

RubricOne

Friendly Technology
For a Brighter Future



Benchmarking or common assessments are a more critical part of the district and school continuous improvement cycle than ever before.

Whether you are providing data to staff for learning community discussions or evaluating the effectiveness of curriculum, common assessments provide the data necessary to begin those conversations.

The importance of evaluating higher order thinking skills and problem solving through student performance is one of the more critical skills needed to thrive in today's world.

RubricOne brings the best of both worlds together.

While offering quick and easy scoring and reporting options to the teacher for performance assessments, RubricOne also provides the ability to aggregate data to the school, school cluster and district level.

With RubricOne's flexibility and mobility, rubrics and checklists can be scored online and on a handheld computer, either Palm™ or Pocket PC™.

Share the rubric or checklist with levels or groups of teachers, and the next time they login, it is available for use. As they score students, each teacher has class and student reports available. At the same time aggregated reports are available to the school, school cluster and/or district level.

Objectives	Levels	Comments
	Novice (N) Developing (D) Competent (C) Mastery (M)	
	Summarizing	Can create new knowledge.
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 to your position. select precreated comment
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 phrases 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. select precreated comment
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.	select precreated comment
Self Text Balance	(1) I have written a response that is insufficient. (2) I use ONLY text references or mostly connections/interpretations which results in an explanation that is unbalanced. (3) I use mostly text references or mostly connections/interpretations which results 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 lead credibility to your connections. Tell the reader how the current situation affects your understanding. select precreated comment
Total: 11		

Objective	Level	Score
topical	Beginner	? 1
quality of i	Developing	? 2
organizatio	Accomplished	? 3
presentatio	Exemplary	? 4

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Managing multiple accounts is quick and easy.

With a single login, manage the RubricOne accounts.

- Share rubrics and checklists for teacher use and/or aggregated reporting.
- Add, disable, delete and update account information.
- Bulk upload – create user accounts and classes with a simple upload file format.

- View usage reports by the number of logins and grading sheet activity.
- Create aggregated reports at any time.

Report: Three Stooges-5th Comparison Report
5th grade common benchmark assessment 2nd quarter

Teacher	Number of Students	Choose Characteristics	Draw Conclusions	Identify similarities and differ	Class Average	District Difference
Gutierrez, Jeff	33	3.061	2.273	2.303	7.636	-0.51
Jay, Laurie	30	2.667	3.4	2.633	8.7	+0.554
Morris, Mary	24	3	3.208	3.125	9.333	+1.187
Noble, Sharon	28	2.429	2.643	2.643	7.714	-0.432
Tuttle, Tom	22	2.546	2.546	2.318	7.409	-0.737
District Average	27.4	2.752	2.803	2.591	8.146	

- With an easy export of data, uploading to gradebook programs and/or other storage and analysis systems is a simple step away.

For more information:

Go to www.rubricone.com

Call 800-598-9908

Email contact@rubricone.com