

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.

A process of identifying may include:

- determining what needs to be identified
- recognising and naming the various features or factors
- providing an answer.

Identify 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 identify is part of the retrieval element of cognitive process. This element involves the 'activation and transfer of knowledge from permanent memory to working memory' (p. 37).

Identify in the Australian Curriculum Version 9.0

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

Identify 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	AS CD	AS CD	AS	AS CD	AS CD	AS CD	AS	AS CD
Year 1	AS CD	CD	AS	AS CD	AS CD	AS CD	CD	CD
Year 2	AS CD	CD	AS	AS CD	AS CD	AS CD	CD	CD
Year 3	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
Year 5	CD		AS CD	AS CD	AS CD	AS CD		AS
Year 6	AS CD		AS CD	AS CD	AS CD	AS		AS

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

	Languages							The Arts					
	Chinese	French	German	Indonesian	Italian	Japanese	Spanish	The Arts	Dance	Drama	Media Arts	Music	Visual Arts
Prep	AS	AS	AS	AS	AS	AS	AS						
Years 1–2						AS		AS	AS	AS	AS	AS	AS
Years 3–4	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD						
Years 5–6													

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

Year/s	Learning area/subject	AS	CD
Prep	Technologies: Digital Technologies	They (students) represent data using objects, pictures and symbols and identify examples of data that is owned by them.	identify some data that is personal and owned by them AC9TDIFP01
Year 1	English	They (students) identify the text structures of familiar narrative and informative texts, and their language features and visual features.	discuss different texts and identify some features that indicate their purposes AC9E1LY01
Years 1–2	The Arts: Drama	Students identify where they experience drama. They describe where, why and/or how people across cultures, communities and/or other contexts experience drama.	
Year 3	HASS	They (students) identify the significance of events, symbols and emblems to Australia's identity and diversity.	analyse information and data, and identify perspectives AC9HS3S04
Years 3–4	Languages: French	They (students) identify patterns in French and make comparisons between French and English	identify connections between French language and cultural practices AC9LF4U04
Year 5	Mathematics	Students perform and describe the results of transformations and identify any symmetries.	describe and perform translations, reflections and rotations of shapes, using dynamic geometric software where appropriate; recognise what changes and what remains the same, and identify any symmetries AC9M5SP03
Year 6	Science	Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions.	pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I01

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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