



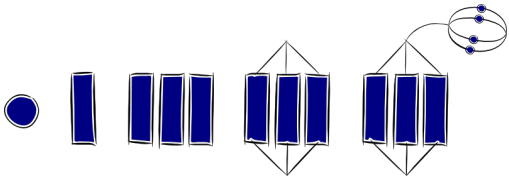
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Assessment & the SOLO Taxonomy

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Structure of Observed Learning Outcomes
(Biggs & Collins, 1982)





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My Level of Thinking and Learning is...	Learning Task:
 Prestructural I am not sure about it.	
 Unistructural I have got a specific idea about it.	
 Multistructural I have got several ideas about it.	
 Relational I have got a few ideas about it. I can link them to the big picture.	
 Extended abstract I have got many ideas about it. I can link all of them back to a big picture. I can make it my own.	



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Prestructural
I am not sure about...



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Unistructural
I have one relevant idea about...



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Multistructural
I have several ideas about...



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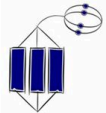
Relational

I have several ideas about...
I can link them to the big picture.



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Extended abstract

I have several ideas about...
I can link them to the big picture.
I can look at these ideas in a new and different way.



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5 typical ways to answer a question



Prestructural
I'm not sure about this subject



Unistructural
I have one idea about this subject



Multistructural
I have several ideas about this subject



Extended abstract
I can look at these ideas in a new and different way.

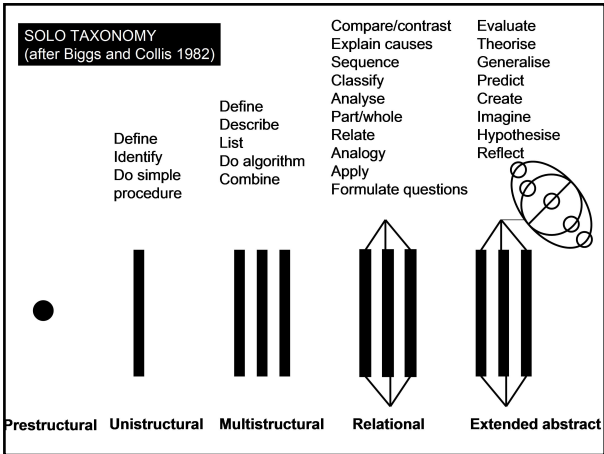


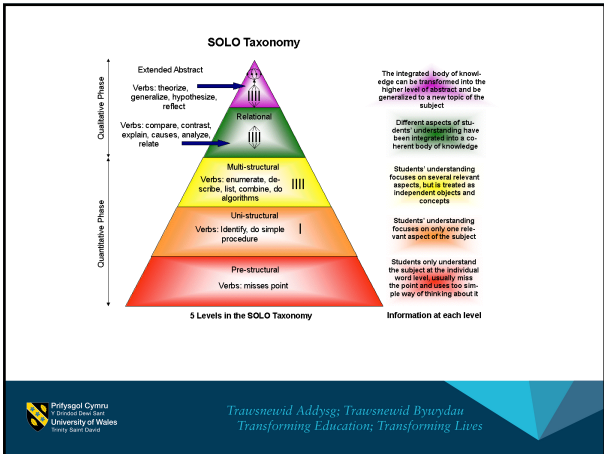
Relational
I can link my ideas together to see the big picture...



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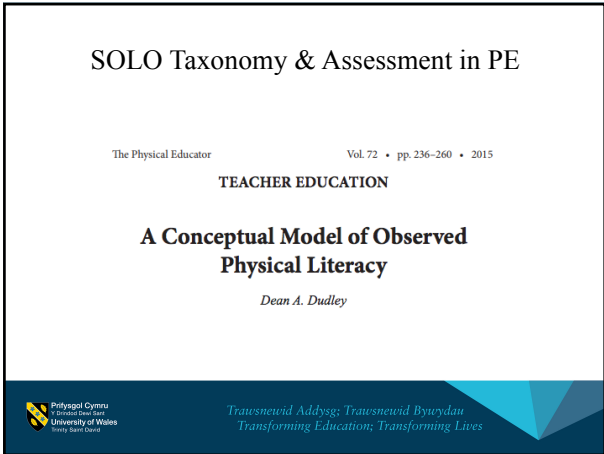


Table 4
A Rubric of Observed Learning in Physical Literacy

Unistructural	Multistructural	Relational	Extended abstract
Personal and Social Attributes of Movement: Contexts may include physical education and other subject areas, school sport, co- and extracurricular activities, recess and lunch breaks, and community events.			
I am able to control my own behavior so I don't interfere with others. I do this without prompting and constant supervision.	I not only show respect for others, but I am also willing to play and move with others. I accept challenges, practice movement skills, and train for fitness/health with my peers.	...and I am able to work without supervision. I can identify my own movement needs and the relationship between my movement needs and those of my teammates (i.e., strengths and weaknesses)... ...and I am able to extend my sense of responsibility to others by cooperating, giving support, showing empathy, or showing the inner strength to deal with adversity...	...and/or I demonstrate effective and compassionate leadership of my team/peers during physical activities... ...and/or I can see how I can adopt my social learning experiences through movement beyond my participation in physical activity to broader life lessons.
Motivation and Behavioral Skills of Movement: Contexts may include physical education, school sport, co- and extracurricular activities, recess and lunch breaks, and community events.			
I can move in ways that will improve my health or skill if I am prompted, if I am reminded, or if they are modeled.	I can move in ways that will improve my health or skill because I am self-motivated to improve a specific aspect of my physical self using different strategies (e.g., cardiorespiratory fitness, strength, endurance, speed, agility, dribbling, kicking, shooting).	I can move in ways that will improve my health AND skill because I understand the relationship between health and skill and am self-motivated to improve many aspects of my physical self...	...and I can evaluate the effectiveness of my movement in improving my health and skill... ...and/or I can help others to make moves to improve their health and skill... ...and/or I can create new movements for improving health and skill... ...and/or I can see how I can adopt my movement decisions for health and skill beyond my participation in physical activity.



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Table 4 (cont.)

Rules, Tactics, and Strategies of Movement: Contexts may include physical education, school sport, co- and extracurricular activities, and recess and lunch breaks.			
I can demonstrate that I understand the rules of play/movement and the need for rules when others set them in similar movement contexts.	I can demonstrate that I understand the rules of play/movement and the need for rules that others set in many movement contexts... ...and I can participate within the confines of rules in different movement contexts.	...and I demonstrate different tactical decisions to adapt to changing rules/circumstances in different movement contexts... ...and I demonstrate a capacity to develop basic strategy for different movement contexts...	...and I can evaluate the effect different rules, tactics, or strategy have in any given movement context... ...and/or I can create new strategies, tactics, and rules for improving play/movement... ...and/or I demonstrate how strategy, tactics, and rules of play/movement should be adopted in contexts beyond participation in physical activity.
Movement Competencies: Contexts may include physical education, school sport, co- and extracurricular activities, and recess and lunch breaks.			
I can complete that movement skill if I am assisted, if I am imitating, or if others model the movement.	I can complete that movement skill unassisted or by following instructions independently.	...and I can combine it with other movement skills to perform successful movement sequences with few errors...	...and I can appraise my own movement competence with this skill as it varies... ...and/or I can assist others to learn this movement skill... ...and/or I can create new adaptations to these skills to make them more effective in different contexts... ...and/or I can apply these skills in contexts for which they were not intended.



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