

## Thinking about developing assessment capable students using SOLO differentiated learning intentions and success criteria

**SOLO Taxonomy:** A model for differentiated learning outcomes

Prestructural, Unistructural, Multistructural, Relational, Extended abstract.

No Idea> Idea> Ideas> Related Ideas> Extended Ideas

Surface > Deep> Conceptual Understanding

### SOLO differentiated learning intentions and success criteria:

#### Step 1: Identify the type of knowledge involved – Functioning Knowledge (FK) or Declarative Knowledge (DK)

Functioning Knowledge – actions, performance or doing things –

*Example functioning knowledge verbs: plan, design, select, interview, question, collaborate, reflect, apply, listen, solve, use, mix, measure, observe, throw, share, etc.*

Declarative Knowledge – descriptive (written or oral) – writing about or telling about things -

*Example declarative knowledge verbs: define, describe, sequence, classify, compare and contrast, explain causes, explain consequences, analyse, predict, generalise, evaluate*

#### Step 2: Identify the learning intention involved.

Every learning intention has a similar structure **[verb (FK or DK)] [content] [context]**

#### Step 3: Identify the SOLO level of the learning intention.

Each learning verb can be loosely aligned to the SOLO level of the intended learning outcome. For example a verb used to bring in ideas sits at the multistructural level. A verb used to connect or relate ideas sits at the relational level. A verb used to extend ideas or look at the ideas in a new way sits at the extended abstract level. Some examples of this alignment can be seen in the [HookED Constructive alignment tool – Learning intention generator](#).

#### Step 4: Identify the success criteria needed.

Choose the most appropriate success criteria for the learning task. Not all tasks require multiple differentiated success criteria. For example, does your task require:

- One learning intention with one success criterion.
- One learning intention with different success criteria that are addressed as the lesson progresses – these success criteria can be differentiated against SOLO outcomes
- One learning intention broken down into several subsidiary learning intentions - each subsidiary learning intention with its own single or multiple success criteria.
- Several unrelated learning intentions for different groups within a class each with single or multiple success criteria

For example

**One learning intention (aligned to SOLO Level) – One success criteria (not necessarily aligned to any particular SOLO level)**

LI: We are learning to [insert SOLO verb] [content] [context]

SC: I will know I have achieved this when ...

Learning intention [LI] [content] [context]	SOLO Level	Question prompt	Success criteria <i>I will know I have achieved this when ...</i>
<b>Define</b> [content] [context]	US/MS	What is ...?	I can define ....
<b>Describe</b> [content] [context]	MS	What is it like?	I can describe several relevant attributes of ...
<b>Sequence</b> [content] [context]	R	What is the order?	I can order the stages in ...
<b>Classify</b> [content] [context]	R	What goes together?	I can group similar ideas ...
<b>Compare and contrast</b> [content] [context]	R	What is similar? What is different?	I can find similarities and differences between ....
<b>Explain causes</b> [content] [context]	R	Why did it happen?	I can explain why ...
<b>Explain effects</b> [content] [context]	R	What happened as a consequence?	I can explain what happened as a consequence ...
<b>Analyse</b> [content] [context]	R/EA	What are the parts and how do they work?	I can name the parts, explain how they work together and generalise about their roles.
<b>Generalise</b> [content] [context]	EA	What was it all about?	I can make a generalisation about
<b>Predict</b> [content] [context]	EA	What might happen next?	I can make a prediction about what might happen next ..
<b>Evaluate</b> [content] [context]	EA	What is best?	I can discuss which is best/most effective etc

**One learning intention (aligned to SOLO Level) – Several success criteria (SOLO differentiated)**

LI: We are learning to [insert SOLO verb] [content] [context]

SC: I will know I have achieved this when ...

For functioning knowledge you can use the [HookED functioning knowledge rubric generator](#)

For declarative knowledge you can use the [HookED declarative knowledge rubric generator](#)

These success criteria can be represented by the [HookED visual SOLO self-assessment rubrics](#) for the SOLO verb maps.

