|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **We are …** | | | | |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify & Define** | **Combine & Perform serial skills** | **Apply**  **Integrate** | **Create & Evaluate** |
| **Success criteria** | I can define a robot  I can identify situations where automation would be useful  I can identify parts of an electrical circuit such as sensors, actuators and a development board | I can combine components in an electrical circuit including a development board  I can program a development board following a tutorial and using existing code, for example a sketch for Arduino | I can program a development board that uses data to trigger a certain behaviour  I can use a robotic kit to build a robot to carry out a specific task | I can design and create my own robotic device using electronic components and other materials (recycled or commercially available)  I can evaluate the digital solution I created, based on criteria such as sustainability, innovation and/or enterprise. |
| **Digital Technologies**  **Way of thinking** | Systems 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/)