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| --- | --- | --- | --- | --- |
| **We are learning about how to be safe online.** | | | | |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify and define** | **Combine and perform serial skills** | **Apply**  **Integrate** | **Create and**  **evaluate** |
| **Success Criteria** | I can IDENTIFY both appropriate and potentially dangerous online behaviour. | I can follow a set of rules or instructions that will allow me to minimise the risk posed by potential dangerous online behaviours. | I can apply my understanding of appropriate online behavior to a variety of situations, such as fictional cyberbullying scenarios, in order to determine an appropriate course of action.  I can create a set of rules or instructions that will enable me to minimise the risk posed by potential dangerous online behaviours. | I can EVALUATE the appropriateness of my own behaviour and conduct.  I can work collaboratively with my peers in an appropriate way to create and complete a collaborative task/project. |
| **Digital Technologies**  **Way Of 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/)