

## Sample Critical Thinking Standards Rubric for SALT Courses<sup>1</sup>

Directions: Evaluate the student’s project and presentation thereof based on the four standards, awarding a grade that reflects the overall quality of each student response based on this framework.

Critical Thinking Standard	Exemplary A-level work	Above Standard B-level work	Proficient C-level work	Unsatisfactory D/F level work
Accuracy	Consistently makes statements that are accurate and well-supported with evidence and details	Usually, but not always, makes statements that are accurate and well-supported with evidence and details	Makes several inaccurate statements and/or supports few statements with evidence	Consistently makes several inaccurate statements and/or supports few statements with evidence
Integration	Provides thorough and clear connection(s) between the SALT project and course learning goals	Provides adequate discussion of connection(s) between the SALT project and course learning goals	Provides minimal discussion of connection(s) between the SALT project and course learning goals	Provides no discussion of connection(s) between the SALT project and course learning goals
Relevance	Discusses learning that is relevant to the class material and project; and keeps the discussion focused on applicable learning from SALT project	Discussion is reasonably focused on the applicability of the learning to the project	Not much discussion of learning included. Answers demonstrate little connection between the SALT project and class content	Misclassifies or inaccurately identifies learning goals or class themes related to the SALT project. Can’t articulate the relevance of service to learning
Clarity	Consistently provides specific information, descriptions, or data	Usually, but not always, provides specific information, descriptions, or data	Only occasionally provides specific information, descriptions, or data	Consistently fails to provide specific information, descriptions, or data

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<sup>1</sup> Adopted from The Miniature Guide to Critical Thinking and the DEAL Model for Critical Reflection