



Core 39 Assessment Checklist & Watermark Data Entry Instructions **for CAP Instructors - 2026-27**

*This checklist outlines the steps required to complete the Core 39 Assessment process and receive a Core 39 stipend. **The deadline for all steps to be completed is Friday, June 4, 2027.***

Questions?

Contact Jaclyn Dumond at 812-228-5022 or 812-465-1274; or email jddumond@usi.edu

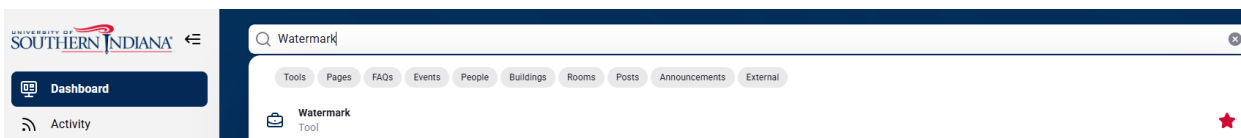
Checklist

1. **Identify your key assignment** (early to mid-semester)
 - a. If the assignment is standardized across all sections, it will be provided by your **CAP liaison**
 - b. If the assignment is not standardized, submit a draft to USI's associate provost, Dr. Jason Hardgrave (jhardgrave@usi.edu) by **October 9, 2026** (fall/yearlong courses) or **March 5, 2027** (spring courses).
 - i. Be sure to align to the Core 39 outcomes as listed in the course syllabus.
 - ii. If you've used the key assignment in the past, chances are it will be approved again.
2. **Administer the key assignment** no earlier than halfway through the semester or year (if a yearlong course).
3. Provide CAP Office with **ungraded student artifacts**.
 - a. Due to FERPA regulations, **do not email graded student work**.
 - b. If you have the ability, scan students' work to jddumond@usi.edu before grading it.
 - c. If you don't have the ability to scan students' work before grading, business reply envelopes can be provided for you to return the artifacts to the CAP Office.
 - d. Share scanned student work with jddumond@usi.edu using a secure Google Drive folder link.
4. Be sure you know which category of the Core 39 your course fulfills.
 - a. This information is found in the CAP syllabus template or online at usi.edu/core39/core-courses
 - b. To view the outcomes as presented on the Core 39 rubrics, visit usi.edu/core39/resources/assessment-rubrics and input your myUSI credentials.
 - c. Remember, some USI courses fulfill one category of Core 39 and will require a single rubric to complete.
 - d. Some courses fulfill two categories and will require two rubrics to complete.
5. **Enter Core 39 scores** into Watermark. Detailed screenshots follow.
6. **Stipend Details**
 - a. Upon notification to the CAP Office that the assessment process is complete, a Core 39 stipend will be processed according to the schedule below.
 - b. Depending on timing, the Core 39 stipend may be paid in advance of the enrollment stipend or simultaneously.
 - c. *Should a CAP instructor prefer, the CAP Office can upload students' scores into Watermark, but the instructor would not receive the portion of the stipend affiliated with Watermark data entry.*

Total Number of CAP Students Enrolled for USI Credit	Stipend for Core 39 Facilitation and Submission to CAP Office of Ungraded Student Work (Artifacts)	Stipend for Data Entry in Watermark	Total Possible Stipend
1 – 30 Students	\$50	\$50	\$100
31 – 50 Students	\$100	\$100	\$200
51 – 70 Students	\$150	\$150	\$300
71 – 90 Students	\$200	\$200	\$400
91 – 110 Students	\$250	\$250	\$500
111 – 130 Students	\$300	\$300	\$600
131 – 150 Students	\$350	\$350	\$700
151 – 170 Students	\$400	\$400	\$800
171 – 190 Students	\$450	\$450	\$900
191+ Students	\$500	\$500	\$1,000

Core 39 Assessment Watermark Data Entry Instructions for CAP Instructors

1. Once you're ready to score, log into myUSI: <https://portal.usi.edu>
2. Use the search bar across the top of the blue screen to search for 'Watermark.' After finding it, click the star to add this link to your shortcuts.



3. You should be in the **In Progress** area. If not, click that tile in the upper left corner of the screen.
4. All your current sections should appear in a list. If needed, you can use the filter options across the top to see only a certain term or to sort by start date.
5. Click the course number and title in purple font.

CHEM 142. - Survey of General Chemistry, C22

Fall 2025

08/18/2025 — 05/09/2026

6. Each rubric will have its own area. Click the hyperlinked font indicating the semester, year, and Core 39 category. In the example below, click **Fall 2025 CORE Assessment: SMI-E**.

