

Select

Years 7–10 cognitive verb toolkit

What is selecting?

To select is to choose one option over others. To select a particular procedure, model, idea, image or component over other available options requires careful consideration of the desirable characteristics of each option.

For example, when selecting which mathematical procedure to use to solve a problem, its relevance and effectiveness in the context of the problem would be considered. To create a particular emotional response in an audience, several styles of music may be considered before a selection is made.

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

Term	Description
select	make a choice between options

Cognitive verb use in the Australian Curriculum

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

Select 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	AS CD	AS CD		AS CD	CD				AS CD	CD		AS CD				
Year 8	AS CD	AS CD		AS CD	AS CD				CD	CD		AS CD				
Year 9	AS CD			CD	AS CD	CD			CD	AS CD	AS		AS			
Year 10	CD	AS		CD	AS CD	CD			AS CD	AS CD	AS		AS			

Cognitive process

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

Cognitive skills to help select are: <ul style="list-style-type: none">• identify• consider• choose.	Cognitive skills that follow select are: <ul style="list-style-type: none">• explain• compare• make decisions.
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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	Students select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)
Year 7 and 8	Health and Physical Education	Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.	
Year 9 and 10	Design and Technologies	Students select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose.	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)
Year 9 and 10	Science		Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (AC SIS166, AC SIS200)

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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