

This is an example of a completed Quadrant Analysis, to go along with the “free professional learning activity” blog posted on ASCD Edge by Pésida Himmele in February, 2015. The article contains links to the blank template.

[Click here for Video](#)

By Pésida Himmele & William Himmele

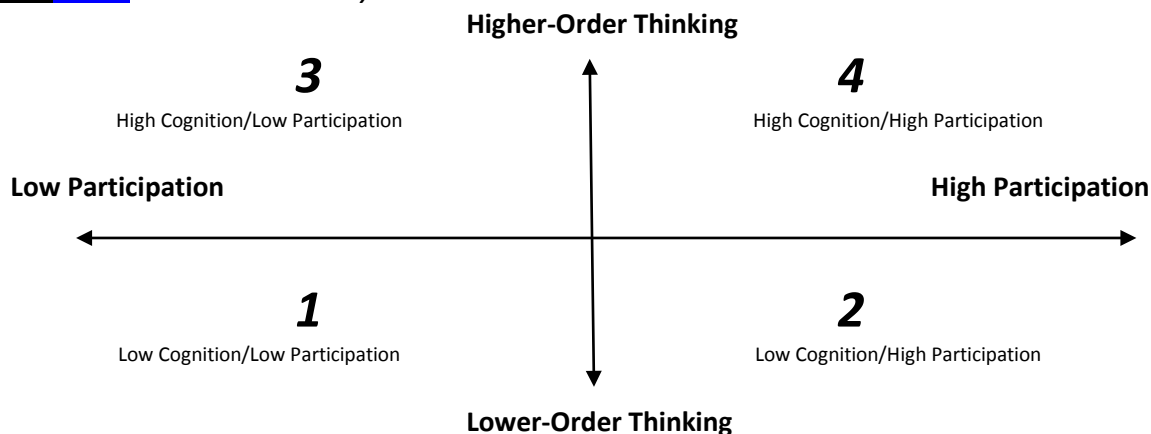
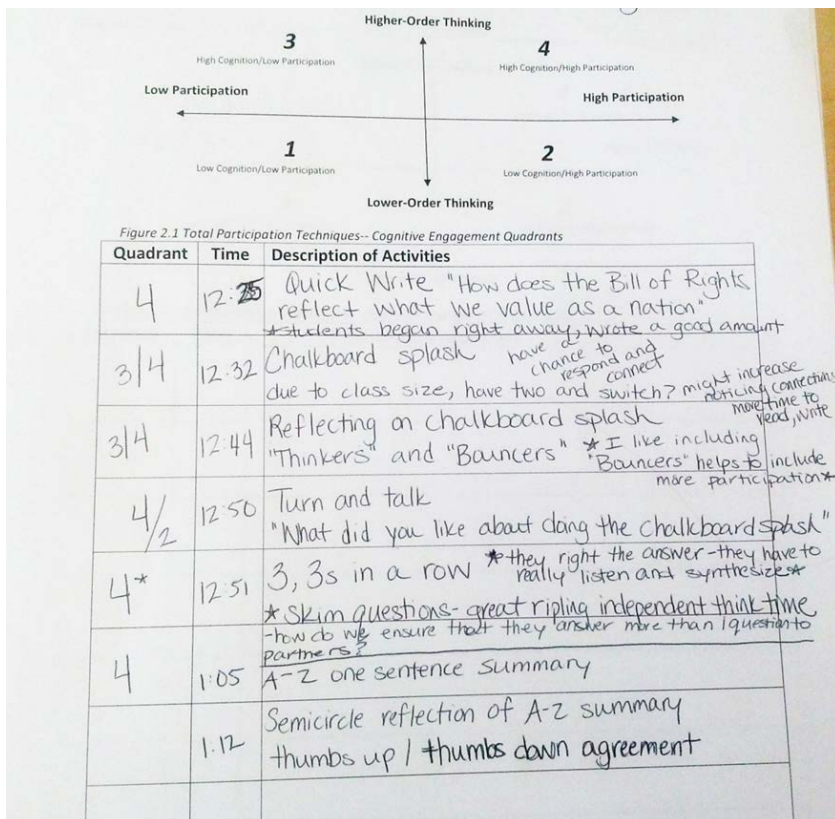


