|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **We are learning about visual programming** | | | | | |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify and define** | **Combine and perform serial skills** | **Apply and ntegrate** | **Create and evaluate** |
| **DECLARATIVE KNOWLEDGE**  **Knowing about (talking or writing about) algorithms or the programming code**  **Success criteria** | I can define an algorithm as a series of steps  I can look at a program and identify some blocks and what they might do | I can describe an algorithm and what each part means  I can read a program of visual blocks and describe what it might do | I can explain how to create an algorithm for a simple task  I can explain what a computer program of visual blocks does | I can explain how to improve an algorithm  I can discuss ways to improve a computer program  Page 1 of 2 |
| **FUNCTIONING KNOWLEDGE**  **Knowing how to …**  **Creating an algorithm**  **Creating a computer program using a visual programming language**  **Success criteria** | I can define a problem with support  I can follow an algorithm  I can read visual programming blocks and identify some basic commands | I can define a problem and break it into smaller parts  I can describe an algorithm for a familiar task  I can place cards of programming blocks in a sequence that may include some errors | I can create an algorithm and identify where user input results in possible different actions  I can use cards of visual programming blocks to confidently create a simple program  I can follow a tutorial that uses visual programming blocks to complete a task  I can explain what the common visual programming blocks do | I can seek feedback to improve an algorithm  I can create a simple program using a visual programing language |
| **Digital technologies**  **Way of thinking** |  | Computational thinking | Computational thinking | Computational thinking |

As learning progresses, it becomes more complex. SOLO stands for the Structure of the Observed Learning Outcome.  It is a means of classifying learning outcomes in terms of their complexity. It can help differentiate a task to enable students to operate at their level and provide learning tasks that are progressively more challenging.

**For more about SOLO Taxonomy refer to these websites**

[**John Biggs Solo Taxonomy**](http://www.johnbiggs.com.au/academic/solo-taxonomy/)

[**HookED: Solo Taxonomy**](http://pamhook.com/solo-taxonomy/)

Page 2 of 2