



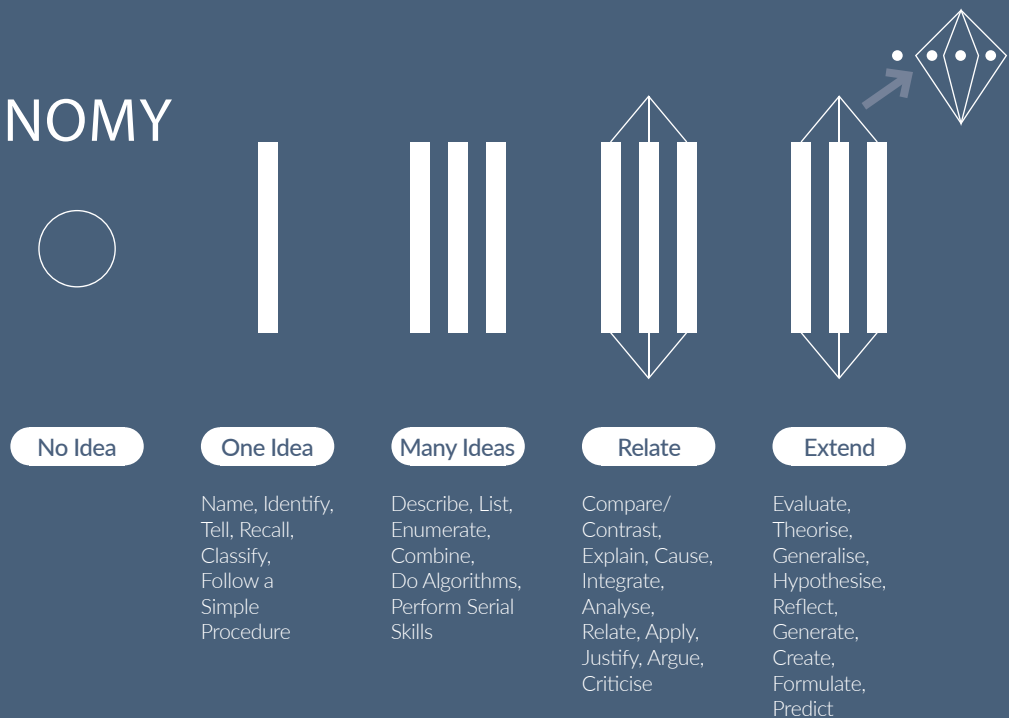
KINROSS WOLAROI  
SCHOOL

# COLLABORATIVE APPROACHES IN PRIMARY SCHOOL SCIENCE: *Opportunities and Impacts*

The SOLO taxonomy provided a structure or classification system that help to make judgements about the complexity of students' written explanations.

## SOLO TAXONOMY

Developed by Biggs and Collis (1972), SOLO is an acronym for Structure of the Observed Learning Outcome. Students' learning develops in stages of ascending structural complexity. The taxonomy allows identification of stages at which a student is currently operating.



(Extract from Visible Learning Insider Series. Creating Effective Assessment for teaching and Learning Using the SOLO Taxonomy)



# COLLABORATIVE APPROACHES IN PRIMARY SCHOOL SCIENCE:

## *Opportunities and Impacts*

Levels in the SOLO Taxonomy and Coding system used for students' explanations.

Code	SOLO Level	Structural Level (SOLO)	Criteria
0	Blank		The explanation section has been left blank and no explanation is provided.
1	Prestructural	The task is engaged, but the learner is distracted or misled by an irrelevant aspect belonging to a previous stage or mode.	The response does not appear to answer the question or may simply be stating the question.
2	Unistructural	The learning focuses on the relevant domain and picks up one aspect to work with.	One piece of information was evident in the response. Responses at this level contain one fact.
3	Multistructural	The learner picks up more and more correct or relevant features, but does not integrate them together.	More than one piece of information was provided in the explanation. Responses at this level contain several facts, but consider the facts in isolation; no clear links are made amongst the facts.
4	Relational	The learner now integrates the parts with each other, so that the whole has a coherent structure and meaning.	Pieces of information have been presented and related together. Various facts are linked together and are related to a main concept, the explanation is valid only for the given context.
5	Extended Abstract	The learner now generalises the structure to take in new and abstract features, representing a higher mode of operation.	A response of this type goes beyond what is asked in the question however the explanation presented by the respondent clearly indicates how the additional information relates to the question. The response generalises across contexts.