

Identify

Years 7–10 cognitive verb toolkit

What is identifying?

To identify is to locate or recognise the various components and distinguishing features of something. For example, the company logo on a product makes it easily identifiable before you have seen the name or other features of the product. Many worldwide sporting brands are easily identified by their distinguishing logo alone.

This term is described in the notes section of the standard elaborations:

Term	Description
identify	establish or indicate who or what someone or something is

Cognitive verb use in the Australian Curriculum

The cognitive verb identify appears in various learning area achievement standards and content descriptions in the Australian Curriculum. The table below shows the use of identify across the whole Australian Curriculum.

Identify in the Australian Curriculum achievement standards (AS) and content descriptions (CD)																
Year level	English	Health and Physical Education	HASS	History	Geography	Civics and Citizenship	Economics and Business	Mathematics	Science	Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Year 7	CD		AS CD	AS CD	AS CD	AS CD	AS CD	CD	AS			AS CD	AS CD	AS CD	AS CD	AS CD
Year 8	CD			AS CD	AS CD	AS CD	AS CD		AS			AS CD	AS CD	AS CD	AS CD	AS CD
Year 9	AS CD			CD	AS CD	AS CD	AS			AS	CD			CD		AS
Year 10				AS CD	AS CD	CD	AS		AS CD	AS	CD			CD		AS

Cognitive process

The cognitive verb **identify** is part of the retrieval category of cognitive process.

Cognitive skills to help identify are: <ul style="list-style-type: none">• determine• recognise• answer.	Cognitive skills that follow identify are: <ul style="list-style-type: none">• explain• compare• critique.
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Year 7	English		Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)
Year 8	History	When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion.	Identify a range of questions about the past to inform a historical inquiry (ACHHS150)
Year 9 and 10	Design and Technologies	Students identify the changes necessary to designed solutions to realise preferred futures they have described.	
Year 10	Science	Students identify alternative explanations for findings and explain any sources of uncertainty.	Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS203)

More information

This factsheet is part of a suite of resources to support teachers in the explicit teaching and assessment of students' thinking. The suite of resources includes cognitive verb overviews, cognitive verb year-level overviews and categories of common cognitive verbs. The cognitive verbs are categorised using Marzano and Kendall's (2007) four levels of cognitive process: retrieval, comprehension, analysis and knowledge utilisation.

The suite of resources can be found here: www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/cognitive-verbs/years-7-10-cognitive-verb-toolkit.

Reference: Marzano, R & Kendall, J 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.



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