

Although SOLO was created as a taxonomy of the structure of a student's response to a task, it has been used in other ways, such as in the structure of the task itself. The science verbs linked to SOLO (Figure 3.3) from St. Katherine's School, Bournemouth, written by Emma Brookes, were linked with the following plans (Figure 3.4). Their use has led to a clear progression of the development of biology skills:

### SOLO taxonomy – science verbs from KS1&2 national curriculum 2013

1. Unistructural	2. Multistructural	3. Relational	4. Extended abstract
<ul style="list-style-type: none"> <li>• associate</li> <li>• carry out tests</li> <li>• define</li> <li>• identify</li> <li>• know</li> <li>• label diagrams</li> <li>• measure</li> <li>• name</li> <li>• notice</li> <li>• observe</li> <li>• observe changes</li> <li>• perform test</li> <li>• pronounce vocabulary</li> <li>• read vocabulary</li> <li>• recognize</li> <li>• repeat readings</li> <li>• spell vocabulary</li> <li>• test</li> <li>• use equipment</li> <li>• use knowledge</li> <li>• use scientific vocabulary</li> <li>• use symbols</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas</li> <li>• construct</li> <li>• control variables</li> <li>• demonstrate</li> <li>• describe</li> <li>• explore</li> <li>• find out</li> <li>• investigate</li> <li>• measure</li> <li>• plan investigations</li> <li>• present data</li> <li>• recognize variables</li> <li>• record data</li> <li>• report findings</li> <li>• research</li> <li>• use keys</li> </ul>	<ul style="list-style-type: none"> <li>• answer questions</li> <li>• ask questions</li> <li>• classify</li> <li>• compare</li> <li>• decide</li> <li>• describe differences/similarities</li> <li>• distinguish</li> <li>• draw simple conclusions</li> <li>• explain</li> <li>• explain degree of trust</li> <li>• find patterns</li> <li>• find relationships</li> <li>• give reasons</li> <li>• group</li> <li>• identify differences and similarities of changes</li> <li>• identify evidence which supports or refutes ideas</li> <li>• interpret</li> <li>• justify</li> <li>• notice patterns</li> <li>• predict without reasons</li> <li>• use evidence to answer questions</li> <li>• use evidence to support findings</li> </ul>	<ul style="list-style-type: none"> <li>• conclude using generalizations</li> <li>• predict giving reasons</li> <li>• predict new values</li> <li>• raise further questions</li> <li>• suggest improvements</li> <li>• use results to make predictions</li> <li>• use results to plan further tests</li> </ul>