Criteria	Beginning	Developing	Accomplished	Exemplary
Statement of Purpose. Purpose is clearly stated	Purpose is not clearly stated.	Purpose is somewhat clearly stated.	Purpose is mostly clearly stated.	Purpose is very clearly stated.
Criteria. observable and measurable reflect important and essential elements distinct from other criteria clear and unambiguous language.	Few of the criteria are observable and measurable; few reflect the most important and essential elements of the task; few are written with clear and unambiguous language.	Some of the criteria are observable and measurable; some reflect the most important and essential elements of the task; some are written with clear and unambiguous language.	Most of the criteria are observable and measurable; most reflect the most important and essential elements of the task; most are written with clear and unambiguous language.	All of the criteria are observable and measurable; all reflect the most important and essential elements of the task; all are written with clear and unambiguous language.
Rating Scale. The number of items reflects purpose of assessment.	The number of rating points does not reflect the purpose of the assessment.	The number of rating points somewhat reflects the purpose of the assessment.	The number of rating points mostly reflects the purpose of the assessment.	The number of rating points clearly reflects the purpose of the assessment.
Performance Descriptors. observable and measurable use parallel language across the scale indicate amount, frequency or intensity	Few of the performance descriptors are observable and measurable; few use parallel language across the scale; few indicate amount, frequency or intensity.	Some of the performance descriptors are observable and measurable; some use parallel language across the scale; some indicate amount, frequency or intensity.	Most of the performance descriptors are observable and measurable; most use parallel language across the scale; most indicate amount, frequency or intensity.	All of the performance descriptors are observable and measurable; all use parallel language across the scale; all indicate amount, frequency or intensity.
Reliability. **inter-rater reliability** (consistent scoring among multiple graders) **intra-rater reliability** (consistent scores with the same grader over time)	Rubric does not provide inter-rater or intra-rater reliability.	Rubric provides some inter-rater and intra-rater reliability.	Rubric mostly provides inter-rater and intra-rater reliability.	Rubric provides strong inter-rater and intra-rater reliability.
Validity. **content validity** (skills measured represent the skills in the broader domain area) **construct validity** (criteria reflect the knowledge and skills you are attempting to measure) **criterion validity** (rubric score is similar to a score given in a real-world context) **face validity** (rubric appears to be valid to its users)	Rubric does not provide content, construct, criterion, or face validity.	Rubric provides some content, construct, criterion, and face validity.	Rubric mostly provides content, construct, criterion, and face validity.	Rubric provides strong content, construct, criterion, and face validity

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/4_quality/5_rubric_rubric.htm