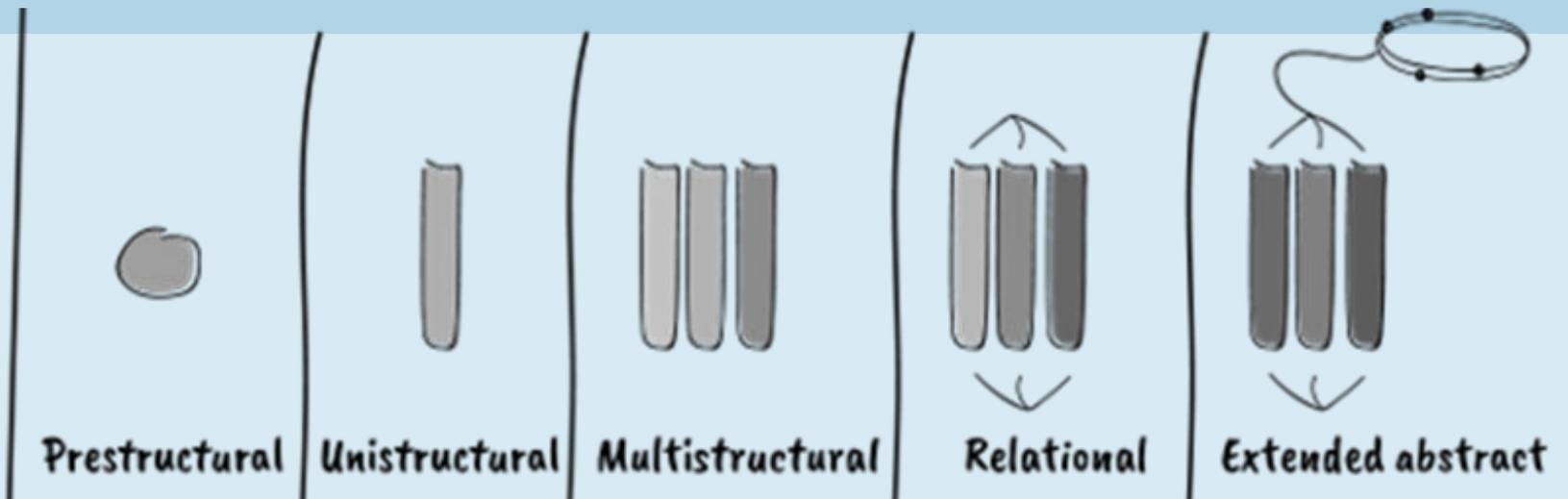


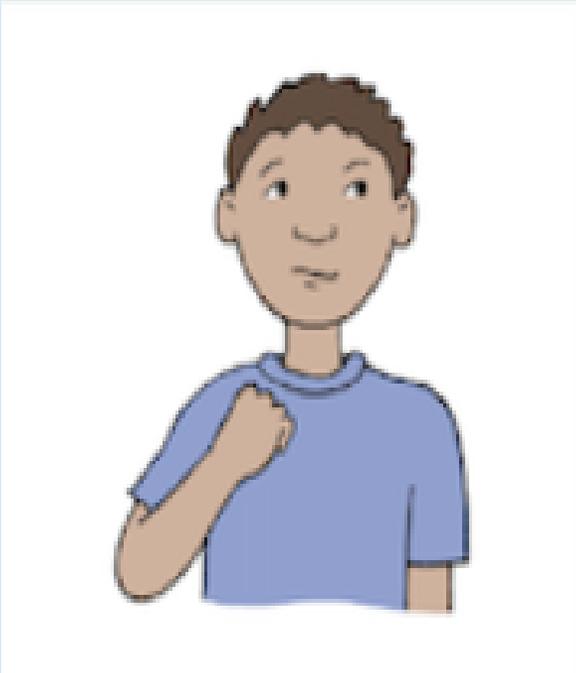
# What is SOLO taxonomy?

SOLO (Structure of Observed Learning Outcomes) is a model of learning that helps develop a **common understanding and language of learning.**

Supports our children to be **visible learners.**



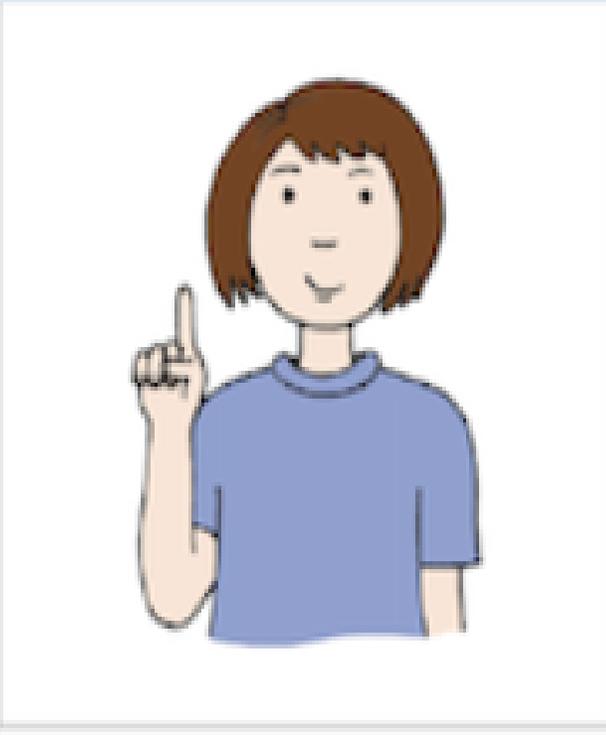
When we first hear about something we will be **prestructural**. This means we have no ideas about it at all.



**Prestructural**

I don't understand.  
I have no idea.  
I need a lot of help.

