

What is evaluating?

To evaluate is to examine and make judgments about the merit of ideas, artworks, systems, methods or solutions. It involves making a judgment using criteria. For example, evaluating a design concept is to review the criteria the concept was designed to meet, and consider the strengths, limitations and implications of the design.

A process of evaluating may include:

- examining ideas, solutions or methods
- determining the value of the ideas, solutions or methods
- making a judgment based on criteria.

Evaluate as a cognition

Cognitive verbs are categorised using Marzano & Kendall's four elements of the cognitive system: retrieval, comprehension, analysis and knowledge utilisation (2007).

The cognitive verb evaluate is part of the knowledge utilisation element of cognitive process. This element involves the 'use of knowledge processes to accomplish a specific task' (p. 51).

Evaluate in the Australian Curriculum Version 9.0

The cognitive verb evaluate appears in various achievement standards (AS) and/or content descriptions (CD) in the Australian Curriculum. The following table shows the use of evaluate across the Australian Curriculum in Prep–Year 6.

Evaluate in the Prep–Year 6 Australian Curriculum AS and CD

	English	Health and Physical Education	P–6 HASS	Mathematics	Science	Technologies		
						Technologies	Design and Technologies	Digital Technologies
Prep						CD	CD	
Year 1						CD	CD	
Year 2						CD	CD	
Year 3	CD					CD	CD	
Year 4	CD					CD	CD	
Year 5	CD	AS	AS CD			CD	CD	AS CD
Year 6	CD	AS	AS CD			CD	CD	AS CD

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

Year/s	Learning area/subject	AS	CD
Prep	Technologies: Design and Technologies		generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01
Year 3	English		use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05
Year 4	English		use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05
Year 5	HASS	They (students) evaluate sources to determine origin and perspectives.	evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS5S03
Years 5–6	Technologies: Digital Technologies	Students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria.	generate, modify, communicate and evaluate designs AC9TDI6P04
Year 6	Humanities and Social Sciences (HASS)	They (students) evaluate sources to determine origin, purpose and perspectives.	evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04

References

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

More information

This information sheet is part of a suite of resources to support teachers in the explicit teaching and assessment of students' thinking. The suite of resources includes categories of common cognitive verbs, cognitive verb overviews and a cognitive verb toolkit with information sheets, posters and graphic organisers.

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'cognitive verbs'. Alternatively, the suite of resources can be found here: www.qcaa.qld.edu.au/p-10/aciq/version-9/cognitive-verbs-in-version-9.0.



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