

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 response to a business issue, requires using criteria to inform decision making on a course of action.

A process of evaluating may include:

- determining the purpose and criteria for the evaluation
- examining ideas, works, solutions or methods
- determining the value or significance of the ideas, works, solutions or methods
- making a judgment using the strengths, limitations and implications based on criteria
- reviewing the evaluation to ensure the criteria has been applied and the reason for this evaluation has been met.

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 Years 7–10.

Evaluate in the Years 7–10 Australian Curriculum AS and CD

	English	Health and Physical Education	Humanities and Social Sciences				Mathematics	Science	Technologies			The Arts				
			Civics and Citizenship	Economics and Business	Geography	History			Technologies	Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Year 7	CD	AS CD						CD	CD	CD	AS CD	AS	AS CD	AS	AS	AS
Year 8	CD	AS CD		AS				AS CD	CD	CD	AS CD	AS	AS CD	AS	AS	AS
Year 9	CD	AS CD	AS CD	AS CD	AS CD	CD	CD	AS CD		CD	AS CD	AS	AS	AS	AS	AS CD
Year 10	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	AS CD		CD	AS CD	AS	AS	AS	AS	AS CD

Evaluate in the Years 7–10 Australian Curriculum AS and CD

	Languages P–10 sequence							Languages 7–10 sequence						
	Chinese	French	German	Indonesian	Italian	Japanese	Spanish	Chinese	French	German	Indonesian	Italian	Japanese	Spanish
Year 7														
Year 8														
Year 9	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	CD	CD	CD	CD	CD	CD
Year 10	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	CD	CD	CD	CD	CD	CD

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

Year/s	Learning area/subject	AS	CD
Years 7–8	Technologies: Digital Technologies	Students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria.	generate, modify, communicate and evaluate alternative designs AC9TDI8P08
Years 7–8	The Arts: Drama	They (students) evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.	evaluate and refine use of elements of drama and/or conventions to shape and sustain dramatic action and/or communicate ideas, perspectives and/or meaning AC9ADR8C02
Years 9–10	The Arts: Visual Arts	They (students) evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning.	evaluate art exhibits to inform the curation and exhibition of their own and/or others' artworks and/or visual arts practice AC9AVA10P01
Year 10	Humanities and Social Sciences: History	Students evaluate the accuracy, usefulness and reliability of sources as evidence.	analyse cause and effect, and evaluate patterns of continuity and change AC9HH10S05

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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