 **ASSESSMENT LADDER: Cognitive verb: Analyse Noun: Analysis**

When we analyse, we:

* identify constituent parts of a whole and/or their relationships;
* examine parts in order to identify the essential elements, features, components or structure;
* consider something for the purpose of finding meaning or relationships;
* identify patterns, similarities and differences. (QCAA 2018)

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| **Grade and description** | **Quality of Analysis** | **Qualifiers** |
| **A: Complex** | Comprehensive identification of key parts and their relationships with each otherIn-depth examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a wholeInsightful identification of patterns Discerning comparison of similarities and differencesResulting in:in-depth understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | ComplexComprehensiveDiscerningIn-depthInsightful |
| **B: Advanced** | Well- considered identification of key parts and their relationships with each otherDetailed examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a wholePerceptive identification of patterns Thorough comparison of similarities and differencesResulting in:substantial understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | Detailed PerceptiveSubstantialThoroughWell- considered |
| **C: Competent** | Considered identification of key parts and their relationships with each otherSatisfactory examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a wholeThoughtful identification of patterns Capable comparison of similarities and differencesResulting in:sound understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | CapableCompetentSoundThoughtfulSound |
| **D: Basic** | Basic identification of key parts and their relationships with each otherPartial examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a wholePartial identification of patterns Uneven comparison of similarities and differencesResulting in:basic understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | BasicPartialUnevenWith teacher guidance |
| **E: Emergent** | Attempted identification of key parts and their relationships with each otherLimited examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a wholeVague identification of patterns Identification of similarities and/or differencesResulting in:simple understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | AttemptedLimitedSimpleVagueWith teacher direction |

J Farrall, 2017, AISSA, after Claxton 2011

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References:

Claxton, G. et al., (2011). *The Learning Powered School*, UK: TLO Limited

Queensland Curriculum &Assessment Authority. (2018). *Glossary of Cognitive Verbs.* <https://www.qcaa.qld.edu.au/downloads/portal/snr_glossary_cognitive_verbs.pdf>