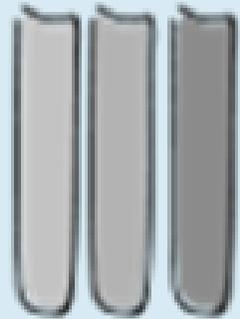
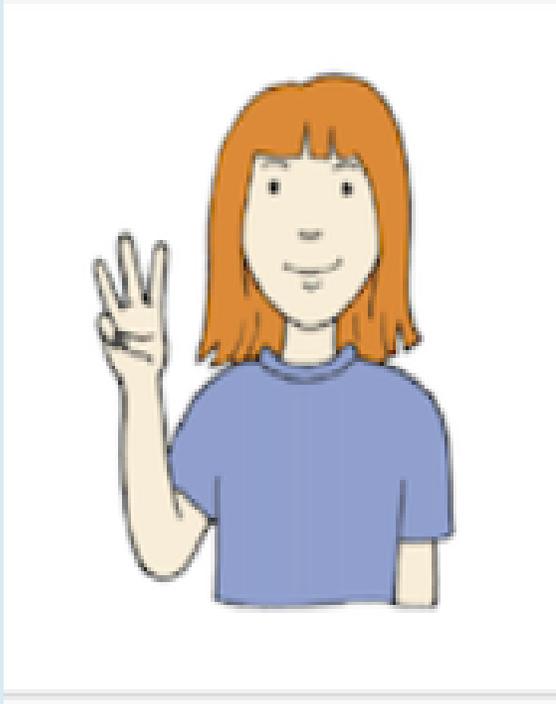
When we are getting to grips with something and have the basic idea we have unistructural understanding.



**Unistructural**

I have one idea  
about the subject.

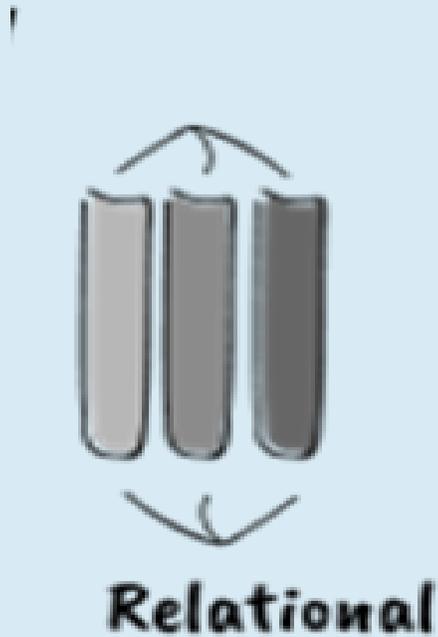
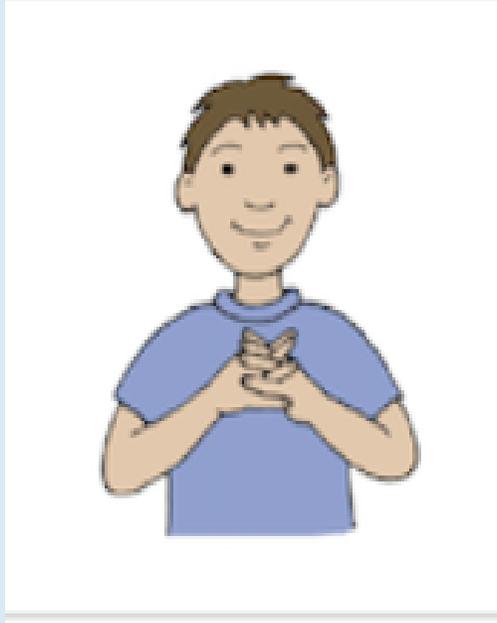
When we are getting a better idea of a subject and have a few ideas we have **multistructural** understanding.



**Multistructural**

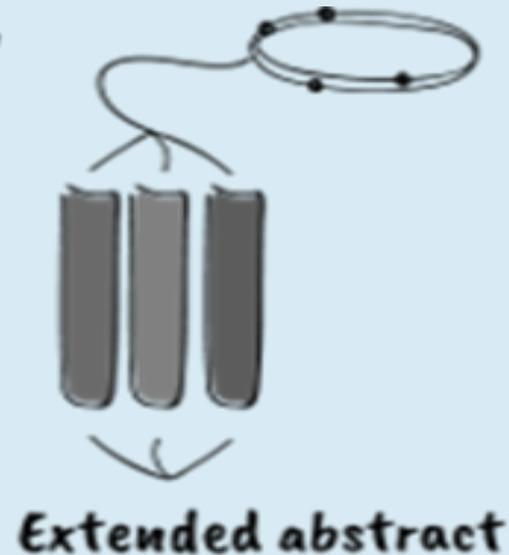
I have a few ideas  
about the subject.

When we are able to start linking our ideas together we have relational understanding.



