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| **We are creating a program using a programming blocks** |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify and define** | **Combine and perform serial skills** | **Apply and integrate** | **Create and evaluate** |
| **DECLARATIVE KNOWLEDGE Knowing about (talking or writing about) algorithms or the programming code****Success criteria** | I can define an algorithm as a series of steps I can look at a program and identify motion, control and sound blocks and describe what they might do | I can describe an algorithm and what each part means and indicate user input and the resulting output or actionI can read a program of visual blocks and describe what it might do | I can explain how to create an algorithm for a task I’m going to program a solution forI can explain what a computer program of visual blocks does and show how branching results in different actions or events | I can explain how to improve an algorithm for example by adding branching I can discuss ways to improve a computer program and suggest ways to debug a program if it is not working as desired |
| **FUNCTIONING KNOWLEDGE Knowing how to …** **Creating an algorithm****Creating a computer program using a visual programming language****Success criteria** | I can order steps in the right sequence if I’m given the steps of the taskI can identify some visual programming blocks; for example, ones for movement and making sounds | I can describe and follow a series of steps to complete a taskI can combine several blocks to create a simple program  | I can create an algorithm to describe a task or processI can identify parts of the algorithm where choices are made (branching) and different events or actions result from user input or are sensed from environment I can create a program using visual blocks and include user input and branching to allow for different options | I can create an algorithm for a task and work through it and debug steps that are incorrect I can evaluate my program, seek feedback from others and make changes based on feedback |
| **Digital technologies****Way of thinking** |  Computational thinking | Computational thinking | Computational thinking | Computational thinking Design thinking |

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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/)

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