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| **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 game requiring user input using visual programming languageSuccess criteria  | I can **DEFINE** a problem identifying functional and data requirementsI can **IDENTIFY****…** the use of isolated visual programming skills in my digital gameFor example, the use of:* an if/then statement
* loops or repetition
* user input
 | I can **DESCRIBE** the programming sequence using the storyboard or flow chart; for example, the use of loops when:* incorporating repeat instructions
* allowing for varied user input
* selecting options
 | … AND I can **EXPLAIN** HOW and WHY my programming choices, when integrating the different visual processing skills, meet the user input purpose of my digital game.For example, explain how a logical sequence of visual programming skills codes for user input | AND I can **EVALUATE** the effectiveness of my game in meeting its functional requirements for:* user input
* game play
 |
| **FUNCTIONING KNOWLEDGE** Knowing how toDesigning a game requires user input using visual programming languageSuccess criteria  | I can use a storyboard to design a game and identify its functional and data requirementsI can create a digital game using a visual programming language **IF** I copy game programming examples created by someone else | I can independently create a digital game 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 game 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, or perhaps when building a game that incorporates user input Page 1 of 2 |
| **DECLARATIVE KNOWLEDGE** Knowing aboutDesigning a game requiring user input using visual programming languageSuccess criteria | I can **IDENTIFY** the needs of a usereg a digital design solution – a user input interface* empathise
* define
 | I can **ELABORATE** on these needs by sketching out different options for the user input interface I **ANNOTATE** each design to clarify the different options for the user input interface* ideate
 | I can **BUILD** models or representations (prototypes) of the user input interface to learn more about the digital design solution* prototype

For example, I can **SEQUENCE** (storyboard) the development of the user input interfaceI can annotate the sequence to **EXPLAIN** how the prototype development ensures the user input interface better meets user needs | I can **TEST** the prototypes to make sure the solution will work as intendedI can **CREATE** an online game that incorporates the user input interface* test

I can **EVALUATE** the effectiveness of the user input interface against clearly established criteria for the user’s needs |
| **Digital technologies****Way of thinking** | **Design 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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