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| **We are learning about how data can be represented in different ways** |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify and define** | **Combine and perform serial skills** | **Apply and integrate** | **Create and evaluate** |
| **Success Criteria** | I can IDENTIFY a word encoded to be represented as a jumble of lettersI can IDENTIFY Morse code and brailleI can IDENTIFY a QR code | I can encode and decode a secret message using a simple way of representing the alphabetI can send and receive a word using Morse codeI can write and read a word created using braille | I can write a message in Morse code and send it to a partner to be decodedI can explain how to send a message in Morse code I can write a sentence in braille and explain how to read brailleI can use an APP to make a QR code and link this to a piece of information I created for a particular purpose.  | I can write a program to create and send Morse code using a programming board such as BBC micro:bit |
| **Digital Technologies****Way of Thinking** |   | Computational thinking | Computational thinking | Computational thinking Design 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/)