Select

Years 7–10 cognitive verb toolkit

What is selecting?

To select is to choose one option over others. To select a particular procedure, model, idea, image or component over other available options requires careful consideration of the desirable characteristics of each option.

For example, when selecting which mathematical procedure to use to solve a problem, its relevance and effectiveness in the context of the problem would be considered.

 A process of selecting may include:

- viewing the information with the task in mind

- identifying the options whether they are procedures, models, ideas, images or components

- considering the most relevant characteristics of each option

- choosing the most relevant option for the task/question

- using the selected procedure, model, idea, image or component.

Select as a cognition

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

The cognitive verb select is part of the retrieval category of cognitive process. This category involves the recall of information from permanent memory.

Select in the Australian Curriculum Version 9.0

The cognitive verb select appears in various achievement standards (AS) and/or content descriptions (CD) in the Australian Curriculum. The following table shows the use of select across the Australian Curriculum in Years 7–10.

Select 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	AS CD	AS CD				AS CD	AS CD	CD	AS CD	CD		AS		AS CD
Year 8	AS CD	AS	AS CD	AS CD			CD	AS CD	AS CD	CD	AS CD	CD		AS		AS CD
Year 9	AS CD		AS CD	AS CD		AS		AS CD		AS CD	CD	AS CD				CD
Year 10	AS CD		AS CD	AS CD		AS		AS CD		AS CD	CD	AS CD				CD AS

Select 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							
Year 8	AS CD	AS CD	AS CD	AS CD	AS CD	AS CD	AS 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) locate, **select** and organise data and information from sources.	locate, **select** and organise information and data from a range of sources AC9HE7S02
Year 8	English	They (students) **select** and vary language features including literary devices, and/or multimodal features and features of voice.	plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, **selecting** language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY07
Years 9–10	Technologies: Design and Technologies	They (students) **select** and use technologies skilfully and safely to produce designed solutions.	analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and **select** materials, systems, components, tools and equipment to create designed solutions AC9TDE10P01
Years 9–10	The Arts: Dance	Students **select** and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances.	choreograph dance that communicates ideas, perspectives and/or meaning by **selecting** and manipulating elements of dance, choreographic devices and/or structure AC9ADA10C01

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.