SOLO taxonomy: Exploring input and output (3-4)

DIGITAL TECHNOLOGIES HUB

We are learning about inputs and outputs connected in a digital system				
SOLO LEVEL	**One**	**Many**	**Relate**	**Extend**
SOLO VERB	*Identify and define*	*Combine and perform serial skills*	*Apply and integrate*	*Create and evaluate*
Success criteria **Using Makey Makey**	I can identify and describe the following parts: • Scratch program • Makey Makey • USB cord • alligator clips	I can assemble the parts in the correct manner to achieve electrical flow	I can insert and change multiple sprites and sound effects which react upon receiving keystrokes	I can create a unique sound machine and evaluate its effectiveness
Success criteria **Using Micro:bit or Codebug**	I can identify and describe the following parts of a programming board: • LED • pins • sensors	I can describe what each component does I can (with help), create a simple program to produce an output using some form of input	I can combine a number of components to create a desired output I can explain how the input and output are related	I can create a program for a particular purpose and evaluate its effectiveness
Success Criteria **Using LittleBits**	I can identify and describe the following parts of my snap-together circuit • LED lights • buzzer • motor (servo) • switch • power supply	I can describe what each part is used for in the circuit I can connect some components to create light, sound or movement	I can control my device remotely I can combine a number of components to create a desired output using different forms of input	I can create a program for a particular purpose and evaluate its effectiveness
Digital technologies **Way of thinking**	Systems thinking	Systems thinking	Systems 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](#)

[HookED: Solo Taxonomy](#)