

Categories of common cognitive verbs

Australian Curriculum: Prep Year to Year 10

The table below shows the most common cognitive verbs across the Australian Curriculum learning areas. The cognitive verbs are categorised using Marzano and Kendall's (2007) four levels of cognitive process: retrieval, comprehension, analysis and knowledge utilisation.

	Retrieval	Comprehension	Analysis	Knowledge utilisation
Category description	Recall of information from permanent memory	Activation and transfer of knowledge from permanent memory to working memory	Reasoned extensions and inferences to go beyond what was directly taught	Application or use of knowledge in specific situations
Sub-components	<ul style="list-style-type: none"> recognising recalling executing 	<ul style="list-style-type: none"> integrating symbolising 	<ul style="list-style-type: none"> matching classifying analysing errors generalising specifying 	<ul style="list-style-type: none"> decision-making problem-solving experimenting investigating
Cognitive verbs	define demonstrate identify name recall recognise retrieve select state use	clarify communicate comprehend describe explain illustrate model represent summarise understand	analyse apply categorise classify compare connect consider contrast critique differentiate discriminate distinguish examine generalise identify infer interpret judge reflect on	create conduct decide determine develop discuss elaborate evaluate investigate justify predict propose solve synthesise

Note: Learning area and subject-specific terminology has not been included.

Senior syllabuses also draw upon the four levels of processing presented in table above.

Categories of cognitive verbs — a senior syllabus implementation resource — uses an adapted model combining Retrieval & Comprehension.

References

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

Marzano, R 2013, 'Art and science of teaching / Cognitive verbs and the common core', *Resilience and Learning*, Vol. 71, No. 1, pp. 78–9.