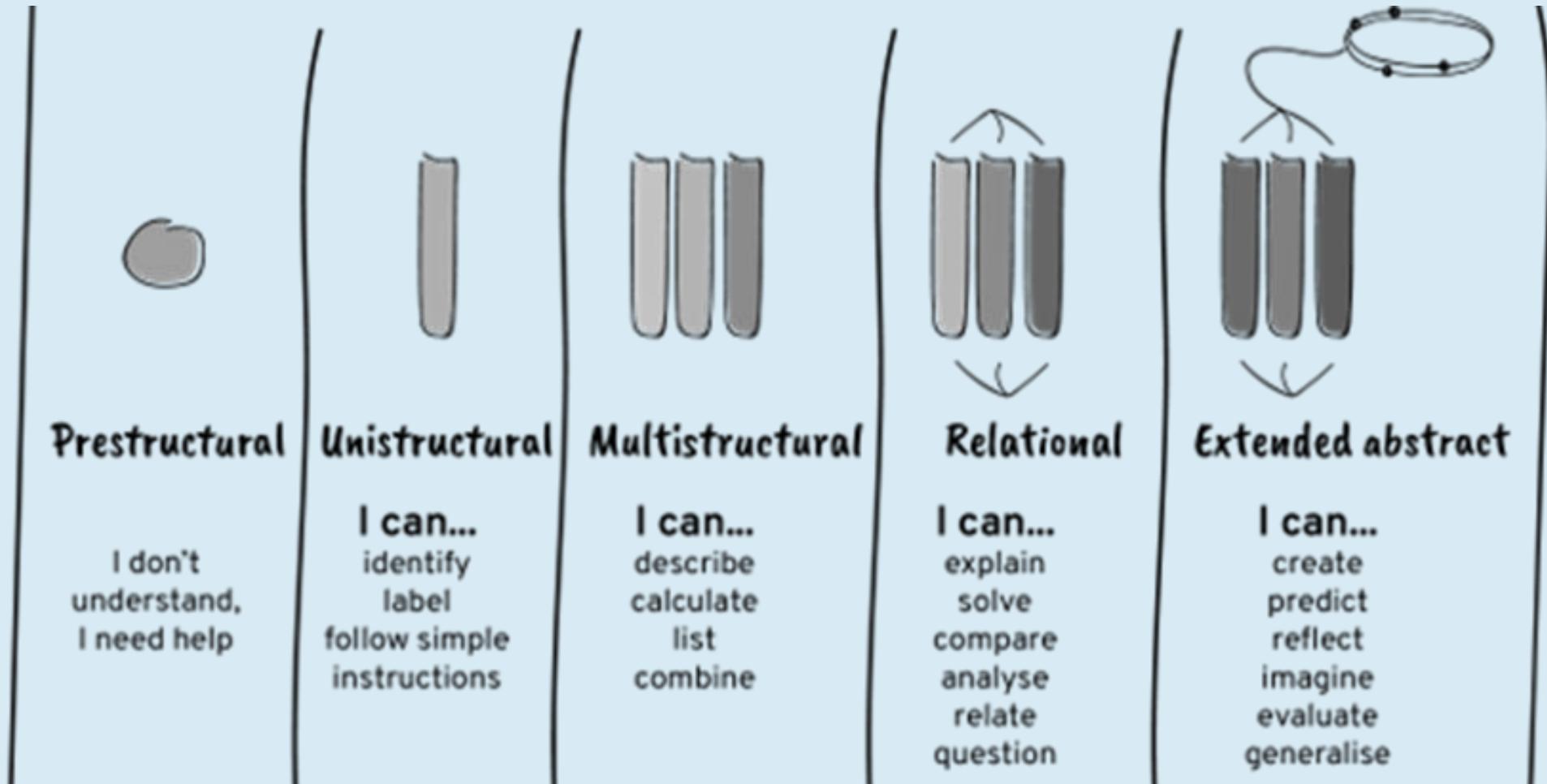
I can link my ideas together to see the big picture.

When we have a really good understanding of a subject and can apply our ideas across different contexts we have extended abstract understanding.



I can look at these ideas in a new and different way.

