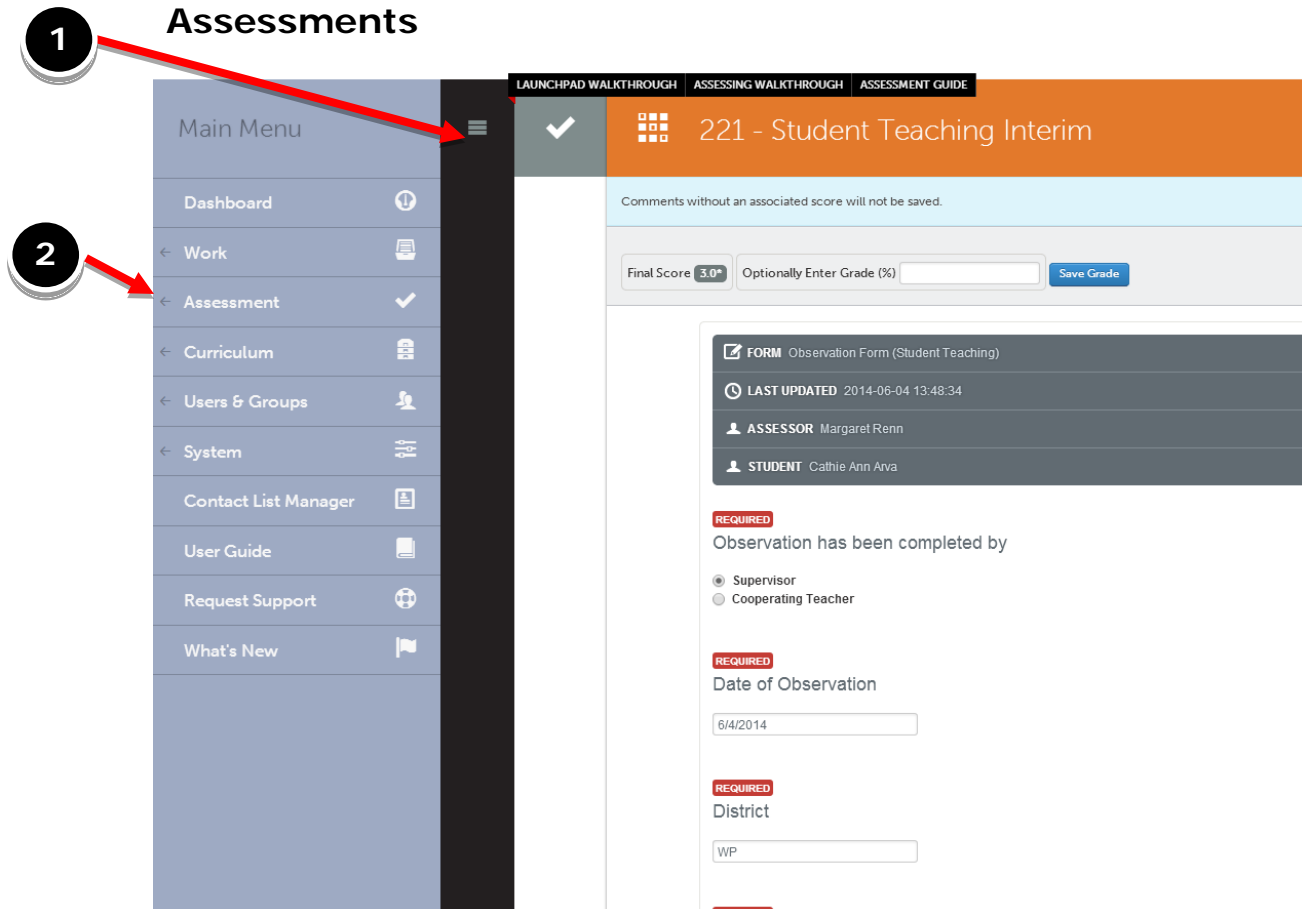
Sample Narrative Form - Save

The screenshot displays a web application interface. At the top right, a dark navigation bar contains a 'Save as Draft' button and a green 'Save' button with a checkmark, which is highlighted with a red box and labeled with a circled '3'. Below this, the main content area is split into two panels. The left panel is a 'FORM Observation Form (Clinical Experience)'. It includes fields for 'LAST UPDATED', 'ASSESSOR', and 'STUDENT'. A 'NEW REQUIRED' badge is present above the text 'Observation has been completed by', followed by radio buttons for 'Supervisor' and 'Cooperating Teacher'. Another 'NEW REQUIRED' badge is above the 'Date of Observation' field. A third 'NEW REQUIRED' badge is above the 'District' field. A 'NEW' badge is above the 'Focus for Next Lesson' section, which includes a yellow tip 'Use the PACE as a guide.' and a large text area. At the bottom of this panel, a green 'Save' button is highlighted with a red box and labeled with a circled '2'. The right panel shows a 'PENDING' assessment for '1 of 20' items. It features a description: 'Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligence'. Below this is a rubric with four columns labeled '1.0', '2.0', '3.0', and '4.0', each with a downward arrow. A 'Comment...' field is below the rubric. A navigation bar with numbers 1-20 is visible. At the bottom of the right panel, there is an 'Overall Comments:' section with a 'Comment...' field and a '+ CREATE NEW ASSESSMENT' button.



1. The saved score will be confirmed in a green pop-up window.
2. Please do not enter any grade here. The final score is the grade.

Step 4: Check All Pending, Held and Completed Assessments



1. Click on the Main Menu icon, and the main menu will pop up on the left.
2. Click Assessment from the Main Menu option.

The screenshot shows the 'Assessment' page in a web application. At the top left is the William Paterson University logo. The page title is 'Assessment'. On the right, the user's name 'Margaret Renn' is displayed. The main content area is titled 'All Pending Assessments, Past 5 Years' and shows 'No submissions were found.' On the right side, there is a sidebar menu with the following items: 'Go to Assessment Instruments', 'My Held Assessments' (with a yellow circle icon), 'All Held Assessments' (with a yellow circle icon), 'All Pending Assessments' (with a clock icon), 'Pending Assignments' (with a clock icon), 'Pool Assessment' (with a dropdown arrow), 'My Assessment Pools' (with a dropdown arrow), 'Completed Assessments' (with a green checkmark icon), and 'Completed Assignments' (with a green checkmark icon). A red circle with the number '3' is placed over the 'All Pending Assessments' menu item, with three red arrows pointing to the 'My Held Assessments', 'All Pending Assessments', and 'Completed Assessments' items. At the bottom left, there is a copyright notice: '© 2013 Chalk & Wire Learning Assessment www.chalkandwire.com'. At the bottom right, there is a user name: 'Deanna Silver: gradeduc@wpunj.edu'.

3. An Assessment page will link to a display with all assessments pending, held and completed, on the right, will be come up. From this page you can see what is pending, held and completed for all students.

Step 6: Log Out

The screenshot shows the user profile dropdown menu. At the top, there is a user icon and the name 'Hudson Aussie (external)'. Below the name, there is a dropdown menu with the following items: 'My Profile', 'Log Out' (with a hand cursor icon), and 'Expires: 8/15/2014'. A red rectangle highlights the 'Log Out' option.

Once you have finished your assessment, click on your name in the top/right corner of the screen and select **Log Out** from the drop-down menu.