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| --- | --- | --- | --- | --- |
| **We are learning about being a good digital citizen** | | | | |
| **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  Representing ‘text’ in binary numbers  Success criteria | I can **IDENTIFY** dangers when communicating online  I can **DEFINE** attributes of a good digital citizen | I can **DESCRIBE** protocols that guide me to be safe online and be a responsible digital citizen | I can **EXPLAIN** the needs (HOW and WHY) for social, ethical and technical protocols; for example:   * social protocols when collaborating with others or providing feedback on other people’s work * ethical protocols when referring to and using other people’s digital content * technical protocols to protect digital identity and restrict access to personal information | AND I can **EVALUATE** the effectiveness of my blog or webpage based on:   * how well it meets its intended purpose * the degree to which I’ve followed agreed protocols |
| **FUNCTIONING/ PROCEDURAL KNOWLEDGE** Knowing how to …  Represent ‘text’ in binary numbers  Success criteria | I can use online collaboration tools with help | I can use online collaboration tools such as Padlet or OneNote following agreed protocols | I can create a blog with support and apply relevant protocols  With guidance I can create a personal webpage about myself and can apply relevant protocols | I can independently create a blog or webpage  AND I can seek out and act on feedback to improve the blog or webpage |
| **Digital technologies**  **Way of thinking** |  | **Systems thinking** | **Systems thinking** | **Systems thinking**  Page 1 of 2 |

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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