Infer

Years 7–10 cognitive verb toolkit

What is inferring?

To infer is to draw a conclusion based on reasoning and evidence. When making inferences, information at hand is analysed for any patterns or connections that are implied or hinted at, that is, in order to interpret and analyse data, students may need to make inferences based on information they have collected.

For example, if you enter a house and see backpacks by the door and small shoes nearby you might infer that there are children in this house. If the release of a new product results in large queues at the store, it could be inferred that it is popular.

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

Term	Description
infer	a conclusion reached on the basis of evidence or reasoning

Cognitive verb use in the Australian Curriculum

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

Infer 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											
Year 8					CD											
Year 9					CD											
Year 10					AS CD											

For all Queensland schools

Cognitive process

The cognitive verb **infer** is part of the analysis category of cognitive process.

Cognitive skills to help infer are:	Cognitive skills that follow infer are:
• identify • connect • use.	• appraise • evaluate • propose.

Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Year 8	Geography		Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and **infer** relationships (ACHGS059)
Year 10	Geography	Students use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and **inferences**, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes.	Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and **inferences**, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)

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.