# What we might ask the children to do based on the different levels of understanding...



Surface level learning → Deeper level learning

Differentiation

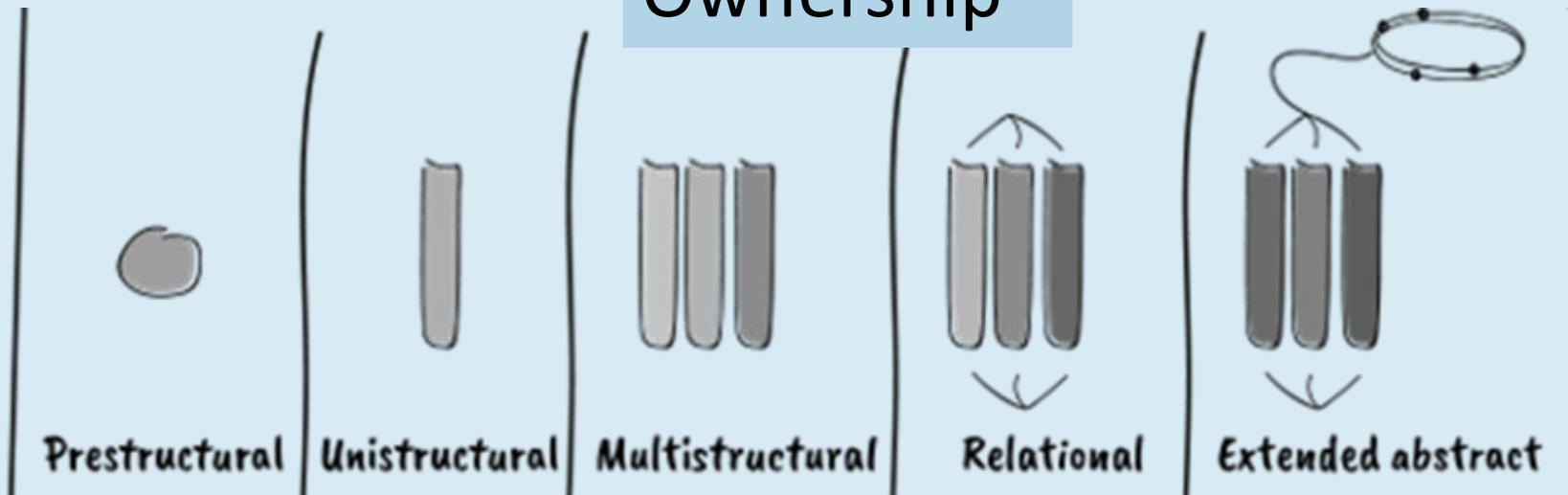
Reflect → Next steps

Collaboration

Feedforward & feedback

Understanding of tasks

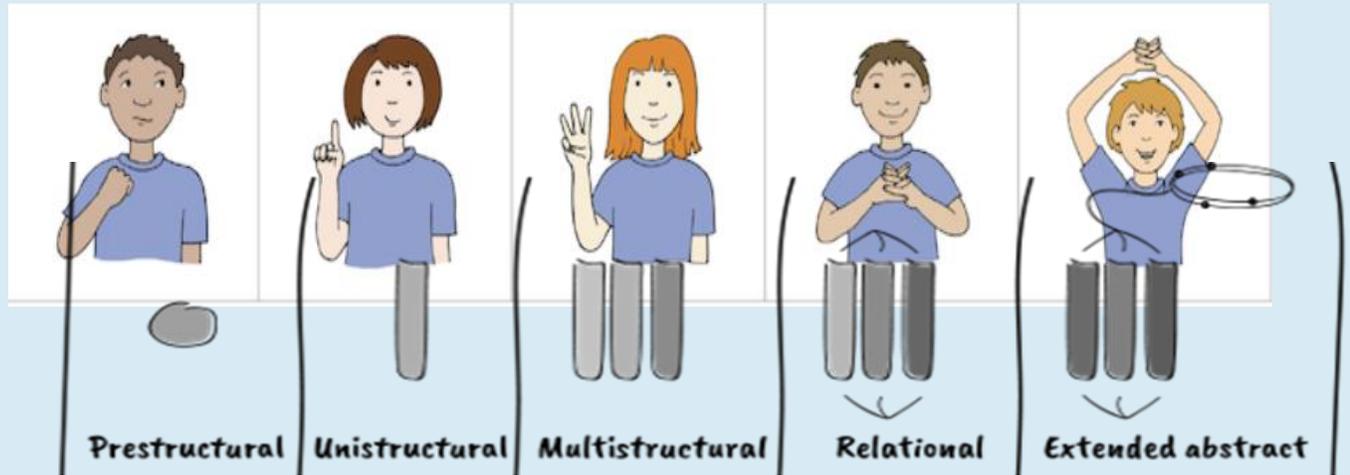
Ownership



Let's check our understanding of the  
different levels of SOLO!

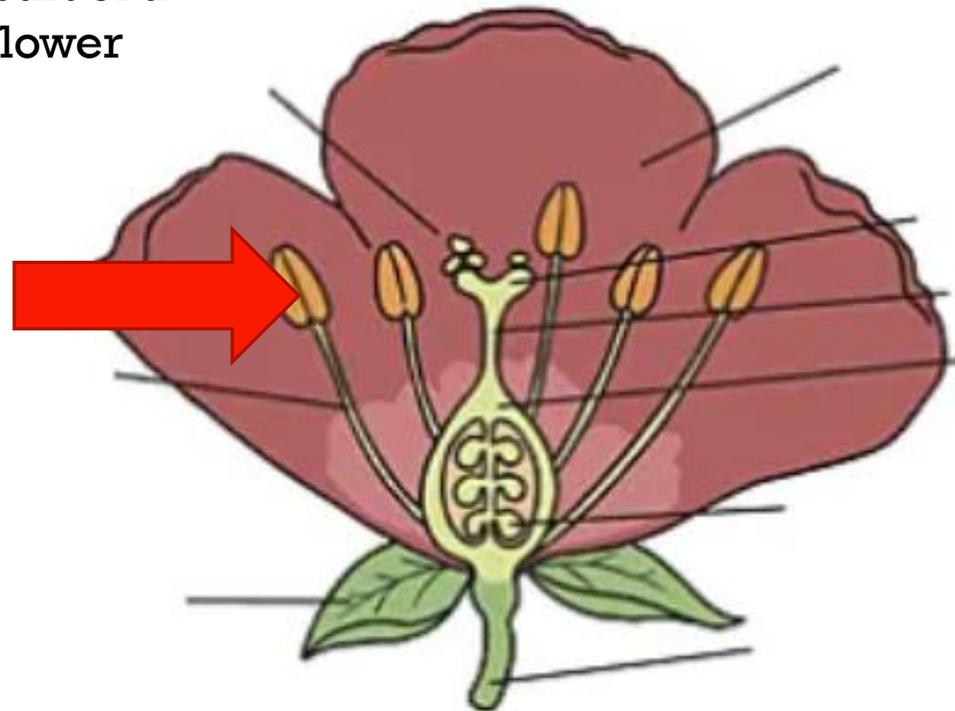
GUESS AS QUICK AS YOU CAN!

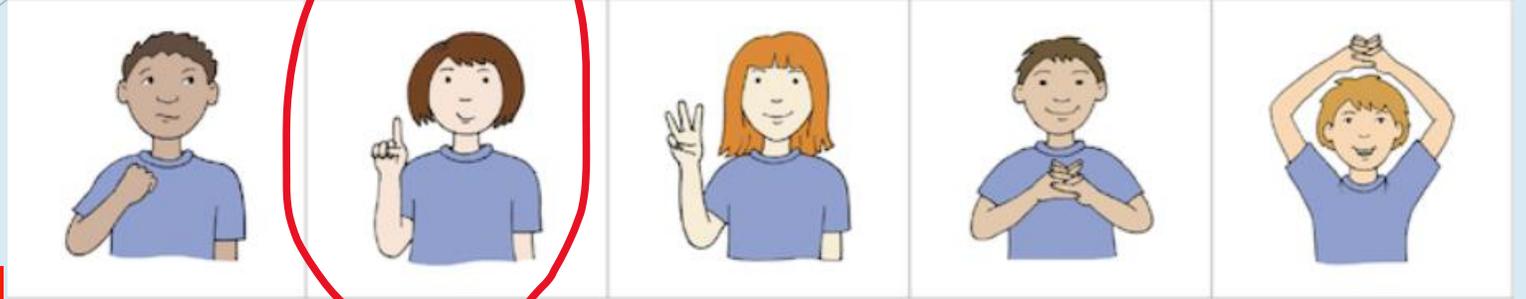
What level is this task? (use the action to share what you think...)



