

Examples of Chartered Management Institute command verbs in level 2 and 3 qualifications

Your level 2 and 3 qualification assignments are marked using chartered Management Institute standards. These are the learning outcome and assessment criterion.

All the learning outcomes and assessment criterion must be met in full and at the right level.

It is important that you check your answers to your assignment questions against the assessment criterion to check that you have answered the question fully.

In particular, you must pay attention to the command word in each assessment criteria as this indicates the depth and breadth that must be included in your answer.

They indicate what approach should be taken to the subject matter and information studied for example description versus evaluation.

Command verbs appear in assessment tasks and can also be called instructional, operational or task words.

They will normally be the 1st word that appears in the assessment criterion.

For example

learning outcome	assessment criteria	command word
1. Be able to identify stakeholders and plan to meet their needs	1.1 Identify stakeholders in relation to the team's objectives	Identify
	1.2 Describe how the team's objectives meets stakeholder requirements	Describe
	1.3 Identify work plans with the team, gaining commitment to meet stakeholder needs	Identify
	1.4 Evaluate and modify the work plans to meet the stakeholder needs	Evaluate

Examples of command words meanings are as follows:

Command Verb	Explanation
Analyse	<p>Identify separate factors, say how they are related and how each one contributes to the topic</p> <p>Separate information into components/main issues and identify characteristics, importance, significance, impact etc</p>
Apply	<p>Explain how existing knowledge can be linked to new or different situations in practice.</p>
Assess	<p>Give careful consideration to all the factors or events that apply and identify which are the most important or relevant</p> <p>Make a judgement on the importance of something – similar to evaluate</p>
Compare Contrast	<p>Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages</p>
Construct Create Develop Devise Produce	<p>Create something such as a plan, proposal, outline, system, procedure etc explaining how or why or describe what it should look like.</p> <p>Create a plan, proposal or outline to illustrate a straightforward concept or idea</p> <p>To bring into existence: make out of nothing and for the first time</p> <p>Plan and presentation of ideas to show the layout/function/workings/object/system/process</p> <p>To originate, eg to produce a solution to a problem</p>
Define	<p>Clearly explain what a particular term means and give an example, if appropriate, to show what you mean</p>
Differentiate	<p>Identify the differences between two or more things.</p>
Demonstrate	<p>Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills</p>
Describe	<p>Write about the subject giving detailed information in a logical way.</p>

	Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'
Design	Create a plan, proposal or outline to illustrate a straightforward concept or idea
Evaluate	Review the information then bring it together to form a conclusion. Identify advantages and disadvantages. Give evidence for each of your views or statements. Use the evidence you have provided to reach a reasoned judgement
Explain	Set out in detail the meaning of something, with reasons. Provide details and give reasons and/or evidence to clearly support the argument you are making Responses could include examples to support these reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'
Examine	Inspect (something) thoroughly. Examine is about exploring a topic in some detail without necessarily drawing conclusions and making judgements.
Identify	Recognise and name the main points accurately. Some description will be needed. Point out or choose the right one or give a list of the main features.
Illustrate	Include examples or a diagram to show what you mean
Interpret	Define or explain the meaning of something
Justify	Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions
List	Provide the information in a list, rather than in continuous writing
Outline	Write a clear description but not a detailed one
Plan	Work out and plan how you would carry out a task or activity
Review	Revisit and consider the merit of something analysing the positive and negative aspects. Survey information, methods, outcomes, conclusions, after the event, deciding what was effective or not.

Select	Make an informed choice for a specific purpose. Give reasons for choice.
State	Write a clear and full account
Summarise	Write down or articulate briefly the main points or essential features