 **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 other  In-depth examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a whole  Insightful identification of patterns  Discerning comparison of similarities and differences  Resulting in:  in-depth understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | Complex  Comprehensive  Discerning  In-depth  Insightful |
| **B: Advanced** | Well- considered identification of key parts and their relationships with each other  Detailed examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a whole  Perceptive identification of patterns  Thorough comparison of similarities and differences  Resulting in:  substantial understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | Detailed  Perceptive  Substantial  Thorough  Well- considered |
| **C: Competent** | Considered identification of key parts and their relationships with each other  Satisfactory examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a whole  Thoughtful identification of patterns  Capable comparison of similarities and differences  Resulting in:  sound understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | Capable  Competent  Sound  Thoughtful  Sound |
| **D: Basic** | Basic identification of key parts and their relationships with each other  Partial examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a whole  Partial identification of patterns  Uneven comparison of similarities and differences  Resulting in:  basic understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | Basic  Partial  Uneven  With teacher guidance |
| **E: Emergent** | Attempted identification of key parts and their relationships with each other  Limited examination of structures/ components/ concepts/ features/ ideas/ objects/ that form a whole  Vague identification of patterns  Identification of similarities and/or differences  Resulting in:  simple understanding of how a whole is comprised of the parts and how the parts fit together to make a whole. | Attempted  Limited  Simple  Vague  With 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>