

# SOLO - Assessment for Learning

## Introduction

At Rolleston College Horoeke Haemata, SOLO Taxonomy is used as our tool for Assessment for Learning. This is how we measure the level of a Learner's understanding, thinking and/or skills, and is how we help them identify their next steps in learning.

SOLO stands for "Structure of Observed Learning Outcomes". As the name implies, SOLO measures what evidence a Learner provides ("Observed Learning Outcomes"). This evidence may come from an assignment, from work in class and/or from evidence within their portfolio (Google Site).

Using SOLO Taxonomy within learning tasks, Learners should be made explicitly aware of three important steps in their learning:

1. What am I learning?
2. How is it going?
3. What do I do next?

## SOLO Structure

Feedback given using SOLO Taxonomy categorises a Learner's evidence of learning into one of five descriptions:



### Prestructural (P)

A Learner has not yet provided evidence of understanding the Learning Objective for this task, or has needed help to get started.



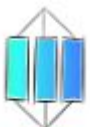
### Unistructural (U)

Surface-level understanding. A Learner has provided evidence of understanding one aspect of the task.



### Multistructural (M)

Surface-level understanding. A learner has provided evidence of understanding most aspects of the task, but not the relationship (link) between any of these.



### Relational (R)

A learner has provided evidence of understanding the links between the aspects of the task. This shows a deeper level of understanding of the content, skill or problem.



## Extended Abstract (EA)

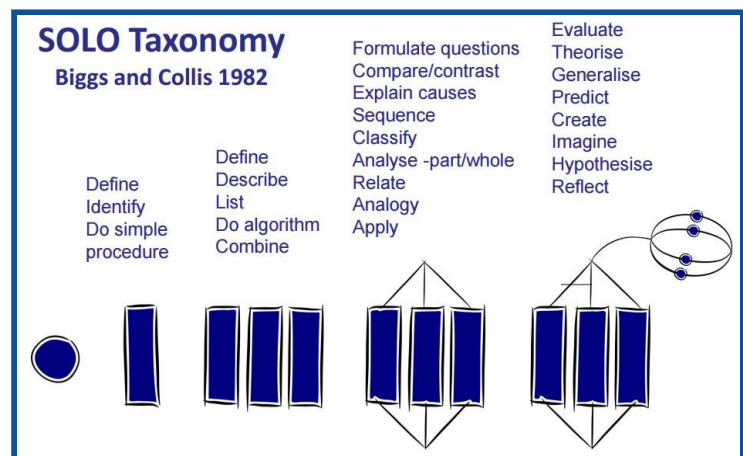
A learner has shown a level of creativity in their understanding. More than just a deep level of understanding, the Learner has shown evidence of being able to “think outside the box”.

## SOLO and Learning

SOLO is seen in the learning process in one (or more) of the following ways:

### Learning Intentions/Objectives

Learning tasks and learning activities are designed around specific learning outcomes. These can be communicated using a common language, helping Learners better understand the complexity (or otherwise) of the task/activity. These can be used to scaffold and differentiate tasks, making them achievable for Learners of all abilities, while also giving the opportunity for extension.



### Assessment Rubrics

Learners’ work is measured against success criteria in Assessment Rubrics. These rubrics outline the details of the success criteria for each Learning Objective within the task, and outline what is required to reach the “next level”. Some courses provide rubrics to Learners so they can self-assess, as well as using them for Teachers’ grading and feedback of Learners’ work.

## SOLO and Reporting

As part of the reporting at Rolleston College Horoeka Haemata, SOLO Taxonomy is being used to give feedback on the evidence Learners have presented in classes. While this feedback is intended as Assessment for Learning (advising of “next steps”), it does give an indication of how a Learner is tracking for future achievement.

One of the advantages of using SOLO taxonomy is that it provides the perfect platform for learners as they transition into the senior school. Much of the thinking behind the NCEA Achievement Standards is modelled on the same scaffolding SOLO taxonomy offers. The SOLO taxonomy has been used to describe the different levels of thinking in the standards.

### Prestructural/Unistructural

Evidence of understanding would be insufficient to meet the New Zealand Curriculum Level for this task. If this was an NCEA assessment, more evidence would be needed to achieve a grade.

### Multistructural

Evidence of understanding would be sufficient to meet the New Zealand Curriculum Level for this task. If this was an NCEA assessment, this would be enough evidence to achieve an Achievement grade.

### Relational

Evidence of understanding would be proficient for the New Zealand Curriculum Level for this task. If this was an NCEA assessment, this would be enough evidence to achieve an Achievement with Merit grade.

### Extended Abstract

Evidence of understanding would be advanced for the New Zealand Curriculum Level for this task. If this was an NCEA assessment, this would be enough evidence to achieve an Achievement with Excellence grade. Learners who regularly provide evidence of thinking at an Extended Abstract level should consider NZQA Scholarship work in their last year at the College.

Further information about SOLO Taxonomy can be found at <http://pamhook.com/solo-taxonomy/>