



Learner and Teacher Agency

## Challenge Continuum: Simple to Complex Verbs and Questions

Nature of Challenge	Challenge Continuum: Simple to Complex		
<b>1. Chronology</b>	Narrow time frame	Expanded time frames	
<b>2. Content</b>	Facts Topics Simple One aspect of the topic Factual	Concepts, Propositions/Generalisations Big ideas Complex More than one aspect of the topic Conceptual, Debatable, Provocative	
<b>3. Context</b>	Limited/Specific/Local	Expanded/Broad/Global	
<b>4. Focus</b>	Personal	Community/Society	
<b>5. Language of questions</b>	Simpler/ Chunked <i>Why? Why not?</i>	More complex <i>To what extent do you agree with this statement?</i>	
<b>6. Questions</b>	Closed Lower order (LOTS)/Foundational Basic Simple	Open Higher order (HOTS)  Abstract Complex	
<b>7. Thinking Skills</b>	Concrete, Basic	Abstract	
	<i>Simple:</i> Identifying, Describing, Explaining, Applying	<i>Complex:</i> Analysing, Evaluating, Creating, Analogising, Reflecting	
<b>8. Transfer</b>	Surface	Deep	Transfer

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The model of Tomlinson's Equalizer is acknowledged in this work.

Tomlinson, C. A. (2001). *How to Differentiate in a mixed-ability classroom* (2<sup>nd</sup> edition) VA: ASCD