Action Verbs as Defined in the Specification

Verb	Students should be able to …
Analyse	study or examine something in detail, break down something in order to bring out the essential elements or structure; identify parts and relationships, and interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appreciate	recognise the meaning of; have a practical understanding of
Calculate	obtain a numerical answer, showing the relevant stages in the working
Classify	group things based on common characteristics
Compare	give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout
Conduct	to perform an activity
Consider	describe patterns in data; use knowledge and understanding to interpret patterns; make predictions and check reliability
Demonstrate	prove or make clear by reasoning or evidence; illustrating with examples or practical application
Describe	develop a detailed picture or image of, for example, a structure or a process; using words or diagrams where appropriate; produce a plan, simulation or model
Design	to conceive, create and execute according to plan
Develop	to evolve; to make apparent or expand in detail
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses: opinions or conclusions should be presented clearly and supported by appropriate evidence
Evaluate (data)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
Examine	consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
Explain	give a detailed account including reasons or causes
Explore	observe, study, in order to establish facts
Formulate	express the relevant concept(s) or argument(s) precisely and systematically
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use examples to describe something

Verb	Students should be able to …
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Justify	give valid reasons or evidence to support an answer or conclusion
Measure	quantify changes in systems by reading a measuring tool
Model	generate a mathematical representation (e.g., number, graph, equation, geometric figure); diagrams; physical replicas for real world or mathematical objects; properties; actions or relationships
Organise	to arrange; to systematise or methodise
Outline	to make a summary of the significant features of a subject
Plan	to devise or project a method or a course of action
Produce	to bring into existence by intellectual or creative ability
Research	to inquire specifically, using involved and critical investigation
Review	to re-examine deliberately or critically, usually with a view to approval or dissent; to analyse results for the purpose of giving an opinion
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Reflect	to consider in order to correct or improve
Use	apply knowledge or rules to put theory into practice
Verify	give evidence to support the truth of a statement

(Adapted from the Specification for Junior Cycle Science, NCCA, page 24)