



Ready
Set
Teach



UNIVERSITY OF
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1.1: Developing Evaluative Judgement in Your Classroom

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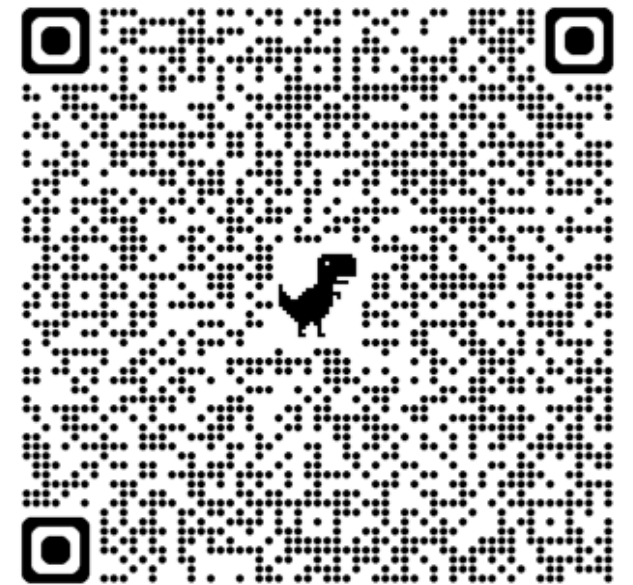
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Access Check

We encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.

- Technology
- Resources
- Pace
- Sound

Use this QR code to
access the slides.



Session Outcomes



After this session, participants will:

- Be introduced to the concept of evaluative judgement and reflect on its current role and integration in their classrooms
- Explore different pedagogical and assessment design strategies for supporting evaluative judgement (peer assessment, exemplar evaluation activities, feedback practices, etc.)
- Reflect on their development of domain/discipline-specific evaluative judgement, and how this informs their pedagogical practices



Land Acknowledgement

Much of what we identify as "quality work" within our disciplines comes from a specific approach to knowledge: what counts as knowledge, how knowledge is constructed, who is granted participation in, or excluded from, knowledge-construction communities and practices. We should recognize that disciplinary knowledge as conventionally represented in North American colonial contexts of higher education represents only very limited approaches to ways of knowing and what knowledge has been, continues to be, and could be.

We would encourage one another, during this session, to keep in mind two of the Anishinaabe Seven Grandfather Teachings: **Wisdom** and **Humility**.

Humility in navigating the fluid boundaries between what is known and unknown, and how that shapes our judgements of quality.

Wisdom in respecting and integrating the unique acquired knowledge and expertise of others in our own development of evaluative judgement.

[Seven Grandfather Teachings - Seven Generations Education Institute](#)



Agenda

Icebreaker:
Card-writing

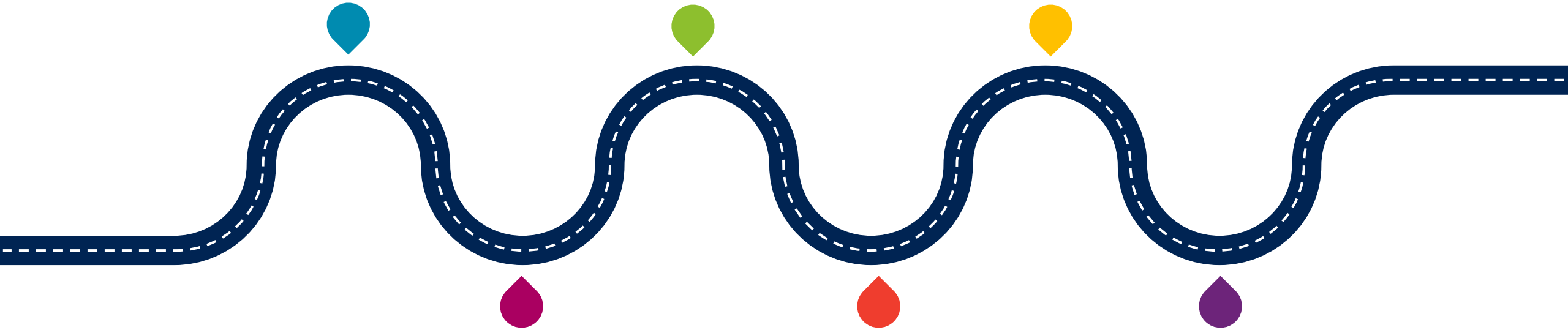
Reflecting on our
EJ journey

Pedagogical
interventions for
evaluative judgement

What is
evaluative
judgement (EJ)?