CHEM 142. - Survey of General Chemistry, C24

Activities

Homepage

Members

Scores

Filter by

All Activities

Sort by

Due Date - Descending

Fall 2025 CORE Assessment: SMI-E

Show withdraw

Required

Submissions by Status

Awaiting Submission (0/81)

Awaiting Assessment (81/81)

Done (0/81)



Visible on: 06/01/2026 Due on: 06/30/2026

Template : CHEM 142 CORE assessment Fall 2025/Standard workflow

7. Here you will see a de facto class roster with each student name appearing on its own row.
 - a. The submission status will say “Force Submitted” – do not be concerned. This simply means your rubrics are not tied to the USI Blackboard system.
 - b. Click the student’s name.

Progress by Student

Filter by

All

[View Report](#)

BULK ACTIONS

STUDENT NAME

SUBMISSION STATUS

ASSESSMENT STATUS



Ad [redacted]

Force Submitted

Jun 01, 2026 at 03:51 PM by Jason Hardgrave

Awaiting Assessment



8. Enter the scores in the rubric on the far right by clicking the first column for Exceeds Expectations, the second column for Meets Expectations, the third column for Does not Meet, and the fourth column for N/A.
 - a. The middle of the screen contains the full text of the criteria, and how each one is to be scored.
 - b. If a student earned the same score in all the criteria, you can select the same score for all the criteria in that column by clicking the header.
 - c. N/A (not on all rubrics) should be used for students who are still enrolled in the course but did not complete some or all portions of the KEY ASSIGNMENT. For all other students please choose one of the three options.

Fall 2025 CORE Assessment: SMI-E

WAYS OF KNOWING: SCIENTIFIC AND MATHEMATICAL INQUIRY: EXPERIMENTAL

Demonstrate the ability to use appropriate discipline-specific observational, quantitative, technological methods

Criteria	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Describe the roles of observation, hypothesis, and testing in the process of generating and modifying scientific explanations.	Demonstrates EXCEPTIONAL knowledge of the roles of observation, and hypothesis development and testing in the process of generating and modifying scientific explanations.	Demonstrates ADEQUATE knowledge of the roles of observation, and hypothesis development and testing in the process of generating and modifying scientific explanations.	Fails to demonstrate a knowledge of the roles of observation, and hypothesis development and testing in the process of generating and modifying scientific explanations.
Demonstrate the ability to use appropriate discipline-specific observational, quantitative, or technological methods to test hypotheses and determine their potential validity.	Demonstrates an EXCEPTIONAL ability to use appropriate, discipline-specific methods to test hypotheses and determine their potential validity.	Demonstrates an ADEQUATE ability to use appropriate, discipline-specific methods to test hypotheses and determine their potential validity.	Fails to demonstrate an ability to use appropriate, discipline-specific methods to test hypotheses and determine their potential validity.
Apply foundational knowledge and discipline-specific models and/or theories to explain or predict natural phenomena and to solve problems.	Demonstrates an EXCEPTIONAL ability to apply appropriate models and/or theories to explain or predict natural phenomena.	Demonstrates an ADEQUATE ability to apply appropriate models and/or theories to explain or predict natural phenomena.	Fails to demonstrate an ability to apply appropriate models and/or theories to explain or predict natural phenomena.
Locate reliable sources of discipline-specific scientific evidence to construct arguments related to real-world issues and, where appropriate, distinguish between scientific and non-scientific evidence and explanations.	Demonstrates an EXCEPTIONAL ability to identify appropriate sources of evidence to construct scientific arguments related to real-world issues.	Demonstrates an ADEQUATE ability to identify appropriate sources of evidence to construct scientific arguments related to real-world issues.	Fails to demonstrate an ability to identify appropriate sources of evidence to construct scientific arguments related to real-world issues.

POLICY: For Multiple Choice Tests, the course must have three (3) items (or more) for each objective.

1. 3 out of 3 = exceeds expectations
2. 2 out of 3 = meets expectations
3. 1 or 0 out of 3 = fails to meet expectations

Assessment Panel

Assessment & scoring

Fields marked with * are required.

CORE Assessment: SMI-E

[View Details](#)

0/0 - 0.00%

Elements	Exceeds...	Meets ...	Does ...	N/A
Describe t...	✓	✓	✓	✓
Demonstr...	✓	✓	✓	✓
Apply fou...	✓	✓	✓	✓
Locate rel...	✓	✓	✓	✓

[Clear Selection](#)

Activity Comments

There are no comments.
Assessors may add comments while completing the assessment by highlighting text within the student content.

9. Click **Submit** after entering all scores for that student.

REQUEST REVISION

SUBMIT

SAVE

CANCEL

Assessment Panel

10. You will be returned to the class roster area, where you can select the next student.

11. Enter scores for all students, clicking submit after each one.

12. Roster/Watermark Mismatches

- If a student name shows in Watermark but not on your current USI roster, this student was probably a late add or early drop.
- Do not enter any scores or N/A for this student. Simply skip over them.

13. Once done, select Done in the upper right corner.

14. Log out and email iddumond@usi.edu to alert that you've completed the process.