

Creative Complexity Scale & Webb’s Depth of Knowledge
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| Creative Complexity Scale | Webb’s Depth of Knowledge |
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| <p>Level 1: Reproduction When students copy planned steps or processes to achieve a goal. Final products are essentially the same.</p> <p>Copy, duplicate, imitate, match, mimic, recreate, repeat</p> | <p>Level 1: Recall and Reproduction Recall a fact, information or procedure.</p> <p>Arrange, define, identify, list , label, match, memorize, repeat, recall</p> |
| <p>Level 2: Skills/Concepts/Strategies When the introduction and/or practice of a skill, and/or concept and/or strategy is the goal. Slight variation among final products.</p> <p><i>Copy, duplicate, imitate, match, mimic, recreate, repeat, alter, modify, vary</i></p> | <p>Level 2: Skill/Concept Engages mental processes beyond habitual responses using information or conceptual knowledge. Requires two or more steps.</p> <p>Apply, categorize, determine cause & effect, classify, compare, distinguish, graph, infer, modify, predict, relate, show, solve, summarize</p> |
| <p>Level 3: Semi-Autonomy When students share roughly equal responsibility for decisions concerning a project. Previously studied skills/concepts/strategies are utilized. Variation among final projects. Strong connections to primary and/or secondary domains are made.</p> <p><i>Alter, modify, vary, apply, add, connect, integrate, interpret, reinterpret, repurpose, restructure, revise</i></p> | <p>Level 3: Strategic Thinking Requires reasoning, developing plan or sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous two levels.</p> <p>Apprise, assess, cite evidence, critique, develop a logical argument, differentiate, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts</p> |
| <p>Level 4: Autonomy When students are responsible for most or all of the decisions concerning a project. Students effectively utilize skills, concepts or strategies previously studied. Final projects vary greatly. Students make rich meaningful connections often utilizing knowledge from other domains.</p> <p><i>apply, add, connect, integrate, interpret, reinterpret, repurpose, restructure, revise, create, design, distinguish, prove, synthesize</i></p> | <p>Level 4: Extended Thinking Requires investigation, complex reasoning, planning, developing and thinking probably over an extended period of time. *Longer time period is not an applicable factor if work is simple repetitive and/or does not require higher-order thinking.</p> <p>Analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize</p> |

In the Creative Complexity Scale, previous levels’ verbs (*italicized*) are included in higher level descriptions to highlight the fact that higher levels often include the application of lower level actions.

In Webb’s DOK, some verbs could be classified at different levels depending on application.

Information regarding Webb’s DOK is based on Debbie Perkins’ 2008 chart comparing Bloom’s Taxonomy to Webb’s DOK.