

*"The more you know the better
you can think"*

David Didau

SOLO Taxonomy

Sara Sinaguglia

The structure of observed learning outcomes

With the person next to you, on your mini whiteboards, write as many words as you can in 60 seconds on the following subject:

Stretch and challenge

60

SOLO Taxonomy

1. What is it? And how does it differ to Bloom's taxonomy?

- Teaching and learning led.
- Blooms can be difficult for students to access and when you are trying to empower students, it is important to have a language of learning that they can access and take ownership of.

SOLO Taxonomy

In brief we're looking at:

- What they already do or don't know
- Isolated but growing knowledge
- Linked knowledge – both content and skills
- Applied knowledge

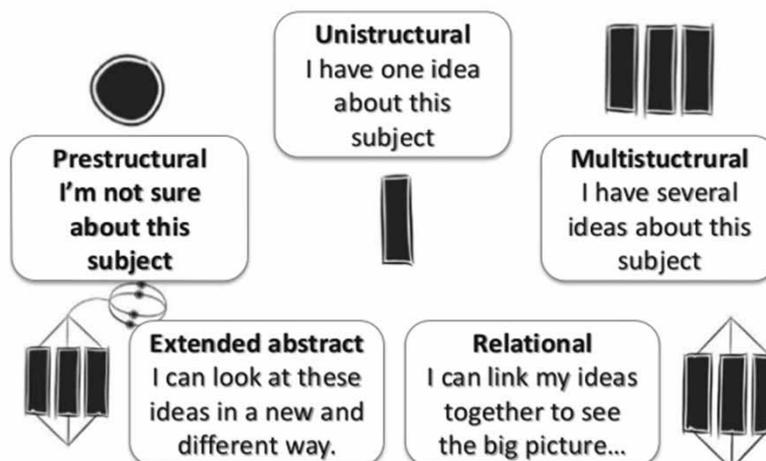
SOLO Taxonomy

**Not all in one learning episode
or lesson!**

Official language:

1. **Prestructural** – not sure about the subject
2. **Unistructural** – one idea about the subject
3. **Multistructural** – several ideas about the subject
4. **Relational** – link ideas together to see the bigger picture
5. **Extended abstract** – look at ideas in new and different ways

5 typical ways to answer a question



David Didau: The Learning Spy: introduction to SOLO taxonomy
<https://www.slideshare.net/didau/introduction-to-solo-taxonomy>
<http://www.learningspy.co.uk/learning/changed-mind-solo-taxonomy/>

SOLO Taxonomy

2. Why use it?

- Supports curriculum, scheme of work and lesson planning.
- Informs assessment planning and low-stakes testing.
- Is more student-friendly than Blooms.

SOLO Taxonomy

3. How to use it?

Assessment for learning is embedded within most of the activities and the assumption being that students are developing their crystallised intelligence (their ability to access and utilise information stored in their **long-term memory**).

People will argue for and against a '**growth mindset**', the reality being that students can '**get better**' with **knowledge and practice**, so encouraging them to understand this is essential.

Students, on the whole, are aware of their shortcomings, but they are also **adaptable** and adept at finding solutions, **SOLO supports this adaptability**.

SOLO Taxonomy
Starter activities

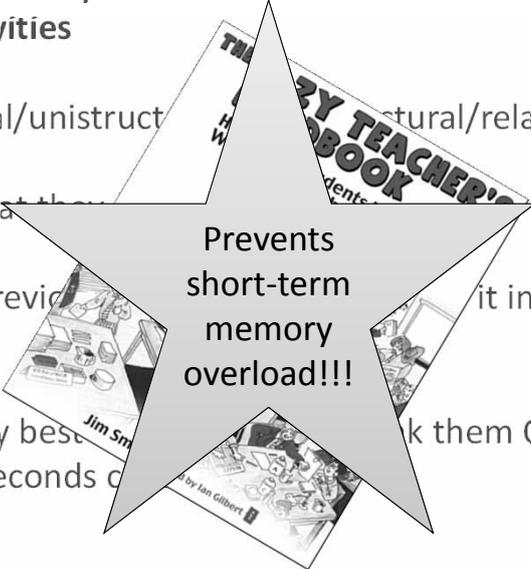
Prestructural/unistructural structural/relational

Find out what they know

OR revisit previous content in a different context?

Images (very best); 60 seconds of them; OR order them OR order them

Prevents short-term memory overload!!!



Write down 3 questions to ask about this source – circle your 'VERY BEST QUESTION'

QUICK QUIZ

1. What year was the Peasants Revolt?
2. How much did the peasants have to pay as part of the Poll Tax?
3. Who led the Peasants Revolt?
4. What year was the American War of Independence?
5. What did the American War of Independence do for British Democracy?

Revision:

1. Who built Hardwick Hall?
2. Name one of her cousins?
3. What county is Hardwick Hall in?
4. Complete the sentence: Hardwick Hall, more...
5. Give 2 reasons why Hardwick Hall may have been built.

**SOLO Taxonomy****Knowledge (content and skills)**

Dylan Wiliam – *“the purpose of curriculum is to improve long-term memory.”*

Whilst **IQ**, the ability to reason and solve problems, **is fixed**, knowledge is the essential component that enhances students’ opportunities and ability to succeed.

The difference between ‘experts’ and ‘novices’ is not IQ but their use of knowledge; simply put they have **‘better stuff stored’**. *Dylan Wiliam*

The **‘quality’ and ‘quantity’** of knowledge is the difference between students. *David Didau*

It is important to support the idea that knowledge is important.
Teacher subject knowledge is important.

Year 13 Science

Now use the images provided and as many of the keywords (60 second chase) you've identified to create a mindmap of the human sensory system.