What counts
as quality work
in our
discipline?

Intervention
integration &
discussion





Icebreaker

(4 min)

Write a thank-you note on the card provided. Imagine any scenario in which you might write such a note. Please bear in mind that you will be sharing this note with a small group. We will eventually discuss, as a full group, what goes into crafting a thank-you note.



Icebreaker

(3 min)

Share your thank-you note with 2-3 people sitting close by. Observe, in your group, what “moves” your notes share. What conventions or expectations for this genre manifest themselves across your examples?



Icebreaker

(3 min)

Choose which thank-you card from your group is a particularly effective example of the genre and identify what makes it so. You will be sharing this note with the full group.

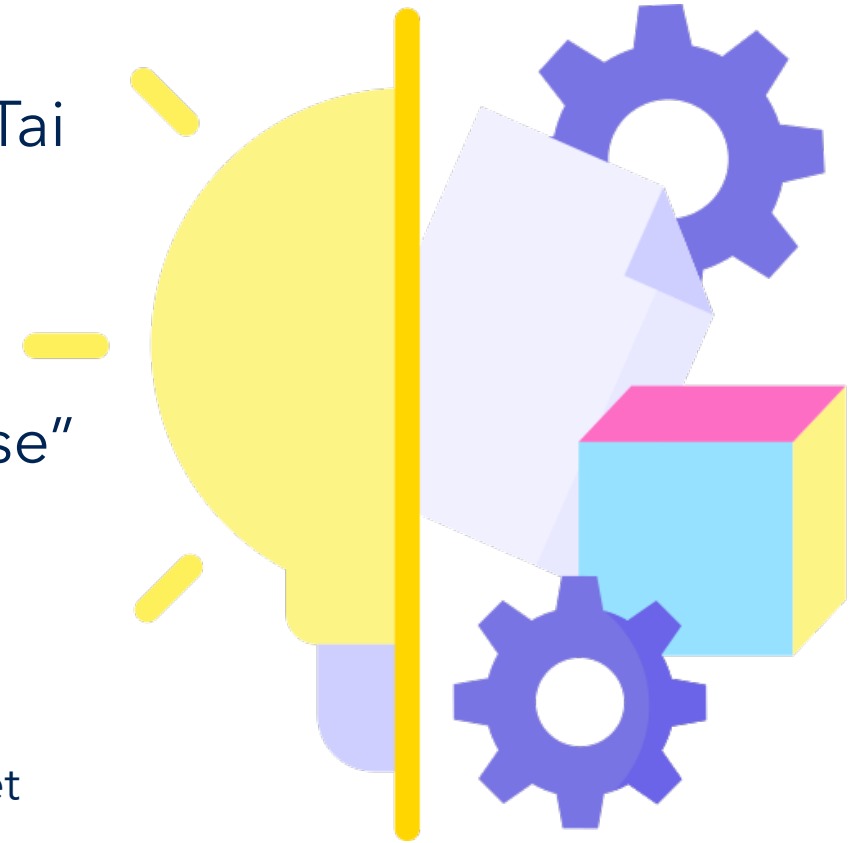
What is Evaluative Judgement?

