The equalizers are drawn to look like the sliding buttons you often see on audio components, such as the volume controls on audio mixers and receivers. Each of the nine elements on the equalizer's continuum increases in intensity as it moves from left to right.
Generally, learners who are struggling or at a lower level of readiness in the particular area of study will be appropriately challenged with the buttons more toward the left end of the continuums. Learners who are advanced or at a higher level of readiness will generally be better challenged with the buttons more toward the right.

The instructional elements on these continuums include the following:

- Information, ideas, and so on are **foundational** when basic, straightforward, or close to the already known. They are **transformational** if they cause students to stretch, bend, or modify the idea beyond the way it was presented in class or in the textbook.

- Representations, ideas, and so on are **concrete** if they are tangible, can be physically manipulated, or deal with specific events. They are **abstract** if they focus more on meanings, implications, or principles.

- Resources, problems, and so on are **simple** if they deal with one or few events or meanings, perhaps in a 'big picture' way. They are **complex** if they deal with multiple events or meanings, perhaps in a more detailed way.

- Directions, solutions, and so on have **fewer facets** if they require one (or few) steps, actions, or applications. They have **more facets** when they require a greater number of steps, actions, or applications.

- Applications, insights, and so on may require **smaller leaps** of transfer by asking students to apply ideas in settings relatively like those they have already mastered, or making connections among comfortable and familiar ideas. They may require **greater leaps** if they call for putting ideas to work in unfamiliar settings or making connections among far-flung fields and ideas.
• Solutions, approaches, and so on are more structured when students require relatively more guidance to complete them or are given fewer options. They are more open when they involve relatively greater improvisation or decision making for students to complete them.

• Problems in research, in products, and so on are clearly defined when the steps and methods of solution are easily evident, all variables are relevant to the solution, and there is a "right answer." They are fuzzy when the problem itself is not clearly defined, method of solution is ambiguous, irrelevant variables are mixed with relevant ones, and there is no "right answer" or no single right answer.

• Tasks are less independent when the planning, designing, and so on are largely prescribed and modeled by the teacher. They become more independent as planning, designing, monitoring, establishing criteria for success, and so on rest more on the student.

• Pace of study and thought typically need to be relatively slower to enable additional practice or to allow greater depth of study, or relatively quicker to enable brisk exploration of the essentials or to eliminate practice that is unnecessarily redundant for a given learner.