

SOLO taxonomy

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[SOLO taxonomy \[1\]](#)

Using SOLO to help differentiate learning outcomes for a LEARNZ experience highlights the diverse learning opportunities on offer and allows for deeper learning. More about SOLO on [Pam Hook's web site](#) [2].

Since 2015, the **background pages** of field trip web sites include "**Thought Bubbles**", based on SOLO principles, to stimulate student inquiry.

- See an example on [What is a Smart Motorway?](#) [3]

Since late 2015, the **video pages** of field trip web sites have generic **questions for videos**, based on SOLO.

- See an example on [Videos for Smart Motorways 1](#) [4].

1. General self-assessment rubric for students - [Word](#) [5] | [PDF](#) [6]

Learning Outcome	Unistructured	Structured	Relational	Extended Abstract	Extended Abstract
Identify and describe the features of a system	Identify and describe the features of a system	Identify and describe the features of a system	Identify and describe the features of a system	Identify and describe the features of a system	Identify and describe the features of a system
Identify and describe the components of a system	Identify and describe the components of a system	Identify and describe the components of a system	Identify and describe the components of a system	Identify and describe the components of a system	Identify and describe the components of a system
Identify and describe the processes of a system	Identify and describe the processes of a system	Identify and describe the processes of a system	Identify and describe the processes of a system	Identify and describe the processes of a system	Identify and describe the processes of a system
Identify and describe the interactions of a system	Identify and describe the interactions of a system	Identify and describe the interactions of a system	Identify and describe the interactions of a system	Identify and describe the interactions of a system	Identify and describe the interactions of a system





2. Example of rubric for a student - [Word](#) [7] | [PDF](#) [8]

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Example of SOLO Rubric: Reading LEARNZ Background Pages

Name: _____ Date: _____

SOLO	Learning stage	
Extended Abstract 	I can show others how to find information and link it with examples.	
Relational 	I can compare facts from the background pages myself AND explain my opinions with examples.	
Multistructural 	I can read the background pages by myself and find some important pieces of information.	
Unistructural 	I can read and find one important piece of information from the background pages.	
Pre-structural 	I need help to read the background pages.	

Reflection statement
I think my teacher's response is at the _____ stage because _____

Teacher comment

Rubric generated by Jack Hinga (JH) from www.pamhook.com

Go to the VLN where teachers have contributed more about [using a SOLO assessment rubric with LEARNZ](#) [9].

Source URL: <https://www.learnz.org.nz/support/solo-taxonomy>

Links

- [1] <https://www.learnz.org.nz/support/solo-taxonomy>
- [2] <http://pamhook.com/>
- [3] <http://www.learnz.org.nz/smartmotorways153/bg-standard-f/what-is-a-smart-motorway>
- [4] <http://www.learnz.org.nz/smartmotorways153/videos>
- [5] <https://www.learnz.org.nz/sites/learnz.org.nz/files/Field%20trips/solo-self-assessment-rubric-for-learnz.doc>
- [6] <https://www.learnz.org.nz/sites/learnz.org.nz/files/Field%20trips/solo-self-assessment-rubric-for-learnz.pdf>
- [7] <https://www.learnz.org.nz/sites/learnz.org.nz/files/Field%20trips/example-of-a-solo-rubric-for-a-student.docx>
- [8] <https://www.learnz.org.nz/sites/learnz.org.nz/files/Field%20trips/example-of-a-solo-rubric-for-a-student.pdf>
- [9] <http://www.vln.school.nz/discussion/view/825709>