

Identify

Primary cognitive verb toolkit

What is identifying?

To identify is to locate or recognise the various components and distinguishing features of something. For example, the author of a book might be identified by the features of the book, such as the language, tone or messages conveyed — Dr Seuss books are easily identified by their distinguishing features, including similar tones and themes.

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
Prep	AS CD	AS CD	AS CD	AS CD	CD					AS CD	AS		AS			
Year 1	AS	AS CD	AS CD	AS CD	AS CD			AS		AS CD	AS		AS			
Year 2	AS CD	AS CD	AS CD	AS CD				AS CD		AS CD	AS		AS			
Year 3	CD	AS CD	AS CD	AS CD	AS CD	AS CD		AS CD	AS CD	AS	CD	CD	CD	CD	CD	CD
Year 4	CD	AS CD	AS CD	AS CD	AS CD	AS CD		AS	AS	AS	CD	CD	CD	CD	CD	CD
Year 5		CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD						CD	
Year 6		CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	AS CD						CD	

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.
--	--

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

Year level	Learning area	Achievement standard	Content description
Prep	English	Students identify and describe likes and dislikes about familiar texts, object, characters and events.	Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
Year 1 and 2	Health and Physical Education	Students identify how emotional responses impact on others' feelings.	
Year 3	Mathematics	Students identify symmetry in the environment.	Identify symmetry in the environment (ACMMG066)
Year 4	Design and Technologies	Students identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.	
Year 5	HASS	Students identify causes and effects of change on particular communities and describe aspects of the past that have remained the same.	
Year 6	Science	Students identify variables to be changed and measured and describe potential safety risks when planning methods.	Identify , plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and material safely and identifying potential risks (AC SIS103)

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.

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