Label this part of a flower

Parts of a Flower



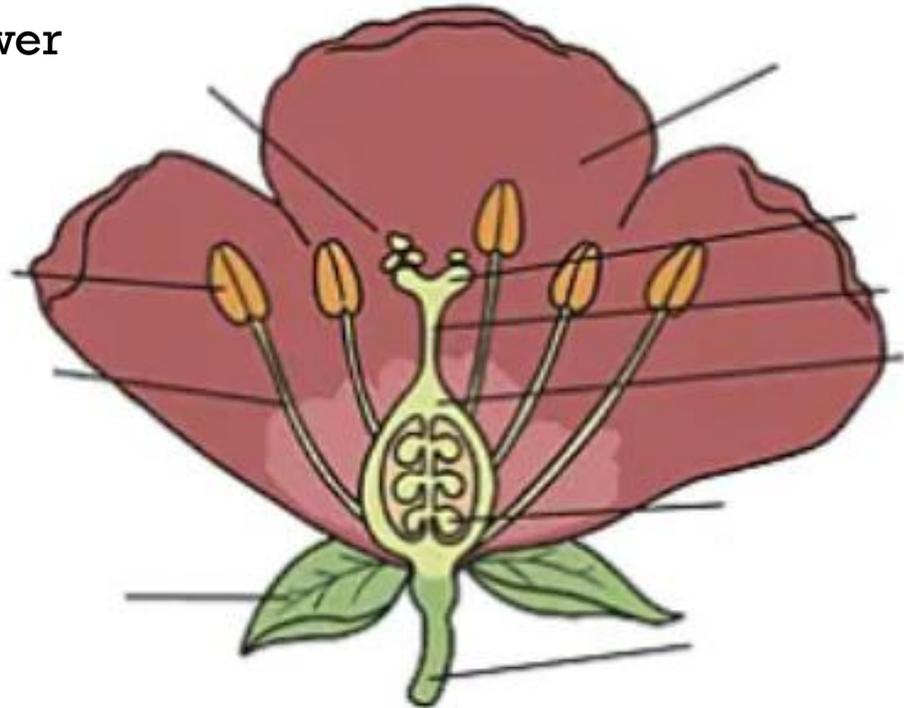


Unistructural-

Labelling the parts  
(only understanding  
needed is to be able  
to name parts)

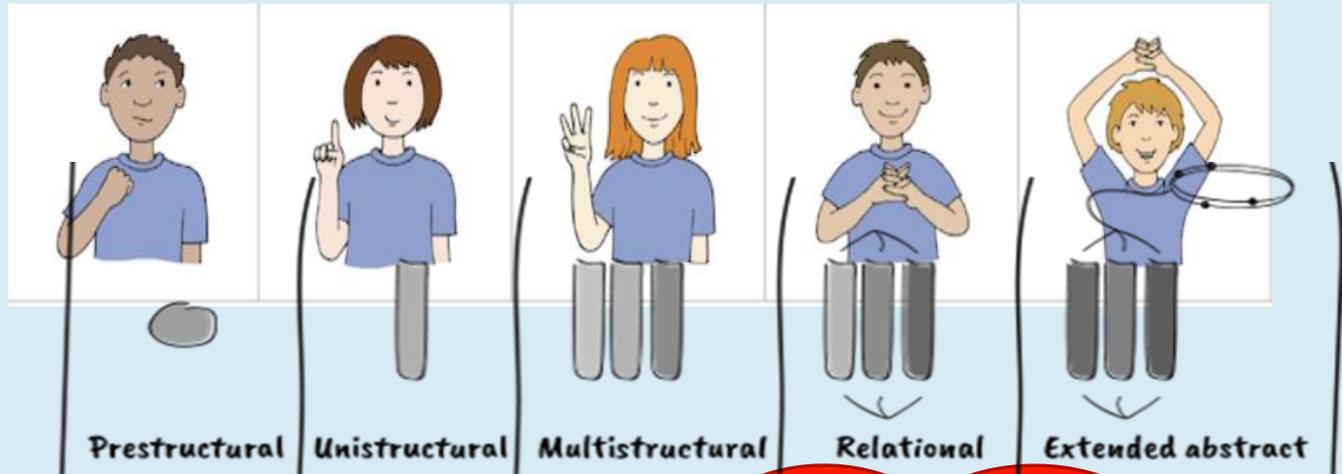
Label the  
part of a  
flower

**Parts of a Flower**



GUESS AS QUICK AS YOU CAN!

What level is this task? (use the action to share what you think...)

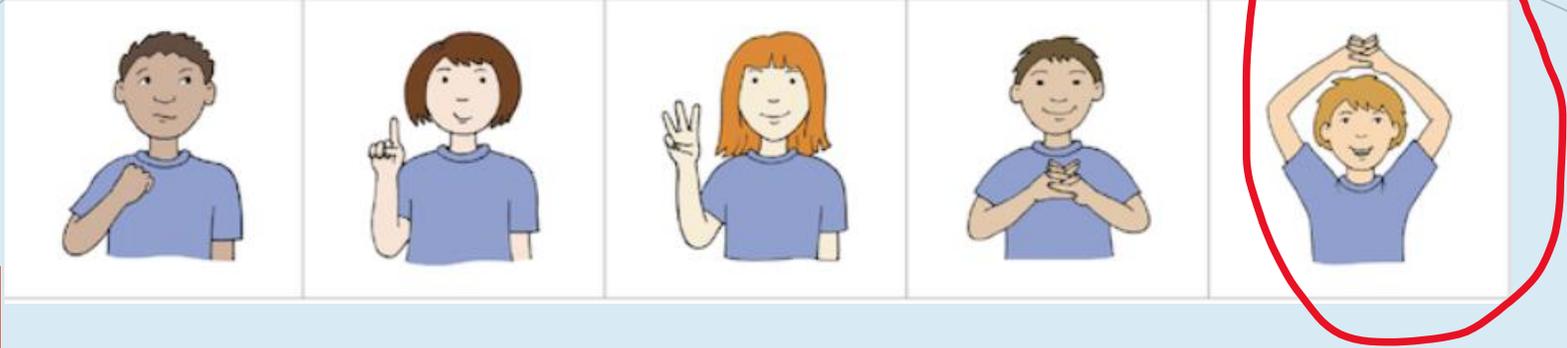


How might the wind act as a signal for other weather?