- An assessment of the quality of an output such that the claims are defensible within the knowledge-making context (Bearman & Ajjawi, 2023; Bearman et al., 2024)
- Not just: "Is this good?" But rather: what makes this good or not? Why is this successful (or not?) How is quality achieved? "Good" depends on *what* you are trying to accomplish, *in what context*, and *for whom*.
- Requires that a person can understand quality within a discipline or social context (Tai et al., 2018)



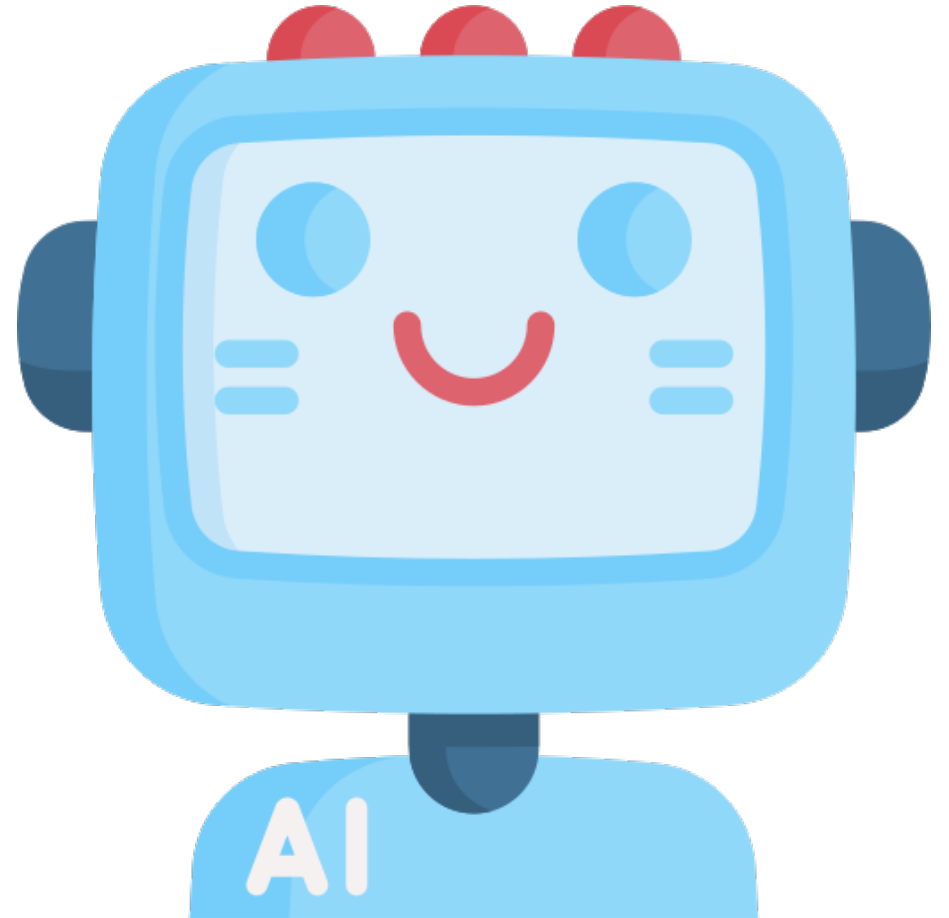
What is Evaluative Judgement?

- Evaluative judgment may not be a novel idea, but a new way of conceptualizing a capacity that is already developing in our classrooms (Tai et al., 2018)
- Origins of evaluative judgment:
 - Sadler's (1989) ideas of "evaluative knowledge" (p. 135) or "evaluative expertise" (p. 138)
 - students could become independent from their teachers in judging their performance
 - Boud's (2000) "sustainable assessment"
 - assessment practices that prepares students to meet their current and future learning needs (p. 151).



Evaluative Judgement and Gen AI

- Given the increased use of AI tools in higher education, the development of evaluative judgement is an important pedagogical concern (Bearman et al., 2024)
- There are assumptions that generative AI output *signals* quality, but we know it's not always quality – this is about having conversation about what quality work looks like for us, and how we talk to students about it (in terms of developing their notions of quality).



Journey Mapping (7 min): Reflecting on our Journeys in Evaluative Judgement

Reflect on your academic and professional careers. With paper and pencil, map out a visual timeline of key moments and turning points where you can recall developing your own evaluative judgement.

Context: your academic discipline, your professional practice, your time as a student, academic, staff member and/or educator.



Journey Mapping (8 min): Reflecting on our Journeys in Evaluative Judgement

Share-back:

Only if you feel comfortable, what were a couple of moments that stood out for you?

Were moments clustered around a particular time or experience along your journey?



