

S.O.L.O. Taxonomy

Learning levels	Learning kind features	Verbs examples to describe the learning outcomes associated with the correspondent level
Unstructural	<ul style="list-style-type: none"> • Simple connections • Focus on one aspect • Information still has little meaning 	Memorizing, identifying, recognizing, counting, defining, drawing, finding, labeling, matching, naming, quoting, remembering, reciting, ordering, telling, writing, imitating
Multi structural	<ul style="list-style-type: none"> • Some connections made • Focus on different aspects • Meta-connections (between missing connections) are treated additively • Partial disorganization of related concepts • The meaning of the parts related to the whole is missing 	Classify, combine, describe, list, report, discuss, illustrate, select, narrate, calculate, outline, put in sequence (order)
Relational	<ul style="list-style-type: none"> • Some meta-connections are made • Understanding and integration of the meaning of the parts with each other and to the whole 	To apply theory (to its domain ie to use model / procedure), integrate, analyze, argue, choose, conclude, summarize, discuss, plan, characterize, compare / compare, contrast, differentiate, organize, discuss, create a case, build, review and rewrite, examine, translate, solve a problem

Abstract**Extended**

- Connections with other information of the school subject, between school subjects, and even beyond the WBL training program
- Generalization and abstraction of underlying principles and hypotheses
- Transfer to new experiences and unexpected problems

To theorize, to hypothesize, to generalize, to reflect critically, to generate, to create, to compose, to invent / to invent, to originate, to try from the pivotal principles (to experiment), to justify, to create an original case, to transfer the theory (in a new domain), to evaluate, to interpret, predict, criticize, reason.
