



## Masterclass 4, 2017: Academic Vocabulary. Assessment Ladder:

### Explain

**Explain:** Make a situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information (QCAA 2018)

**Explain** means to make the reader, listener or viewer understand something by giving reasons for why and how things are as they are. (Thinkdrive 2012)

**Explain:** Give a detailed account including reasons or causes. (IB)

When we explain we:

1. make a general statement that addresses what something is, why things happen or how things work
2. provide relevant reasons/evidence to support the statement, supported by details/examples
3. present ideas clearly in a logical sequence
4. show awareness of the intended audience

Appropriate language and terminology is assumed at each level.

### Related Key Words

Clarify, comprehend, estimate, express, hypothesise, infer, interpret, recount, summarise, translate.

**Suggested Graphic Organisers:** Fishbone diagram (cause and effect), Flow diagram, Metaphor map, POE: Predict, Observe, Explain. (Thinkdrive 2012) Hamburger Paragraph Template

Grade & description of thinking level.	Levels of Explanation	Qualifiers (Refer Qualifiers for Assessment Farrall 2016)
<b>A</b> Complex	<ul style="list-style-type: none"> <li>• precise statement that addresses <u>what</u> something is, <u>why</u> things happen or <u>how</u> things work</li> <li>• relevant reasons/evidence to support the statement that are strongly connected with each other</li> <li>• verifiable details/examples to support the reasons</li> <li>• lucid and highly logical sequence of ideas</li> <li>• acute awareness of target audience</li> <li>• in-depth understanding</li> </ul>	Cohesive Complex Comprehensive Concise Highly accurate Highly logical Insightful Precise Succinct
<b>B</b> Advanced	<ul style="list-style-type: none"> <li>• clear statement that addresses <u>what</u> something is, <u>why</u> things happen or <u>how</u> things work</li> <li>• relevant reasons/evidence to support the statement that are related to each other</li> <li>• reliable details/examples to support the reasons</li> <li>• fluent and logical sequence of ideas</li> <li>• perceptive awareness of target audience</li> <li>• substantial understanding</li> </ul>	Clear Above expected Substantial Well considered Detailed Perceptive
<b>C</b> Competent	<ul style="list-style-type: none"> <li>• plain statement that addresses <u>what</u> something is, <u>why</u> things happen or <u>how</u> things work</li> <li>• relevant reasons/evidence to support the statement</li> <li>• credible details/examples to support the reasons</li> <li>• generally logical sequence of ideas</li> <li>• thoughtful awareness of target audience</li> </ul>	Considered Thoughtful Satisfactory With some teacher prompting

	<ul style="list-style-type: none"> <li>• sound understanding</li> </ul>	
<b>D</b> Basic	<ul style="list-style-type: none"> <li>• obvious statement that addresses <u>what</u> something is, <u>why</u> things happen or <u>how</u> things work</li> <li>• some relevant reasons/evidence to support the statement</li> <li>• basic details/examples to support the reasons</li> <li>• uneven sequence of ideas</li> <li>• some awareness of target audience</li> <li>• partial understanding</li> </ul>	Basic Occasional Partial Restricted Some With teacher guidance
<b>E</b> Emergent	<ul style="list-style-type: none"> <li>• simple statement that addresses <u>what</u> something is, <u>why</u> things happen or <u>how</u> things work</li> <li>• a reason to support the statement</li> <li>• few details to support the reason</li> <li>• ideas are not sequenced</li> <li>• little awareness of target audience</li> <li>• emerging understanding</li> </ul>	Attempted Beginning Emerging Simple With teacher direction

### References:

18 Command terms from the IB Program

<https://www.uww.edu/Documents/colleges/coeps/academics/18%20Command%20Terms%20from%20the%20International%20Baccalaureate%20January%202015-16%20workshop.pdf>

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

Marzano, R., (September 2013). 'Art and Science of Teaching Cognitive Verbs and the Common Core' in *Educational Leadership*, Vol. 71, Pages 78-79.

<http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Cognitive-Verbs-and-the-Common-Core.aspx>

Queensland Curriculum & Assessment Authority. (2018). *Glossary of Cognitive Verbs*.

[https://www.qcaa.qld.edu.au/downloads/portal/snr\\_glossary\\_cognitive\\_verbs.pdf](https://www.qcaa.qld.edu.au/downloads/portal/snr_glossary_cognitive_verbs.pdf)

Ritchhart, R., (2016). *Cultures of Thinking*, Workshop AISSA, Adelaide

*Thinkdrive*, (2012) Queensland, ITC Publications <https://itcthinkdrive.com.au/>

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