

Interpret

Years 7–10 cognitive verb toolkit

What is interpreting?

To interpret is to draw meaning from text, data, graphs or art forms. For example, to interpret data gathered from a field trip is to draw a conclusion from evidence present in the data. To interpret a painting is to look at an artwork and consider the choices of the artist — such as colour, composition, subject and relationships between elements — to draw meaning from these choices.

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

Term	Description
interpret	explaining the meaning of information or actions

Cognitive verb use in the Australian Curriculum

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

Interpret 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	AS CD		AS CD	AS CD					AS		AS CD	
Year 8	AS CD			AS	CD		AS CD						AS		AS CD	
Year 9	AS CD			AS	AS CD			AS					AS		AS CD	
Year 10					AS CD			CD					AS		AS CD	

Cognitive process

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

Cognitive skills to help interpret are: <ul style="list-style-type: none">• identify• recognise• express.	Cognitive skills that follow interpret are: <ul style="list-style-type: none">• evaluate• discuss• justify.
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Year 7	HASS	Students interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions.	Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)
Year 8	English	Students interpret texts, questioning the reliability of sources of ideas and information.	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
Year 9	Mathematics	Students make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.	
Year 9 and 10	Music	Students interpret , rehearse and perform solo and ensemble repertoire in a range of forms and styles.	Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)

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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