|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 does  I 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 output  I 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 circuit  I can connect some components to create light, sound or movement | I can control my device remotely  I 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/)