Note: Do not need to have success criteria for each SOLO level of understanding

Learning intention [LI] [content] [context]	SOLO Level	Question prompt	Differentiated success criteria <i>I will know I have achieved this when ...</i>	
<b>Define [content] [context]</b>	US/MS	What is ...?	I need help to define [content] [context]	PS
			I can write a definition with one relevant idea about [content] [context]	US
			I can write a definition with several relevant ideas about [content] [context]	MS
			... and I can explain why these ideas are relevant.	R
			... and I can make a generalisation about [content] [context]	EA
<b>Describe [content] [context]</b>	MS	What is it like?	I need help to describe [content] [context]	PS
			I can write a description with one relevant attribute about [content] [context]	US
			I can write a description with several relevant attributes about [content] [context]	MS
			... and I can explain why these attributes are relevant	R
			... and I can make a generalisation about what the [content] [context] is like.	EA
<b>Sequence [content] [context]</b>	R	What is the order?	I need help to order the steps	PS
			I can identify the order of one step	US
			I can identify the order of the steps	MS
			... and explain why this is the order	R
			... and make a generalisation or prediction about the order of the steps.	EA
<b>Classify [content] [context]</b>	R	What goes together?	I need help to group the ideas on the basis of similarities	PS
			I can classify the ideas into one group	US
			I can classify the ideas into several groups and subgroups	MS
			... and explain why I have grouped the ideas in this way	R
			... and make a generalisation about the groups and subgroups	EA
<b>Compare and contrast [content] [context]</b>	R	What is similar? What is different?	I need help to compare and contrast the ideas	PS
			I can find one relevant similarity and difference between ...	US
			I can find several relevant similarities and differences between ...	MS
			... and I can explain why these are relevant similarities and differences	R
			... and I can make a generalisation about	EA

Learning intention [LI] [content] [context]	SOLO Level	Question prompt	Differentiated success criteria <i>I will know I have achieved this when ...</i>	
			the similarities and differences	
<b>Explain causes</b> [content] [context]	R	Why did it happen?	I need help to explain the causes for ...	PS
			I can identify one relevant cause for	US
			I can identify several relevant causes for ...	MS
			... and I can explain (give reasons) for the causes	R
<b>Explain effects</b> [content] [context]	R	What happened as a consequence?	... and I can make a generalisation about the causes	EA
			I need help to explain the consequences of ...	PS
			I can identify one relevant consequence of	US
			I can identify several relevant consequences of ...	MS
<b>Analyse</b> [content] [context]	R/EA	What are the parts and how do they work?	... and I can explain (give reasons) for the consequences of	R
			... and I can make a generalisation about the consequences of	EA
			I need help to analyse ...	PS
			I can identify one relevant part of ...	US
<b>Generalise</b> [content] [context]	EA	What was it all about?	I can identify several relevant parts of ...	MS
			and explain what would happen to the whole if any of these parts were missing	R
			... and make a generalisation about the function/value/ effectiveness of the parts	EA
			I need help to make a generalisation about ...	PS
<b>Predict</b> [content] [context]	EA	What might happen next?	I can make a generalisation about ...	US
			... and elaborate its meaning	MS
			... and explain why it is a relevant generalisation	R
			... and provide evidence to back up my claim	EA
<b>Evaluate</b> [content] [context]	EA	What is best?	I need help to make a prediction	PS
			I can make a prediction about	US
			... and elaborate its meaning	MS
			... and explain why it is a relevant prediction	R
<b>Evaluate</b> [content] [context]	EA	What is best?	... and provide evidence to back up my prediction	EA
			I need help to evaluate the claim ...	PS
			I can identify one relevant reason and objection to support and or reject the claim	US
			I can identify several relevant reasons and objections to support and or reject the claim	MS

Learning intention [LI] [content] [context]	SOLO Level	Question prompt	Differentiated success criteria <i>I will know I have achieved this when ...</i>	
			... and explain why they are relevant reasons for and objections to	R
			... and provide evidence to back up my reasons and objections to the claim.	EA

One learning intention broken down into several subsidiary learning intentions (constructive alignment) - each subsidiary learning intention with its own single or multiple success criteria (as shown above).

LI: Discuss connections to people places and the planet.

Possible Subsidiary Learning Intentions		
Unistructural and Multistructural Learning Intentions	Relational Learning Intentions	Extended Abstract Learning Intentions
<p><b>Define</b> a connection to people. (What is a connection?).</p> <p><b>Identify</b> a connection to another person. (Find a person you have a connection with)</p> <p><b>List</b> connections we have with other people.</p> <p><b>Describe</b> a connection with another person. (What is it like?)</p>	<p><b>Sequence</b> the steps for making a connection with another person or people. (What do you do to make new a friend or join a group activity?)</p> <p><b>Classify</b> connections we have with people. (What types of connections do we have with other people?)</p> <p><b>Compare and contrast the</b> connections we have with people. (How are they similar? How are they different?)</p> <p><b>Explain the causes</b> for a connection with another person/people. (Why did this connection happen?)</p> <p><b>Explain the consequences</b> of a connection with another person or people. (What happened as a result of this connection?)</p> <p><b>Analyse</b> a connection with another person or people.</p>	<p><b>Reflect</b> on the connections we have with others. (What do you think about the connections we have with others?)</p> <p><b>Evaluate</b> a connection with another person or people. (How important is the connection you have with another person?)</p> <p><b>Make a generalisation</b> about connections to people. (Overall, what do you think about connections with others?)</p> <p><b>Predict</b> the future of connections between people. (How do you think people will make connections with others in the future?)</p> <p><b>Create or Improve</b> a connection with another person or group of people. (Make a new friend - Join a group - Improve an existing connection).</p>