|  |
| --- |
| **We are …** |
| **SOLO LEVEL** | **One** | **Many** | **Relate** | **Extend** |
| **SOLO VERB** | **Identify and define** | **Combine and perform serial skills** | **Apply and integrate** | **Create and evaluate** |
| **Success criteria** | I can identify parts of a problem that has been broken down into smaller components or stages  | I can break down a problem into smaller partsI can use a decision tree to break down a problem and identify requirements and constraints I can add data to a spreadsheet or databaseI can describe ways to validate data when using a spreadsheet I can gather relevant information when using a search query in a database  | I can collaborate with others to enter data in a spreadsheet to create a large databaseI can suggest relevant column headings to organise data using a structured approachI can validate data by creating a drop down menu in ExcelI can design a paper prototype that integrates data that is organised in a spreadsheet or database | I can evaluate the usefulness of a design focusing on the graphical user interface I can evaluate my performance in a group project  |
| **Digital Technologies****Way of thinking** | Computational thinking  | Computational thinking | Design 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/)