Year 13 Science

Additional resources:
Tablets
Textbooks
A3 sheets

SOLO Taxonomy**Question practice**

Applying knowledge to new and different types of questions. Again, supporting this early in the process with modeling and student self and peer assessing can encourage students to attempt difficult questions which would otherwise be seen as 'too hard'.

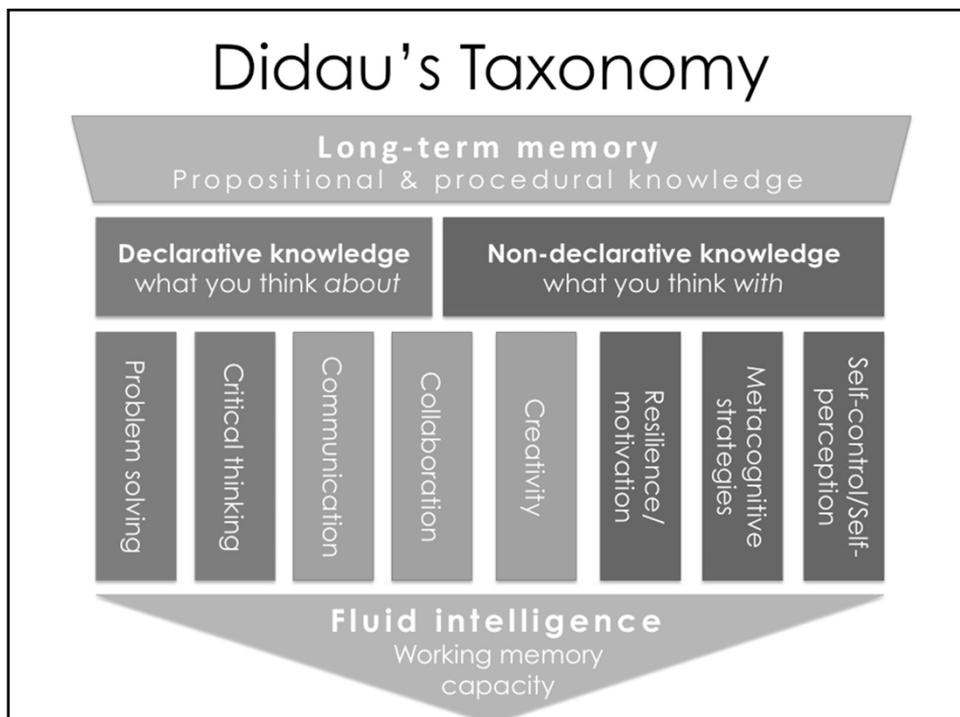
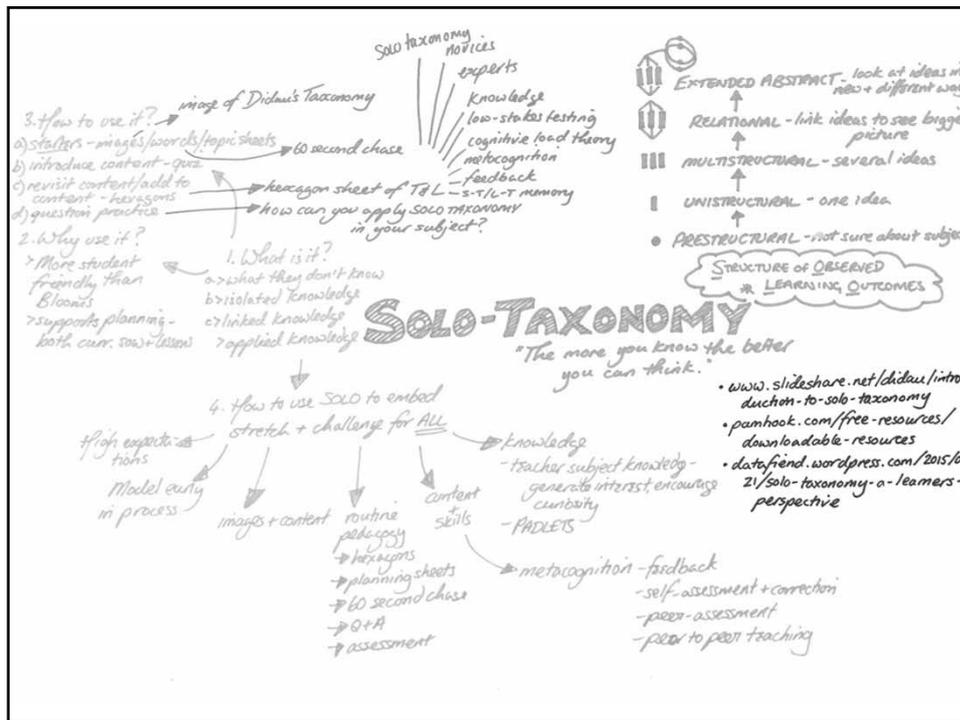
STTT – study, test, test, test (@Nick_J_Rose)

Present knowledge/discuss knowledge/apply knowledge to question/apply knowledge to a different question in a different context/students creating questions using assessment criteria.

SOLO Taxonomy

So, how can you apply SOLO taxonomy in your subject and how can you ensure that this supports the stretch and challenge of ALL students?

Have a go with the blank hexagons!



- <http://www.slideshare.net/didau/introduction-to-solo-taxonomy>
- <http://pamhook.com/free-resources/downloadable-resources>
- <https://datafiend.wordpress.com/2015/02/21/solo-taxonomy-a-learners-perspective>
- <https://jivespin.wordpress.com/> John Mitchell (fantastic history resources, including hexagons)