GUESS AS QUICK AS YOU CAN!

Extended abstract-

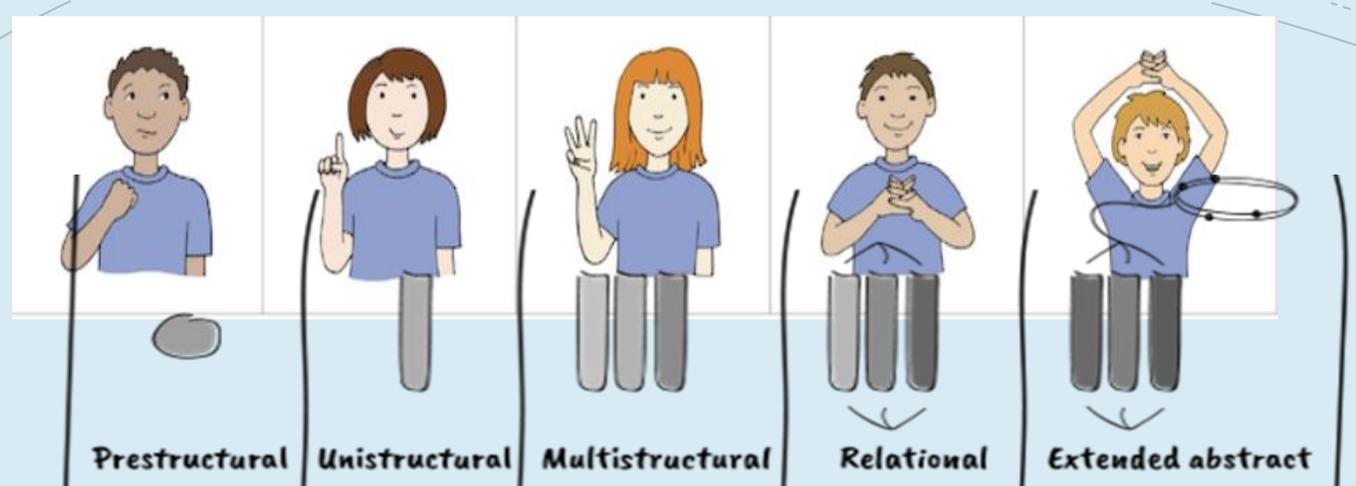
You're predicting and generalising what you know about wind to other types of weather



How might the wind act as a signal for other weather?

GUESS AS QUICK AS YOU CAN!

What level is this task? (use the action to share what you think...)



## Parts of a Tree

### Amazing Fact

Only about 1% of the average tree is actually alive, with the remaining 99% being made up of dead wood cells.

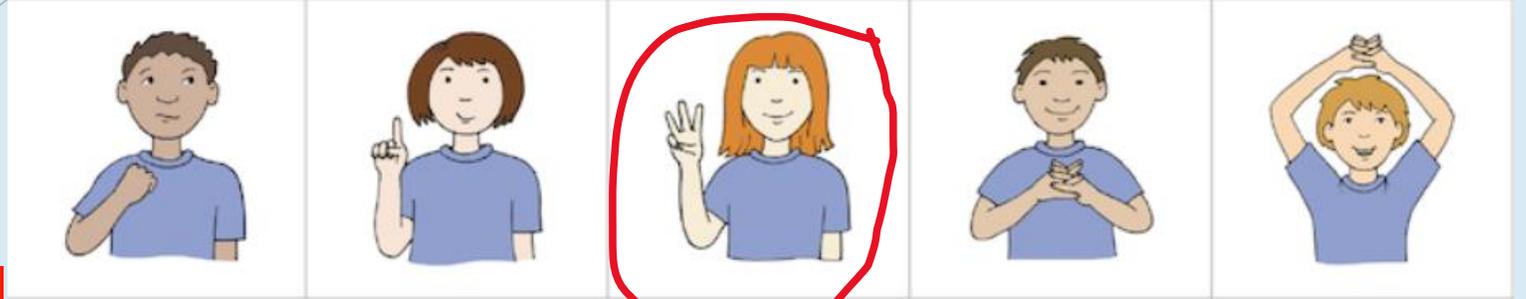
### Challenge

On the sheet provided, describe the function of each part of the tree.



Multistructural-

Need to identify and describe the parts



## Parts of a Tree

### Amazing Fact

Only about 1% of the average tree is actually alive, with the remaining 99% being made up of dead wood cells.

