

What is interpreting?

To interpret is to draw meaning from text, data, graphs or artwork. For example, to interpret a painting is to examine an artwork and consider the choices of the artist — such as colour, composition, subject and relationships between elements — to draw meaning from these choices.

A process of interpreting may include:

- determining the reason for interpreting
- identifying the features of the information presented
- recognising the connections, patterns, similarities and differences
- determining meaning from the connections, patterns, similarities and differences to reach conclusions
- verifying that reason and evidence support the conclusion.

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 Years 7–10.

Interpret 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				AS CD	CD		AS CD		AS		AS			CD		CD	
Year 8	CD			AS CD	AS CD		AS CD		AS		AS			CD		CD	
Year 9				AS CD	AS		AS CD				AS			CD		CD	
Year 10	CD			AS CD	AS		AS CD				AS			CD		CD	

Interpret 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	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	CD	CD	CD	CD	CD	CD
Year 8	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	CD	CD	CD	CD	CD	CD	CD
Year 9	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD
Year 10	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD

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

Year/s	Learning area/subject	AS	CD
Year 7	Humanities and Social Sciences: Economics and Business	They (students) interpret information and data to identify economic and business issues, trends or effects.	interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships AC9HE7S03
Years 7–8	Languages P–10 sequence: Italian	They (students) interpret information, ideas and opinions in texts.	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LIT8C03
Year 9	Mathematics	They (students) apply the enlargement transformation to images of shapes and objects, and interpret results.	calculate and interpret absolute, relative and percentage errors in measurements, recognising that all measurements are estimates AC9M9M04
Year 10	Languages 7–10 sequence: French	They (students) interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives.	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LF10EC04

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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