CRITICAL EVALUATION FRAMEWORK

Teaching Students to Evaluate AI Outputs Before Using Them Professionally



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Audience: Career Services Professionals | Adaptable for student workshops, course modules, and advising tools

ABOUT THIS FRAMEWORK

This framework gives students and career professionals a structured method for evaluating AI outputs across five lenses: accuracy, relevance, bias, authenticity, and privacy. It is designed to be used at the point of review, before any AI assisted content is submitted or shared.

I developed this framework for a for credit career readiness course in higher education. It reflects the GPS Principle that runs through all of my work, AI navigates and students drive, and it answers the governing question behind it: could you defend every word of this in an interview? Critical evaluation is what keeps the student in control of their own career narrative.

The core question every student should ask before submitting any AI assisted career document: **"If a recruiter, advisor, or employer asked me to explain or expand on any part of this, could I do it credibly? If no, this document is not ready."**



THE FIVE EVALUATION LENSES

1. Accuracy: Is this true?

AI hallucinations are documented across every major platform. A confident, well formatted claim is not a verified claim. Students must check every specific fact, statistic, date, company name, and qualification against the original source.

Student Evaluation Questions:

- "Where did this information come from? Can I find the original source?"
- "Would I be comfortable citing this in a cover letter if a recruiter asked where I got it?"
- "Did I verify the job requirements against the actual posting, or am I trusting AI's interpretation?"

Watch for:

Specific statistics with no cited source. Dates that seem slightly off. Company descriptions that do not match the company's own website.

2. Relevance: Does this apply to me?

AI generates content based on patterns from its training data. That content may be accurate in general and completely wrong for this student's specific experience, field, geography, or career stage. Generic accuracy is not the same as specific fit.

Student Evaluation Questions:

- "Is this language describing what I actually did, or what someone in this type of role generally does?"
- "Does this bullet point fit my level of experience, or does it sound like a more senior role?"
- "Would this read as authentic to someone who knows my field?"

Watch for:

Content that sounds plausible but does not match the student's actual experience level. Language more appropriate for a 10 year professional than a recent graduate.

3. Bias: Whose experience does this reflect?

AI systems reflect the data they were trained on, which often overrepresents certain industries, demographics, communication styles, and career pathways. Outputs that feel authoritative may not reflect the student's background, community, or field.

Student Evaluation Questions:

- "Does this language feel like it was written for me, or for someone else?"
- "Are there ways my experience might be described differently that are equally valid?"
- "Has AI undervalued or omitted types of experience (volunteer work, community leadership, caregiving) that are meaningful in my career story?"

Watch for:

Language that feels generic or like it comes from a narrow slice of professional experience. Absence of community, service, or non traditional career experience that the student actually has.

4. Authenticity: Does this sound like me?

A document that a student cannot stand behind in conversation is a professional liability, not an asset. Every piece of AI assisted career content must pass one test: Can the student speak to it, expand on it, and defend it in a real conversation?

Student Evaluation Questions:

- "If I read this aloud to someone who knows me, would they recognize my voice?"
- "Could I answer a follow up question about every claim in this document?"
- "Is there anything in here I would feel uncomfortable being asked about in an interview?"

Watch for:

Language that sounds polished but feels borrowed. Claims the student hesitates to defend. Content that would surprise someone who knows the student well.

5. Privacy: What have I given away?

Free AI tools may retain input data. Before entering any information into an AI platform, students should know what they are sharing and with whom. This is especially critical when inputs include personal identifying information, contact details, or third party information about others.

Student Evaluation Questions:

- "Did I include any information in my prompt that I would not want stored, shared, or used for training?"
- "Did I share anyone else's personal information (references, supervisors, colleagues) without their consent?"
- "Am I using a platform with appropriate data privacy protections for my context?"



Watch for:

Prompts that include Social Security numbers, home addresses, reference contact details, salary information, or confidential organizational information.

The Quick Evaluation Checklist

Use this as a final review step before any submission. Students can complete it themselves or walk through it with an advisor. A completed checklist with all "Yes" responses means the document is ready. Any "Needs Work" item is a revision prompt, not a failure. The framework is designed to surface issues before they become professional liabilities.

LENS	BEFORE I SUBMIT, I CAN SAY	YES	NEEDS WORK
1. Accuracy	I checked every fact, statistic, date, company name, and requirement against its original source.	☐	☐
2. Relevance	Every line describes what I actually did, at my actual level of experience.	☐	☐
3. Bias	My full experience is represented, including service, caregiving, and community work that matters to my story.	☐	☐
4. Authenticity	It sounds like me, and I can explain and expand on every claim in a real conversation.	☐	☐
5. Privacy	I shared no personal identifiers or anyone else's information without consent, and I used an appropriate platform.	☐	☐

Teaching This to Students: Facilitation Notes

The most effective way to teach this framework is through application, not explanation. Walk a student through the checklist using a document they actually produced. Ask the evaluation questions aloud and let the student respond. The conversation itself is the learning.

For workshops, use a pair of scenarios, one showing appropriate AI use and one showing over reliance, and apply the five lenses to the AI output in each. Students quickly see how the same piece of content can fail multiple lenses simultaneously.

For courses, assign the checklist as a required submission document. Every career deliverable should be accompanied by a completed checklist. This does not add significant time burden, but it builds metacognitive habits that transfer to professional contexts.

KEEP GOING: THE FULL SERIES

Every guide in this series is free at transformwithttw.com. They share one governing question, could you defend every word of this in an interview?, and one principle behind it: AI navigates, and you drive.

For career advisors, educators, and coaches

AI Ethics Quiz. A ten question quiz that builds a shared foundation in five ethical principles for AI use.

Critical Evaluation Framework. *(you are here)* Five lenses for judging what AI produces before it reaches a student or employer.

Can You Defend Every Word? A Constraint Design Guide. How to design courses, assignments, and agents that keep the thinking with the student.

Organize, Don't Replace. Three ways to build AI tools that help students organize their own thinking, never write for them.

For job seekers

How to Conduct a First Time Job Search. A guided, fillable workbook for anyone starting their first search.

Your AI GPS Career Toolkit. The full guide to hiring systems, application materials, and AI, for every career stage.

GO DEEPER WITH THE TEXTBOOK

These guides are free and stand on their own. When you want the full framework behind them, I brought it together in my textbook, *Can You Defend Every Word? Ethical AI for Career Advisors Who Coach, Teach, and Build* (Talent Transformation Whisperer, LLC, 2026). Chapter 4 places the five evaluation lenses inside the full framework, and Part II shows them at work in appointments, courses, and tools.

Available now on Amazon. Search the title or ISBN 9798140001568.

AI-Assisted Content Disclaimer:

This document was developed with AI assistance and has been reviewed, verified, and approved by Megan O'Connor, SHRM-CP, CPRW, as the human expert of record. Final content reflects the author's professional judgment and subject matter expertise.