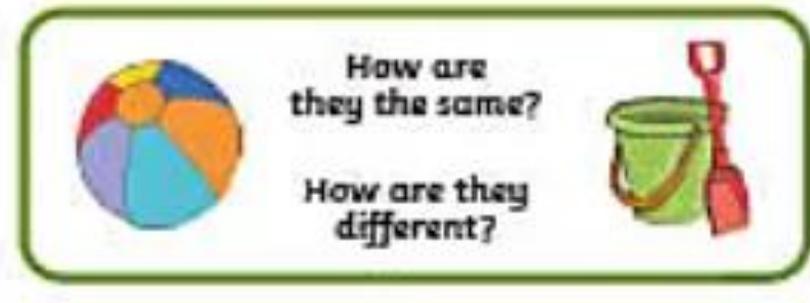
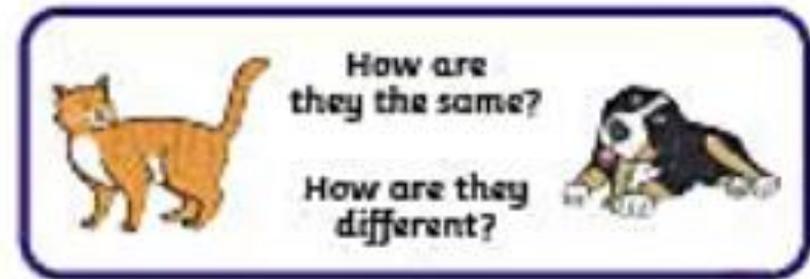
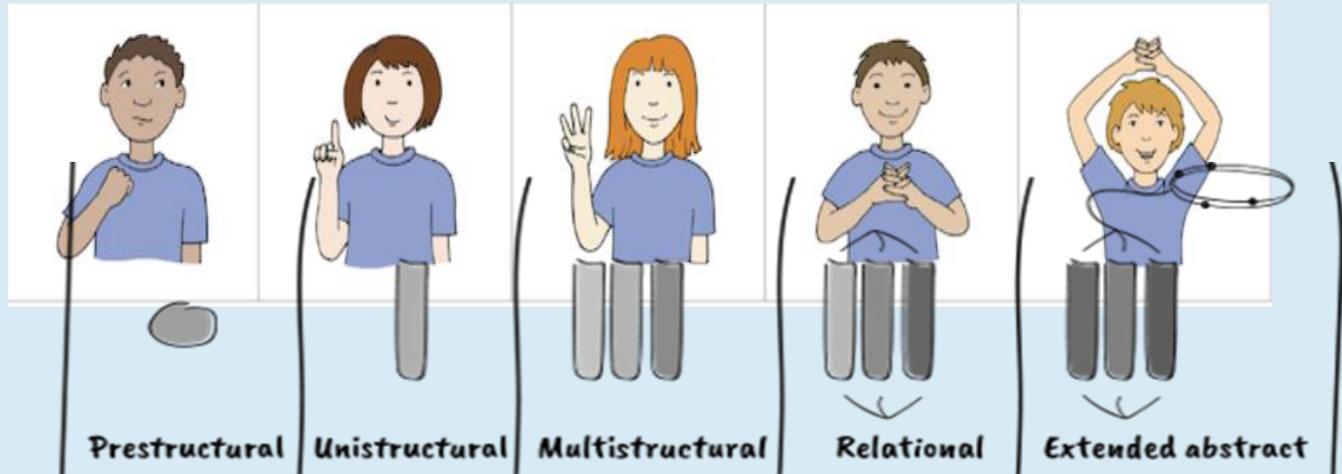
### Challenge

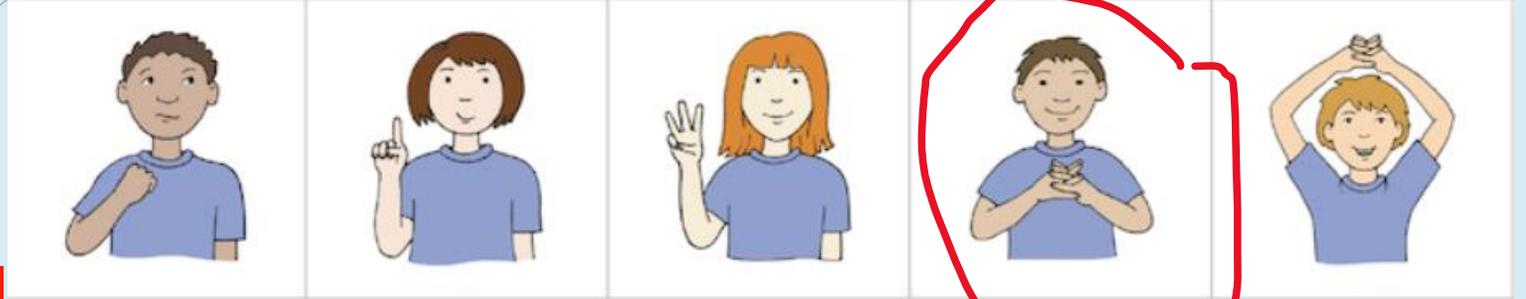
On the sheet provided, describe the function of each part of the tree.



GUESS AS QUICK AS YOU CAN!

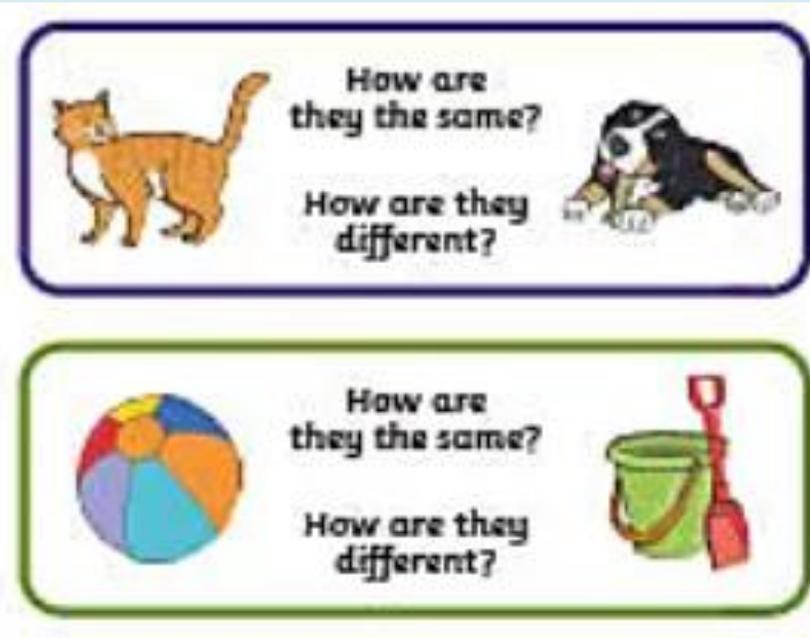
What level is this task? (use the action to share what you think...)



