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| **We are learning about collaboration and working, considering our roles within the group to complete a media campaign and associated media related to an issue that matters to us.** |
| **SOLO level** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO verb** | ***Identify and define*** | ***Combine and perform serial skills*** | ***Apply and******Integrate*** | ***Create and******Evaluate*** |
| **Success criteria****Collaboration: planning and managing** | I can identify our team roles | I can describe my role within the team and what I’m responsible for.I can describe what each team role is and who is responsible for which task. | I can work as a team and demonstrate my contribution to the group’s project deliverables.I can relate stages of the plan with our team’s roles and responsibilities.  | I can evaluate my performance in the group based on my role and responsibilities and provide peer feedback to others on my team and relate this to the success of the project.  |
| **Success criteria****Media campaign and associated media content** | I can identify an issue that matters to meI can identify the key steps for our media plan and help define requirements | I can describe the stages of our plan.I can compare and contrast different types of media both traditional and new | I can consider our audience and demonstrate how we are meeting their needs.I can demonstrate how our choice of media aligns to our project goals. | I can create content for which I was given responsibility and consider format and conventions particular to the technology.I can evaluate the content I created and reflect on the process. |
| **Digital Technologies****Way of Thinking** | Computational 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/)