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| LEVEL 3 VERBS  EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA | |
| Level 3 Verbs | Explanation |
| Apply | Explain how existing knowledge can be linked to new or different situations or in practice |
| Analyse | * Break the topic down into separate parts and examine each part * Show how the main ideas are related and why they are important |
| Assess | Estimate or make a judgment |
| Carry out | Complete a task or activity |
| Clarify | Explain the information in a clear, concise way |
| Classify | Organise according to specific criteria |
| Collate | Collect and present information arranged in sequence or logical order |
| Compare | Examine the subjects in detail looking at similarities and differences |
| Conduct | Carry out |
| Critically compare | Examine the subjects in detail looking at similarities and differences |
| Consider | Ponder, contemplate, study in order to make a decision |
| Co-ordinate | Organise people, information or a situation so that there is an effective outcome |
| Demonstrate | Apply skills in a practical situation or show an understanding of the topic |
| Describe | Write or speak about the topic or activity giving detailed information |
| Develop | To identify and build on a topic, plan or idea |
| Diagnose | Identify the cause based on valid evidence |
| Differentiate | Identify the differences between two or more things |
| Discuss | Give a detailed account including a range of views or opinions |
| Distinguish | Explain the difference between two or more items, resources, or pieces of information |
| Draw conclusions | Identify outcomes which could lead to recommendations |
| Engage | Work in conjunction with, or work together with, or ensure participation in |
| Estimate | Give an approximate decision or opinion using previous knowledge or experience |
| Evaluate | Review evidence from different perspectives and come to a valid conclusion or reasoned judgement |
| Explain | Make clear detailed information giving reasons, and showing how or why |
| Extrapolate | Identify relevant points using the information available |
| Illustrate | Give clear information or description with examples  (eg: spoken, written, pictures, diagrams) |
| Implement | To fulfil, perform or carry out a plan, action, task or procedure |
| Investigate | To examine, study or inquire systematically |
| Judgment | Form an opinion or make a decision based on evidence |
| Justify | Give a satisfactory explanation for actions or decisions |
| Listen | Hear what is said |
| Monitor | Watch the progress of |
| Plan | Organise information in a logical way using an  appropriate format |
| Perform | Think about and organise information in a logical way. |
| Prepare | Get ready |
| Produce | * Carry out or do * Take an action * Follow an instruction |
| Provide | Make, create, bring or find through learning or creative ability |
| Record | Preserve in writing or by other methods |
| Recognise | * Acknowledge validity of * Know from before |
| Report | Produce a detailed account or statement describing an event, situation, or activity |
| Review and Revise | Look back over the topic or activity and make or identify adjustments, changes or additions that would improve the topic or activity |
| Reflect | Learners should look at their actions, experiences or learning and think about how this could inform their future action, learning or practice |
| Respond to | * Take action * Reply or answer |
| Summarise | Give the main ideas or facts in a concise way |
| Supervise | Have responsibility for overseeing people’s performance whilst offering support |
| Use a range of | Provide information relevant to the task or t |
| Undertake | Agree to take on and carry out the task |