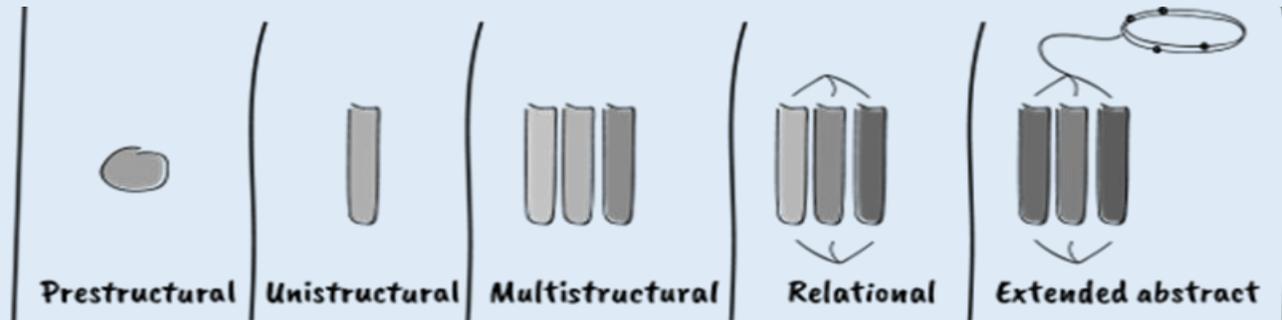
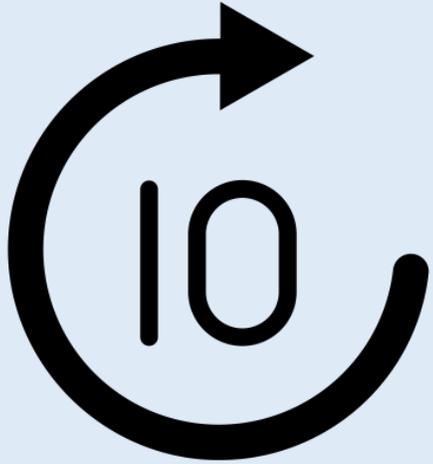
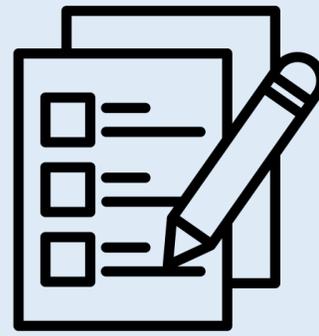


## Relational

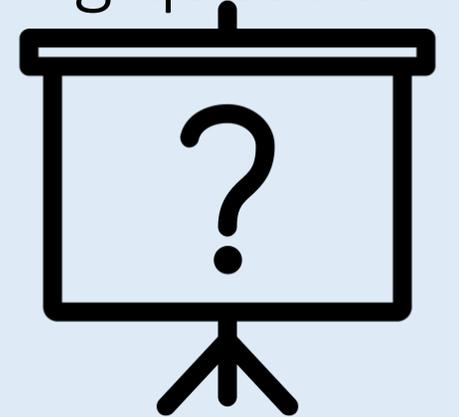
Need to compare  
and contrast what  
they know about  
each thing

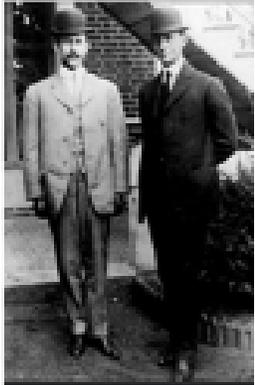


# SOLO assessments



Big question





1. Name: The \_\_\_\_\_ Brothers

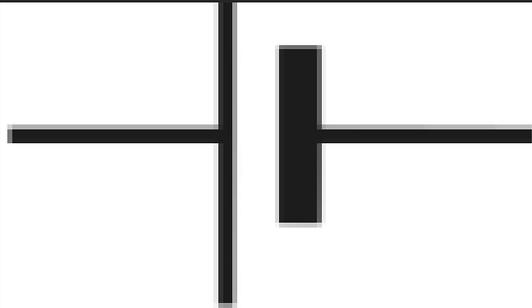
4. Describe the first powered aircraft's flights.



Explain how \_\_\_\_\_ broke world records.

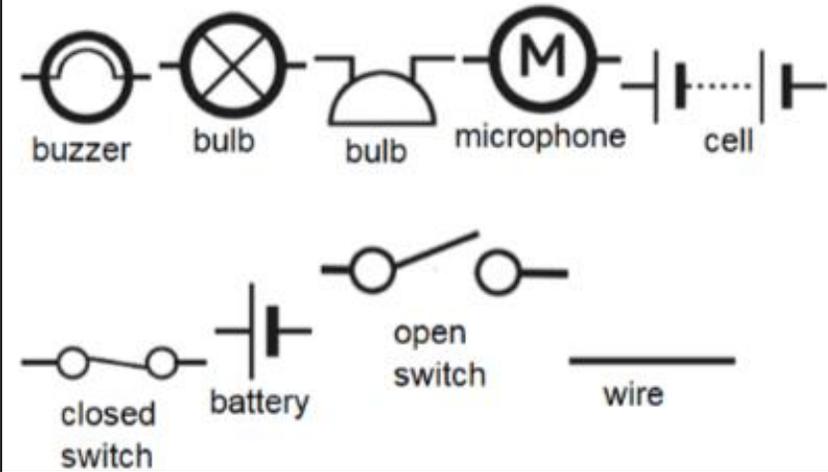


10. Reflect on why this lady is inspiring.

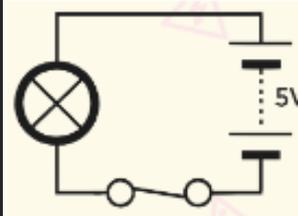


Name this symbol

5. Sort into correctly labelled and incorrectly labelled symbols.



7. Compare a battery and a cell.



9. Predict what would happen if a 3V bulb were powered by a 5V battery

Thank you for  
coming!!!!

- [SOLO taxonomy explained using Lego - YouTube](#)