

# Interpret

## Primary cognitive verb toolkit

### What is interpreting?

To interpret is to draw meaning from text, data, graphs or art forms. 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
Prep			CD	CD	CD										CD	CD
Year 1			AS CD	AS CD	AS CD										AS CD	AS CD
Year 2			AS CD	AS CD				AS CD							AS CD	AS CD
Year 3		AS CD	AS CD	AS CD	AS CD	AS CD		AS CD						AS CD	AS CD	AS CD
Year 4	CD	AS CD	AS CD	AS CD	AS CD	AS CD		AS CD					CD	AS CD	AS CD	AS CD
Year 5	CD	AS	AS CD	CD	AS CD	AS CD	AS CD	AS CD			CD		CD	AS	AS CD	CD
Year 6	CD	AS	AS CD	CD	AS CD	CD	AS CD	AS CD	AS		CD		CD	AS	AS CD	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"><li>• identify</li><li>• recognise</li><li>• express.</li></ul>	Cognitive skills that follow interpret are: <ul style="list-style-type: none"><li>• evaluate</li><li>• discuss</li><li>• justify.</li></ul>
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Learning area/subject examples include, but are not limited to:

Year level	Learning area	Achievement standard	Content description
Prep	HASS		<b>Interpret</b> data and information displayed in pictures and texts and on maps (ACHASS007)
Year 2	Mathematics	Students <b>interpret</b> simple maps of familiar locations.	
Year 3 and 4	Health and Physical Education	Students <b>interpret</b> health messages and discuss the influences on healthy and safe choices.	
Year 5	English		Understand, <b>interpret</b> and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
Year 6	Science	Students collect, organise and <b>interpret</b> their data, identifying where improvements to their methods or research could improve the data.	

## 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](http://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.