|  |
| --- |
| **We are learning about inputs and outputs connected in a digital system** |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify and define** | **Combine and perform serial skills** | **Apply and integrate** | **Create and evaluate** |
| **Success criteria****Using Makey Makey**  | I can identify and describe the following parts:* Scratch program
* Makey Makey
* USB cord
* alligator clips
 | I can assemble the parts in the correct manner to achieve electrical flow | I can insert and change multiple sprites and sound effects which react upon receiving keystrokes | I can create a unique sound machine and evaluate its effectiveness |
| **Success criteria****Using Micro:bit or Codebug** | I can identify and describe the following parts of a programming board:* LED
* pins
* sensors
 | I can describe what each component doesI can (with help), create a simple program to produce an output using some form of input | I can combine a number of components to create a desired outputI can explain how the input and output are related  | I can create a program for a particular purpose and evaluate its effectiveness |
| **Success Criteria****Using LittleBits** | I can identify and describe the following parts of my snap-together circuit* LED lights
* buzzer
* motor (servo)
* switch
* power supply
 | I can describe what each part is used for in the circuitI can connect some components to create light, sound or movement | I can control my device remotelyI can combine a number of components to create a desired output using different forms of input  | I can create a program for a particular purpose and evaluate its effectiveness |
| **Digital technologies****Way of thinking** |  Systems thinking | Systems thinking | Systems thinking Computational thinking | Design thinking |

Page 1 of 2

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/)