

Measuring evaluative capacity in students

Before diving into Nurturing Evaluative Students, it's important to establish a baseline of where student abilities presently lie. Creatable's rubric articulates each aspect of evaluation in detail, so that you can understand current strengths and limitations before applying learnings from the Nurturing Evaluative Students courses.

What is it?

Evaluative thinking is increasingly recognised as a critical skill for the future of work. As a starting point, evaluation is:

- Deciding what makes something a something
- Deciding how to know that something is good
- Deciding how good a specific something is

In practice, it involves asking questions of substance, determining what data are required to answer specific questions, collecting data using appropriate strategies, analysing collected data and summarising findings, and using the findings to inform a position or action.

Rubric to assess evaluative capacity in your students

Evaluative Mindsets

Level 1

Developing capacity outcomes

Level 2

Medium/consolidating capacity outcomes

Level 3

Extensive capacity outcomes

The student is developing their evaluative mindset.

- Is unable to withhold judgement, leading to premature judgements, and/or is unable to articulate judgement, leading to belated judgements or decision paralysis
- Is reluctant to deviate from traditional perspectives or challenge assumptions
- Does not celebrate effort and learning

The student is consolidating their evaluative mindset.

- Suspends judgement, without any effect on when or how a judgement is made
- Is open to fresh or unexpected perspectives without challenging assumptions, and/or challenges assumptions only to reinforce a pre-existing position
- Only celebrates effort and learning when a desired outcome was met

The student has a strong evaluative mindset.

- Suspends judgement in order to make a considered judgement at an appropriate point in time
- Deliberately opens themselves to fresh or unexpected perspectives by challenging assumptions
- Celebrates effort and learning regardless of outcome

Rubric to assess evaluative capacity in your students

Evaluative Questioning

Level 1

Developing capacity outcomes

The student asks evaluative question/s, that are:

- Unstructured
- Unclear and could be interpreted in a variety of ways
- Unfocused

And

- Does not provide clarity for what data to collect

Level 2

Medium/consolidating capacity outcomes

The student asks evaluative question/s to support an evaluative claim, that are:

- Structured
- Clearly worded but with some room for interpretation
- Broadly focused

And

- Provides some clarity for what data to collect

Level 3

Extensive capacity outcomes

The student asks appropriate evaluative question/s that are intentionally designed to work together to elicit information to support an evaluative claim, that are:

- Well structured
- Clearly worded so that everyone understands exactly what is being asked
- Focused and explicit

And

- Provides clarity for what data to collect

Rubric to assess evaluative capacity in your students

Collecting Data

Level 1

Developing capacity outcomes

The student collects information.

- Data somewhat answers aspects of some of the question/s posed
- Existing data is not considered before the collection of new data
- No attempt is made to minimise bias in data collection
- Data is collected based on availability rather than by design

Level 2

Medium/consolidating capacity outcomes

The student collects information to answer the question/s.

- Data somewhat answers the question/s posed
- Existing data is included alongside the collection of new data
- Some attempt is made to minimise bias in data collection
- Multiple data collection tools are used but without thought to how they work together to answer the questions
- Effort to collect data is proportionate to the value the data adds and the stakes of the findings

Level 3

Extensive capacity outcomes

The student collects reliable and relevant information to answer the question/s.

- Data directly answers the question/s posed
- Existing data is considered before collecting any new data
- Data is collected in an unbiased way
- Complementary tools are utilised where appropriate
- Effort to collect data is low compared to the value the data adds and the stakes of the findings

Rubric to assess evaluative capacity in your students

Analysing Data

Level 1

Developing capacity outcomes

Level 2

Medium/consolidating capacity outcomes

Level 3

Extensive capacity outcomes

The student analyses data.

- Facts and opinion are indistinguishable
- Analysis contains errors
- Only convenient and positive findings are considered
- Limitations aren't acknowledged
- Implications are drawn from opinions of the student with little consideration of evidence or context
- No consideration of audience is evident in the way the analysis is presented

The student analyses data to answer the question/s.

- Facts are distilled accurately but are interspersed with opinion
- Analysis contains no errors
- Most findings are considered (not just convenient or positive findings)
- Limitations aren't acknowledged

The student analyses data for insight and meaning in relation to the question/s.

- Distilled facts are presented clearly and accurately and free of opinion and commentary
- Analysis contains no errors
- All findings are considered (not just convenient or positive findings)
- Limitations are acknowledged
- Analysis is presented in a way to encourage engagement and understanding

Rubric to assess evaluative capacity in your students

Making Evaluative Claims

Level 1	Level 2	Level 3
Developing capacity outcomes	Medium/consolidating capacity outcomes	Extensive capacity outcomes
The student makes a claim/s.	The student makes a/an evaluative claim/s.	The student makes a/an strong evaluative claim/s.
→ Claim/s do not have a conclusion and an explanation	→ Each evaluative claim has a conclusion and an explanation	→ Each evaluative claim has a conclusion and an explanation
→ Claims are not directly supported by evidence	→ All claims are supported by some evidence	→ Claims are justified by the facts by the student with consideration of context
→ There is overclaim, error, and/or superfluous information in the claim	→ Data is subjectively weighted by its quality	→ Data is weighted by its quality
	→ There is some overclaim, no error and some superfluous information in the evaluative claim	→ There is no overclaim, error, or superfluous information in the evaluative claim

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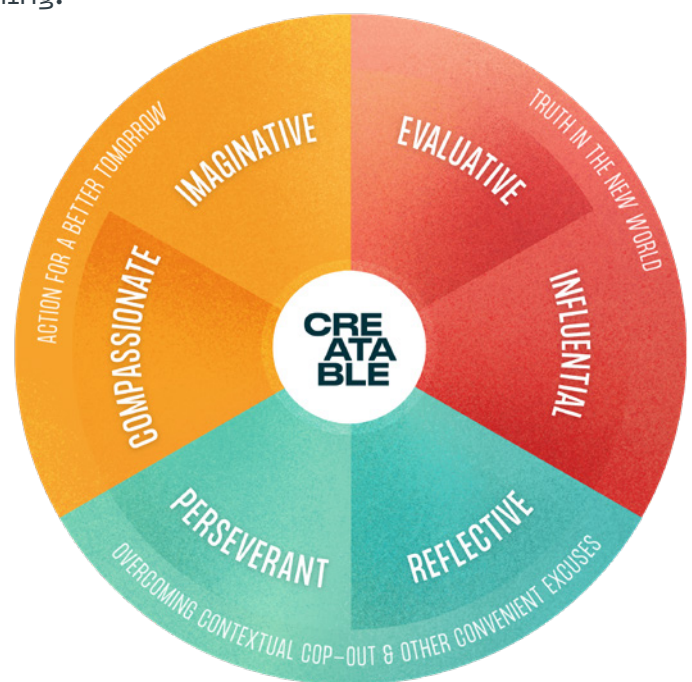
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