|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **We are creating an online game** | | | | |
| **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) the programming code  Creating a digital solution using visual programming language  Success criteria | I can **DEFINE** a problem identifying functional and data requirements  I can **IDENTIFY**  **…** the use of isolated visual programming skills when programming  For example, the use of:   * an if/then statement * loops or repetition * user input | I can **DESCRIBE**  … the use of isolated and combined visual programming skills when programming  For example, the use of loops when:   * incorporating repeat instructions * allowing for varied user input * selecting options (for example, in a quiz) | AND I can **EXPLAIN** my programming choices – when programming a digital solution such as an animation, quiz, choose your own adventure story or controlling a robotic device | AND I can **EVALUATE** the effectiveness of my digital solution in meeting its functional requirements for:   * meeting its intended purpose * user input. |
| **FUNCTIONING KNOWLEDGE** Knowing how to …  Creating a digital solution using visual programming language  Success criteria | I can interpret an algorithm presented as a flow chart  I can use a visual programming language **IF** I copy programming examples created by someone else | I can create an algorithm that I use to plan out a program for a digital solution.  I can create a paper prototype of my design to show screen transitions  I can independently program a digital solution using a visual programming language  BUT I am not sure about my programming and I struggle to debug any errors that occur | I can independently and confidently create a digital solution using a visual programming language  AND I can debug as I build (correct my own code) | AND I can seek and act on feedback to improve the effectiveness of my programming choices as I go.  Page 1 of 2 |
| **Digital technologies**  **Way of thinking** | **Design thinking** | **Computational thinking**  **Design thinking** | **Computational thinking** | **Systems 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/)

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