Interpret

Prep–Year 6 cognitive verb toolkit

What is interpreting?

To interpret is to draw meaning from text, data, graphs or artwork. For example, to interpret information or data gathered from a field trip is to make meaning of it and draw conclusions from the evidence.

A process of interpreting may include:

- identifying the key features of the information

- recognising connections, patterns, similarities and/or differences

- expressing the meaning in your own words.

Interpret 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 interpret is part of the analysis element of cognitive process. This element involves the 'generation of new information not already possessed by the individual' (p. 44).

Interpret in the Australian Curriculum Version 9.0

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

Interpret 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								
Year 1			AS CD					
Year 2			AS CD	AS CD				
Year 3		AS CD	AS CD	AS CD				
Year 4		AS CD	AS CD	AS CD				
Year 5	CD			AS CD				
Year 6				AS CD				

Interpret 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													
Years 1–2													
Years 3–4	AS	AS	AS	AS	AS	AS	AS						
Years 5–6	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD			AS			

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

Year/s	Learning area/subject	AS	CD
Year 1	HASS	They (students) **interpret** information and discuss perspectives.	**interpret** information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03
Year 2	Mathematics	They (students) use a range of methods to collect, record, represent and **interpret** categorical data in response to questions.	use mathematical modelling to solve practical problems involving additive and multiplicative situations, including money transactions; represent situations and choose calculation strategies; **interpret** and communicate solutions in terms of the situation AC9M2N06
Years 3–4	Health and Physical Education	They (students) **interpret** health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing.	**interpret** the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours AC9HP4P09
Years 5–6	Languages: Indonesian	They (students) use strategies to locate and **interpret** information and ideas in texts, and demonstrate understanding by responding in Indonesian or English, adjusting their response to context, purpose and audience.	apply strategies to **interpret** and convey meaning in Indonesian language in familiar non-verbal, spoken and written cultural contexts AC9LIN6C04
Year 6	Mathematics	They (students) **interpret** and use timetables.	**interpret** and use timetables and itineraries to plan activities and determine the duration of events and journeys AC9M6M03

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.