

## Abstract

For those in professional education, evaluative judgement, an emerging concept from assessment *for learning*, is essential to being a safe practitioner, performing better quality work, and lifelong learning. It entails understandings of quality, and the ability to make judgements on one's own, and others' work. This paper develops this concept of evaluative judgement as distinct from other related concepts, through a discussion of precursors and related learning theories, focussing on the junction between assessments of self, and assessments of others. This interplay is important for developing learner capability to produce better work, and also understand what standards are, through doing the assessment. This understanding of evaluative judgement is important to how we undertake and research assessment for learning.

# Developing Evaluative Judgement: the Reciprocal Benefits of Learning to Judge One's Own and Others' Work

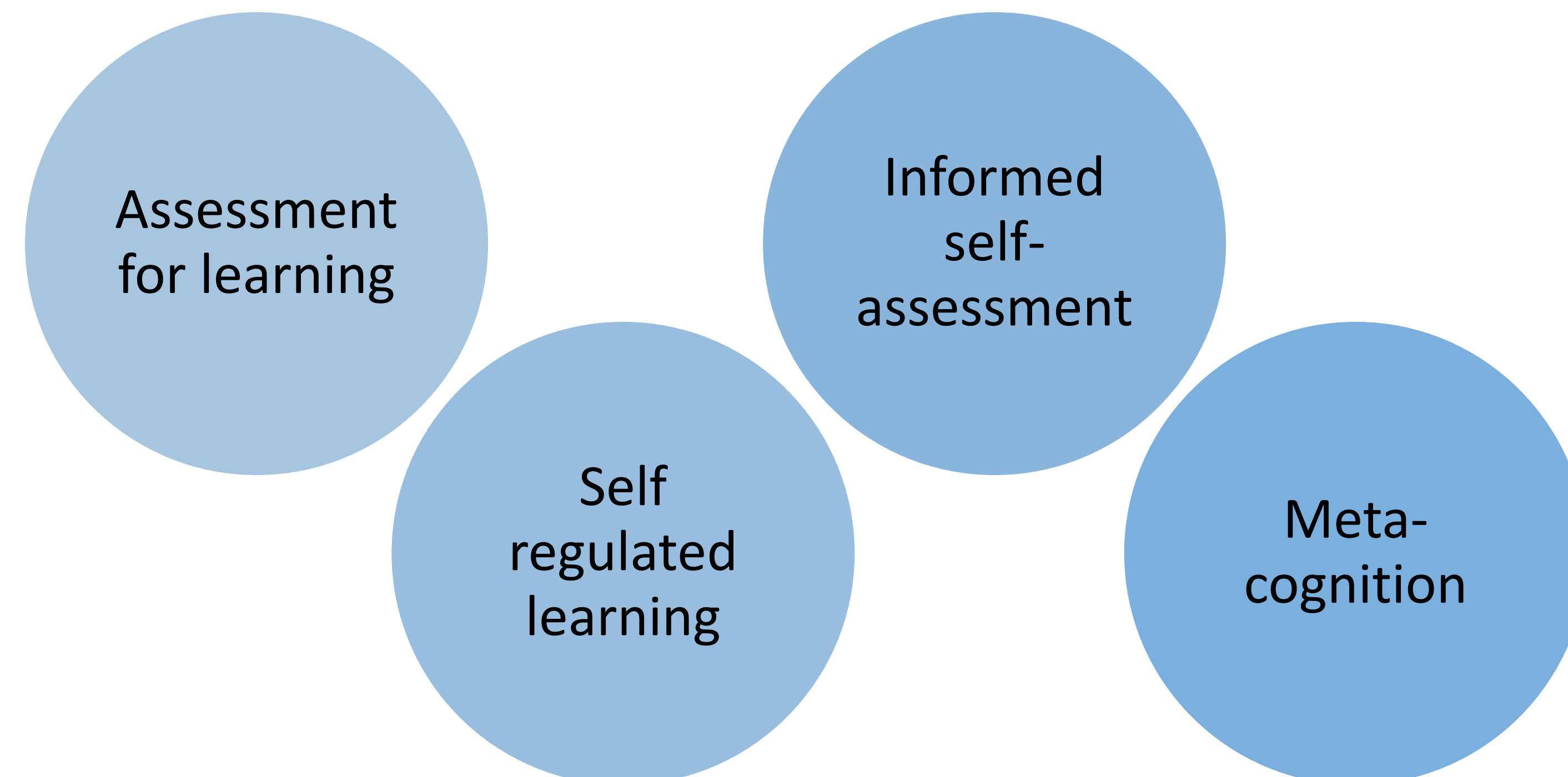
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## Why is Evaluative Judgement important?