Post-it Parade (6 min):

What counts as quality work in our disciplines?

Using your journey maps as a starting point, make notes of ideas or criteria that answer the prompt, what counts as quality work in your discipline?

Write your criteria (single words, short phrases) on individual sticky notes (one idea per note; as many notes as you like!). When you are ready, share them on the white boards (anywhere you like!).



Post-it Parade (10 min):

What counts as quality work in our disciplines?

Visit the sticky notes posted around the room. With a partner or small group, see if you can organize sticky notes into distinct categories or idea buckets. What ideas or criteria seem to belong together?



Post-it Parade (10 min):

What counts as quality work in our disciplines?

Visit the sticky notes posted around the room. With a partner or small group, see if you can organize sticky notes into distinct categories or idea buckets. What ideas or criteria seem to belong together?

What patterns emerged across our sticky notes?



**Kang et al.,
(2026)
Pedagogical
Strategies for
Evaluative
Judgement**

Kang et al., (2026) Pedagogical Strategies for Evaluative Judgement

**Engage with explicit
criteria**



Kang et al., (2026) Pedagogical Strategies for Evaluative Judgement

**Engage with explicit
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**Discuss different
kinds of exemplars**

Kang et al., (2026) Pedagogical Strategies for Evaluative Judgement

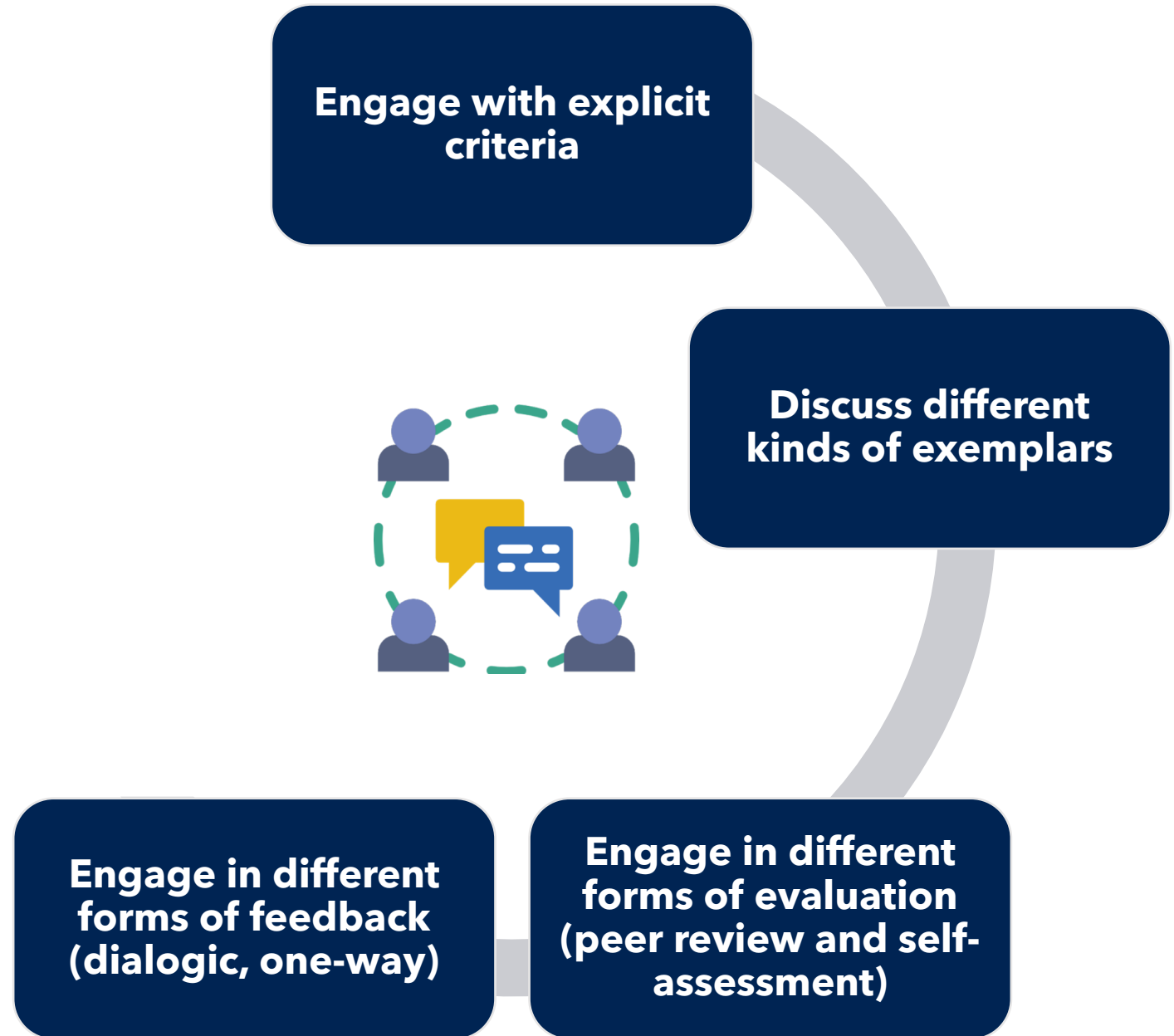
Engage with explicit
criteria



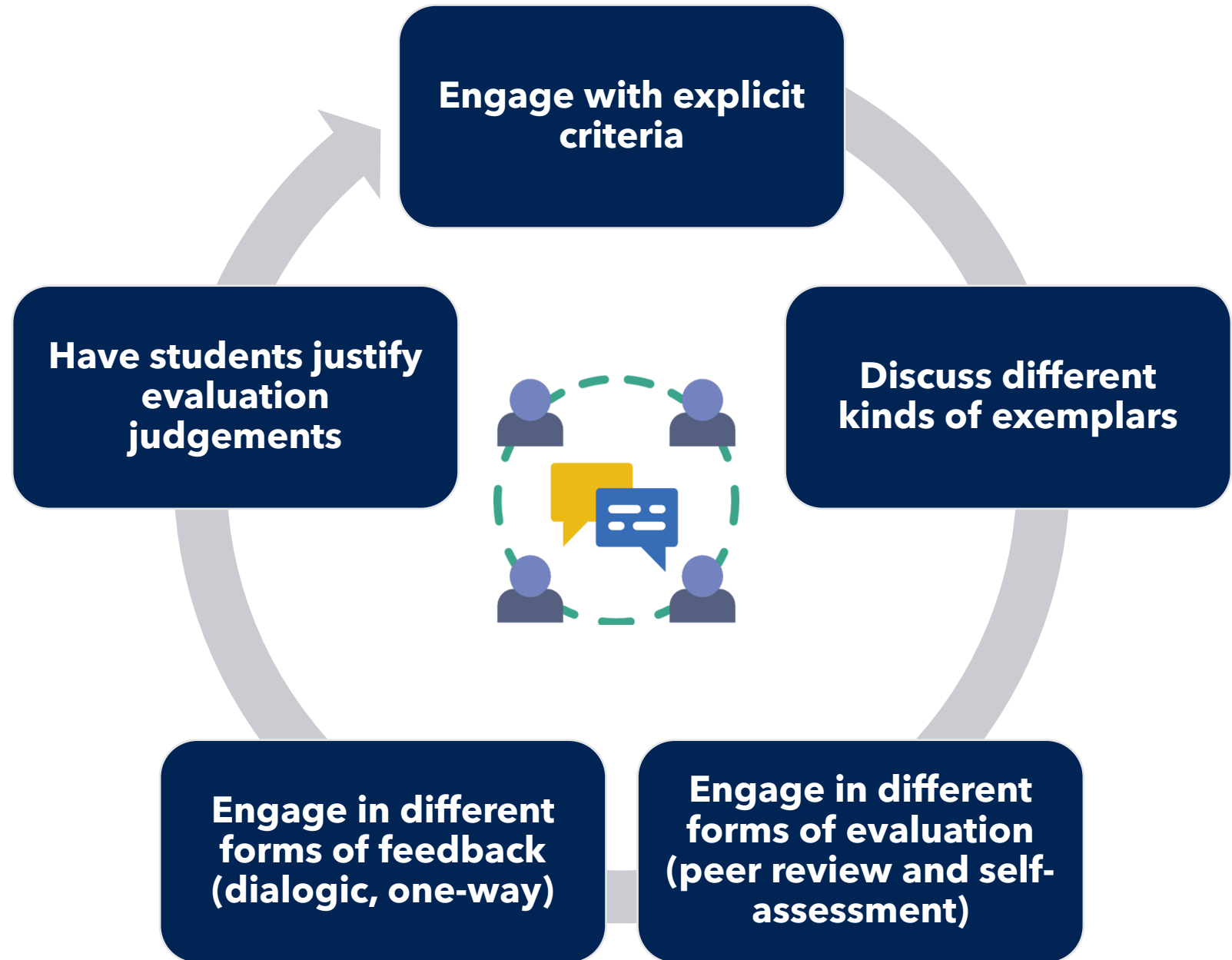
Discuss different
kinds of exemplars

Engage in different
forms of evaluation
(peer review and self-
assessment)

Kang et al., (2026) Pedagogical Strategies for Evaluative Judgement



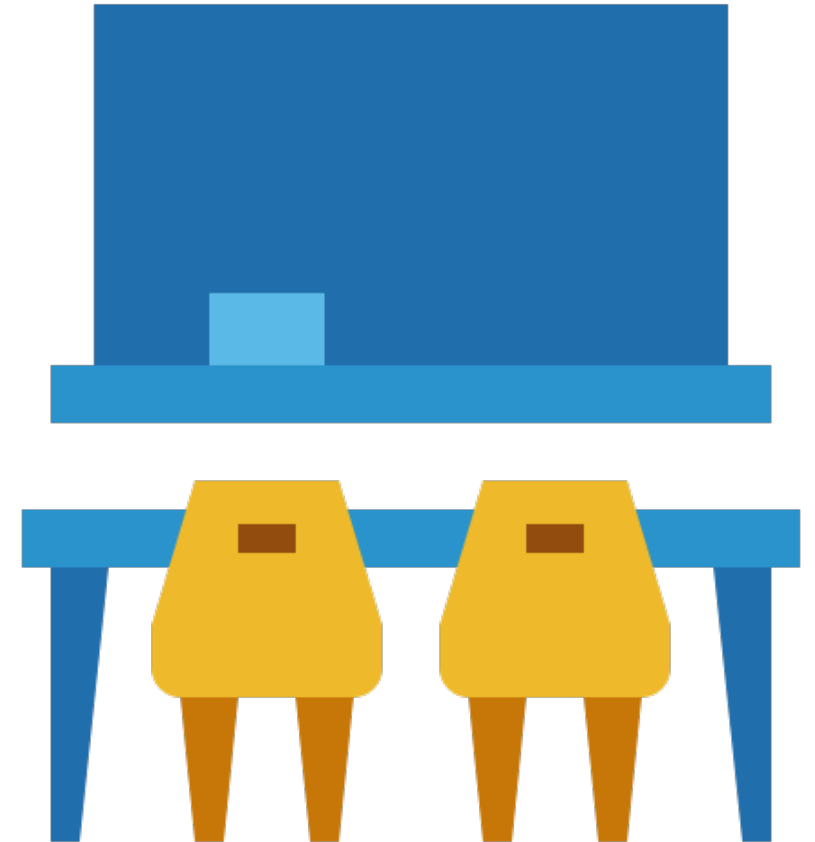
Kang et al., (2026) Pedagogical Strategies for Evaluative Judgement



Intervention integration

Some of the interventions discussed in Kang et al. (2026) may be familiar, while others may represent new territory.

1. If you are already planning to integrate one of these activities into your classroom this year (peer review, using exemplars, etc.), how might you make its connection to the development of evaluative judgement transparent to learners? How might this transparency enhance this activity?
2. Which of these activities might you want to try for the first time this term? How could one of these activities support a specific lesson plan or learning outcome?





Questions & discussion points





**Here
to support
you.**

[Feedback Form Ready,
Set...Teach! 2026](#)

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2026



Robert Gillespie
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Thank You!

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