|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **We are exploring peripheral devices** | | | | |
| **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 peripherals that I use in class | I can describe what each peripheral device is used for  I can sort and classify a range of peripherals as an input/output or storage device | I can develop clues about a peripheral device, focusing on its use, and can use these clues to determine whether it is an input/output or storage device | I can complete a task that requires the use of specific peripheral devices and explain my choices  I can compare and contrast the use of peripheral devices to do a similar job such as a cabled and wireless mouse |
| **Digital technologies**  **Way of thinking** | Systems thinking | Systems thinking | Systems thinking | Systems 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/)