

Strategy: Quartet Quiz

Source: *Differentiation in Middle & High School: Strategies to Engage All Learners*, Kristina J. Doubet & Jessica A. Hockett

Purpose: a technique developed by Carol Ann Tomlinson to check the understanding of the entire class while generating small and large group processing discussions and situating the teacher to address questions and misconceptions.

Instructions to Group Leader:

1. Pose a question about content from a lecture, video, text or other source.
2. Students individually prepare their responses to the question.
3. Students meet in quads to check and share their answers (“we know” statements) and develop questions about the content (“we wonder” statements).
4. Each group reports their statements.
5. The teacher records student answers for the “we know” responses on the board, correcting any misconceptions as they arise. The teacher continues to rotate group to group until all responses have been recorded.
6. The teacher records responses to the “we wonder” statements, placing them next to any “we know” items to which they might relate if possible. There may be no relationship and that’s okay.
7. The class discussed the “we wonder” statements, and the teacher ensures all questions are answered.
8. The class develops closure/clarification/summary statements.

Logistics	Tips	Variations
<ul style="list-style-type: none">• Choose a question that is relevant and the students have enough information to have both “we know” and “we wonder” statements. <p>Time</p> <ul style="list-style-type: none">• 15-20 minutes	<ul style="list-style-type: none">• Be sure to use an open-ended quiz question that is likely to yield multiple responses.	<ul style="list-style-type: none">• As an additional step, quartets can pass their synthesized we know/we wonder chart to another group for feedback. Groups can indicate agreement, pose and answer questions, or make suggestions.

