# Select

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

*For all Queensland schools*

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# Cognitive process

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

| Cognitive skills to help select are: | Cognitive skills that follow select are: |
|---|---|
| • identify<br>• consider<br>• choose. | • explain<br>• compare<br>• make decisions. |

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

| Year level | Learning area | Achievement standard | Content description |
|---|---|---|---|
| Year 1 and 2 | Health and Physical Education | Students **select** and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. | |
| Year 3 | English | Students **select** information, ideas and events in texts that relate to their own lives and to other texts. | |
| Year 5 and 6 | Design and Technologies | Students **select** and use appropriate technologies and techniques correctly and safely to produce designed solutions. | |
| Year 6 | Mathematics | | **Select** and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) |

# 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.