|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **We are exploring inputs and outputs of particular devices …** | | | | |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | ***Identify isolated skills*** | ***Describe, and combine serial skills*** | ***Integrate skills*** | ***Evaluate skills*** |
| **DECLARATIVE KNOWLEDGE Knowing about (talking or writing about) binary numbers**  **Exploring digital systems**  **Success criteria** | I can **IDENTIFY** and **SORT** digital system components into input and output | I can **DESCRIBE** an input and an output when discussing how a digital system processes data  I can describe how parts of the digital system work together to perform a task or function | I can **EXPLAIN** some advantages and challenges when using Bluetooth low energy technology | AND I can **EVALUATE** the effectiveness of my digital solution based on:   how well it meets its intended purpose |
| **FUNCTIONING KNOWLEDGE Knowing how to …**  **Collecting, organising and representing data as information**  **Success criteria** | I can **DEMONSTRATE** the use of a range of digital system components to input information | I can **DEMONSTRATE** multiple ways of inputting data into a digital system using multiple devices. I can relate the input to the output and relate this to the way a system works  I can **DEMONSTRATE** the use of a programming board to replace the keyboard input such as the use of arrows as a command | I can **CONTROL** devices using Bluetooth low energy technology | I can **CREATE** a digital solution that uses a programming board as a way the user interacts  I can **DESIGN** a digital solution in response to a problem involving a robotic device (eg a maze) and can create a program to control a robotic device to negotiate the maze |
| **Digital technologies**  **Way of thinking** |  | Systems thinking |  | Design thinking  Computational 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/)