- Enables learners to use feedback effectively
- Signals developing expertise
- Goes beyond immediate task understandings to future tasks and work
- Promotes lifelong learning and independent practice

## What is it related to?



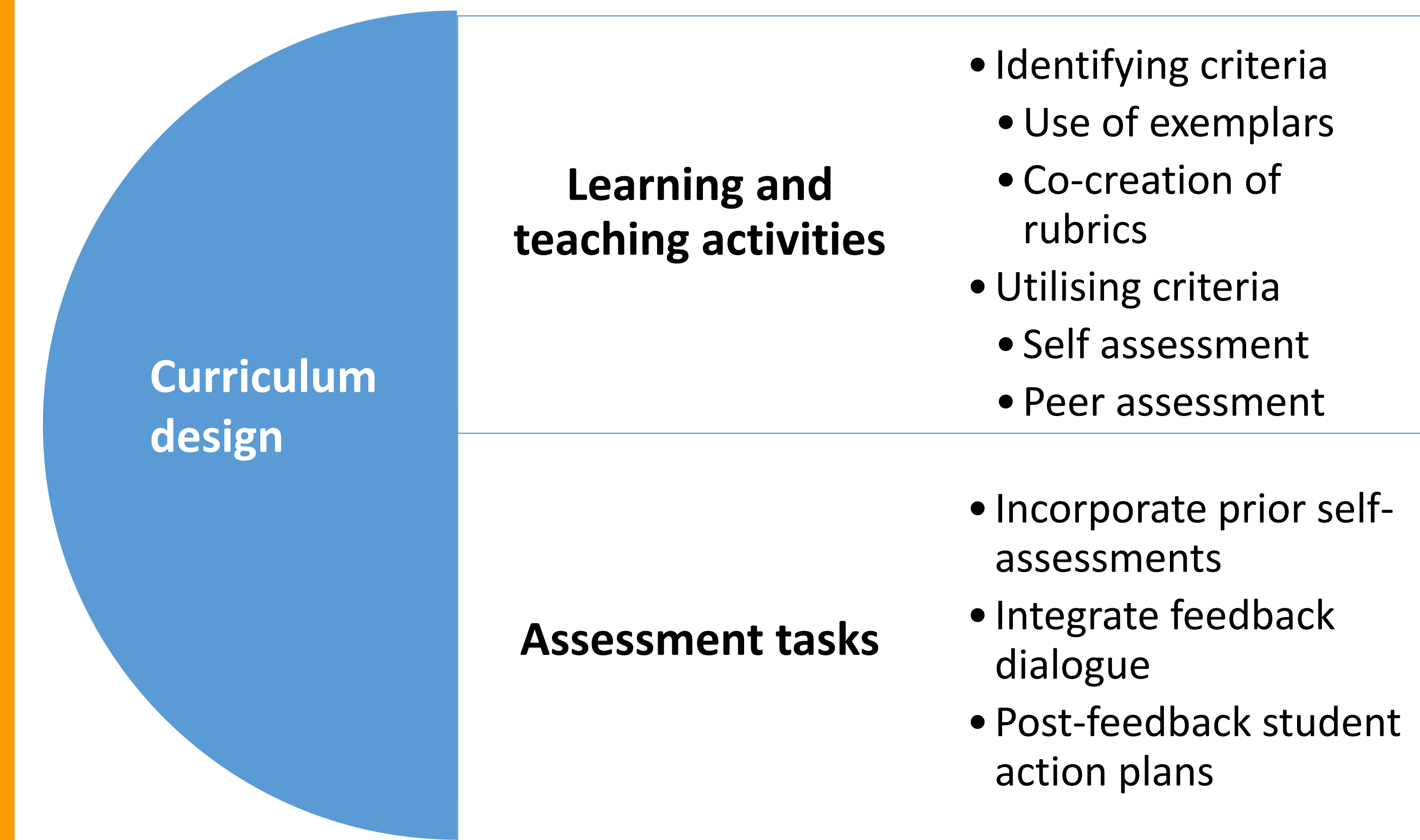
- “evaluative knowledge” or “evaluative expertise”, essential for students’ use of feedback (Sadler 1989, 2010)
- “sustainable assessment”, which proposes students must be able to meet their future learning needs (Boud 2000, Boud & Soler 2016)
- “complex appraisal”, a skill which tutors already possess to assess students’ work, but students must also learn (Nicol & Macfarlane-Dick, 2006)

*Evaluative judgement is the capability to make informed decisions about the quality of work of self and others*

- ❖ Operates in relation to standards, and therefore requires an understanding of standards:
  - Explicit or otherwise
  - Likely specific to context & situation
  - Shared within a group
- ❖ Involves reflection on previous experiences of, interactions with, and understandings of the work
  - Understandings are accumulated for use in future situations where judgement is required
- ❖ Entails a commitment to and articulation of the judgement
- ❖ Requires practise (i.e. making judgements) for refinement
- ❖ Can be applied to one's own work in a form of reflective self-evaluation, or can be used in making judgements about others' work

(Tai et al 2016)

## How can we develop it in our students?



## Implications for research & practice

- The concept of evaluative judgement supports the argument that assessment should be *for learning*.
- However, we require further understanding of how activities develop evaluative judgement.
- An holistic perspective of curricula may help identify key areas and opportunities for developing evaluative judgement

## References

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