






Thinking Skills Lesson Launchpad

	Task Verb	Task Starters	Thinking Tools	Level	
Higher-order thinking skills ↑	13 CREATE	<ul style="list-style-type: none"> • Re-design/Improve/Predict... • Formulate/Develop a set of criteria to judge... • Compose a song, jingle or rap to... • Invent a new way to... • Modify an existing... • Design/Generate a personal action plan to... • Extrapolate/Synthesise information to... 	MAS 1:4:P:C:R Image Associated Ideas Word Association Split Y-Chart Y-Chart	 Design	
	12 ARGUE	<ul style="list-style-type: none"> • Convince/Persuade someone to... • Debate/Defend the position/issue... • Propose... 	PCQ/PCQ Extension Judge Jury	 Judge	
	11 EVALUATE	<ul style="list-style-type: none"> • Assess/Judge the extent that... • Rank the following from...to... • Conclude/Consider/Decide whether... • Appraise/Critique/Appreciate the... 	Elimination Draw Extent Barometer		
	10 JUSTIFY	<ul style="list-style-type: none"> • Document/Verify how the action/decision to... • Defend/Validate the decision to... • Prove/Show that the decision to...was... 	Justification Flow Chart Judge Jury		
	9 RECOMMEND	<ul style="list-style-type: none"> • Select which of the two...would be better for... • Decide/Deduce/Determine whether...is the best... • Devise a... 	Decision-Making Matrix Extent Barometer		
	8 ANALYSE	<ul style="list-style-type: none"> • Break Down/Deconstruct the issue/effects/proposal... • Investigate/Examine/Explore all the factors that... • Resolve the issue of... 	SWOT Analysis Icon Prompt	 Investigate	
	7 COMPARE	<ul style="list-style-type: none"> • Distinguish/Discriminate/Differentiate between...and... • Compare/Contrast...and... 	Double Bubble Map T-Chart		
	6 DISCUSS	<ul style="list-style-type: none"> • Consider/Investigate whether... • Summarise the factors/viewpoints... 	PCQ PCQ Extension		
	Foundation thinking skills ↓	5 CLASSIFY	<ul style="list-style-type: none"> • Organise/Match/Sort/Arrange/Compile/Categorise the following...into their correct... • Construct/Complete a flow chart... • Use a flow chart to demonstrate... 	Fishbone Diagram Flow Chart Silent Card Shuffle	 Apply
		4 CALCULATE	<ul style="list-style-type: none"> • Prove/Find... • Solve the problem of... • Derive a... 	Solution Path	
		3 EXPLAIN	<ul style="list-style-type: none"> • Express/Clarify how...has impacted on... • Use a metaphor to help you understand... • Interpret/Translate/Comprehend the... • Hypothesise if... 	Metaphor Cause-Effect Map POE	 Understand
		2 DESCRIBE	<ul style="list-style-type: none"> • Summarise/Outline the key attributes/points... • Identify three features... • List/State 10 facts about... 	Attribute Listing Organiser Concept Map Silent Card Shuffle Y-Chart Split Y-Chart	
		1 REMEMBER	<ul style="list-style-type: none"> • Define the following terms in an A-Z list... • List/Name/Match all the... • Recall/Quote what...discussed about... • Find/Locate/Label/Recognise all the... • State/Recite 10 facts about... 	Alpha Ladder KWHL Mnemonics and Acronyms Pairs and RAS Alert Rhymes, Music, Flash Cards Silent Card Shuffle Transfer Booklet	



Cooperate

Note: Cooperative learning tools such as the Silent Card Shuffle, 1:4:P:C:R, Round Robin, Hot Potato, Jigsaw and Judge Jury can be used in most levels.

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For a full explanation of all task verbs:

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4 Steps to Success

Scaffolding the Verb

1 Identify the Task Verb

When designing an assessment item, the choice of the task verb, such as 'explain', 'design' or 'compare' is crucial as it defines the assessment task, which determines how a student will organise their thoughts and research, and influences the language they will use.

As an example, we will focus on the task verb

COMPARE

ASSESSMENT TASK

In this assessment task, you are to **compare** two mediums of communication, namely radio and television. You are required to write about your ideas in detail ensuring you **discuss**:

- the advantages and disadvantages for each medium
- level of popularity and engagement
- types of information delivered by each
- their contribution to society

2 Understand the Task Verb

COMPARE

means that you look at the way two things are both similar and different.

For context, reference the task verb to the Thinking Skills Lesson Launchpad so students can see the category of thinking.

The task verb **COMPARE** is at the Investigate level.



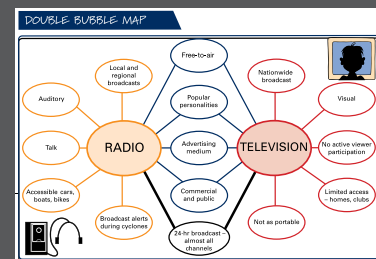
3 Use an appropriate Thinking Tool

from the Thinking Tools column. This will assist students to organise their data and thoughts and to stay on track.

Topic: Radio and Television

Task: **COMPARE** Radio and Television

Tool: **Double Bubble Map**



4 Use the appropriate Language

For the verb **COMPARE** offer the following:

Sentence Starters

- There are many ways in which...and...are similar
- There are many ways in which...and...are different and these include...
- A very obvious difference between...and...is...
- Whilst there are a few similarities between..... and..., there are more differences.

Connectives

- alike, like, just like
- in contrast to
- in spite of this
- differs from
- both
- all cases
- even though
- whilst

Compare Radio and Television

By Sam Jones

There are many ways in which radio and television are similar. Both mediums broadcast to the world at large and therefore have the potential to reach a wide audience. Both require a source of power in order for it to work and in all cases they use radiowaves to broadcast their programs.

A very obvious difference between radio and television is that television presents visual images as well as sound, whilst radio does not have any pictures requiring the listener to formulate their own images.