



RubricOne v2.0

Since our initial release we have received outstanding feedback from our users. This is greatly appreciated and many of those ideas have been incorporated to enhance the existing features. With this release we are adding two major upgrades along with more enhancements.

The two major upgrades in this release include additional flexibility with administrative or layered accounts and a new web grading sheet interface.

Administrative or Layered Accounts

- Additional levels for school, school cluster and district personnel with the ability to create aggregated reports at each level.
- Ability to add, disable, delete and update user accounts from single administrative account.
- Bulk upload to create accounts and import classes and students.
- Usage reports
- Individual teacher accounts are still supported for single users.

Additional Web Grading Sheet Interface

- Grading sheets can be scored on the rubric in Full View.
- Handheld view is still available.

Objectives	Novice (N)	Developing (D)	Competent (C)	Mastery (M)	Comments
Key Ideas	(1) I misinterpret or write too little about the key idea(s) to show understanding of the text.	(2) I demonstrate understanding by identifying only the stated key idea(s) from the text.	(3) I demonstrate understanding by identifying key idea(s) from the text, both stated and unstated.	(4) I demonstrate understanding by identifying and stating the importance of key idea(s) from the text, both stated and unstated.	You have identified the key ideas that support your position, you need to identify the one or couple that will contribute the most.
References and Examples	(1) I include inaccurate, irrelevant, or no examples.	(2) I include general examples or a summary to support my understanding.	(3) I include relevant text references to support my understanding.	(4) I include specific text references by using direct quotes and/or sentences to fully support my understanding.	Be more specific with your references as to the impact or importance as you use them to make your connections.
Connections and Interpretations	(1) I make irrelevant or no connections or interpretations.	(2) I make interpretations OR connections that are relevant but do not lead to a new understanding.	(3) I make interpretations AND connections that are relevant but do not lead to a new understanding.	(4) I make interpretations AND connections that go beyond the obvious or predictable, leading to a new understanding.	
Self-Text Balance	(1) I have written a response that is insufficient.	(2) I use ONLY text references or mostly connections/interpretations which result in an explanation that is unbalanced.	(3) I use mostly text references or mostly connections/interpretations which result in an explanation that is unbalanced.	(4) I use a balance of text references and connections/interpretations in my new understanding of key ideas.	A little more emphasis on the current situation will lend credibility to your connections. Tell the reader on how the current situation connects.
Total: 11					



RubricOne

Friendly Technology
For a Brighter Future

More Enhancements

- Allowing the grading sheet to accept comments even if no score is recorded.
- Additional sorting option moves ungraded students to the top of the list.
- Additional compact printing options allow for longer rubrics to fit on a single page.
- Print buttons on top and bottom of the page.

Please keep the feedback coming and we will continue to make this product better for you.

Thanks again,
The RubricOne Team
Zeech Software