Figure 2.1 Total Participation Techniques-- Cognitive Engagement Quadrants

Quadrant	Time	Description of Activities (Note: This sample includes more writing than is typical.)
4	1:24 (Minutes into the Video)	Warm-up: Sorting and then categorizing words in order to determine the big idea. Students worked in table groups. Lots of neat interaction. This activity served as a way to expose them to the vocabulary and concepts that they’ll see in their readings. <i>(We placed this in 4, because students have to analyze the words in order to create categories.)</i>
3	2:30	Teacher goes to select tables and asks Students to justify their placement of words. “A whip with a slave catcher, why’d you put those together?” Individual students justified the placement of their terms. <i>(We placed this in 3, because some students shared, and were required to justify their thinking.)</i>
1/3	3:24	“Who wants to share one category that they really feel strongly about?” Individual Students share their words. The teacher asked students to share the words that they found difficult. <i>(We placed this in 1/3, because students simply called out words, but at one point she did ask a student to justify- making this a 3. By the way, there is nothing wrong with bee-bopping between the quadrants, as long as you always bring it home to Quadrant 4, when it matters.)</i>
1 possibly 3	5:05	The teacher focused the students’ attention on the PowerPoint, and asked a volunteer to share the theme. One student shares that the theme is Black History Month. <i>(We gave this a mixed 1/3 because we’re not completely sure that the student dug deep enough to call it a 3, and we didn’t have a copy of the cards, to be able to judge that.)</i> She continues with a brief explanation for the PowerPoint. <i>This might have been really powerful to have all students Quick-Write their understandings of the theme, then Chalkboard Splash, or use a Post-it Splash for a quicker way to share. It would have not only bumped this up to a 4, but I think it might have led to deeper themes, and some of the students’ thinking would have surprised us—in a good way.</i>
1	6:13	A need for clarification occurs when she addresses the term “conductor” in the title. It would have been easy to assume that the student(s) knew that the Underground Railroad is a metaphor, and not a literal subway. She determined this by probing the students. This points to the importance of probing and questioning to get at what students really understand.
1	7:00	She reads the slide. <i>(Was that an important slide? If so, let them read it, process it, and demonstrate understanding. If not, then --moving right along. --In other words, not everything needs to be a Quadrant 4 activity... for some things a brief mention is enough. For others, a brief introductory mention is enough, accompanied with the intention of repeatedly revisiting it, and increasing the students’ responsibility of demonstrating their understanding of the concepts).</i>
2	7:35	A review of the word “Abolitionist.” The students read the two points on the slide and then pair-shared what they learned. Nice! Let them do the work. The teacher already knows what it means. <i>(We placed this in 2, because, while I wouldn’t change it, it’s not requiring higher-order thinking. It’s basically, read and retell. Still very important.)</i> <i>Note: Some students read the bullets and said the wrong thing. Because this is such an important term, I’d make sure to embed a TPT with this within a larger follow-up activity.</i>
Dependent on students	8:35	Pair-share your feelings, “If you lived back then?” [On a non TPT-related side note: Nice job embedding academic language in meaningful contexts! “This topic elicits a lot of emotions” “We can all concur, or agree, that slaves were not treated well.” You go, girl!]

1	9:16	The PowerPoints with text and pictures serve as a nice medium for presenting the visuals and giving a basic introduction, but because the slides are so text-heavy, it might benefit the students to read each bullet, and come up with quick summaries, or a "Stop for a moment, read these bullet points, and form a mental picture. Now share at your tables what you're picturing, and explain what on the slide's text makes you picture that." (We placed this in Quadrant 1 because basic, but important, facts are being presented.)
4	10:32	Students head toward the carpet area and listen to a non-fiction read aloud about Harriet Tubman. Students have a clipboard and are processing what is being read. It's hard to see the specifics on the papers, but it appears as though they are being asked to listen and identify important literary elements being read. (We'd place much of this read-aloud in Quadrant 4, depending on what the students were writing, and how focused they were in their writing, because the handout would require that students actively listen, process, and analyze important aspects of what is being read, and then add it to the boxes.) Because of the importance of the question referring to figurative and literal language, A quick on the spot TPT could have been added to determine whether or not it was figurative language or literal language. For example, "Hold the number 1 to your chest if you think it is figurative and the number 2 to your chest if you think it is literal. Now, explain it to your neighbor. And, finally, call on a volunteer to share." P.S. Oh. My. Word. What a cutie at 11:06 "She was an <i>inspirational person</i> who brought..." And, Miss Independent at 11:40. All about Girl Power!
Probably Quadrant 4, depending on handout and students' behaviors.	12:50	The students are given a text-heavy handout, to read. In addition, they have a handout on which they are recording their thoughts. (We can't see the second handout well enough to assign a clear quadrant number, but judging from the teacher's focus throughout the lesson, We're guessing that the parameters of the handout would make this activity a Quadrant 4 activity.)
4	13:25	The students are directed to go back and repeat the sorting and categorizing activity. The video ends before we see whether or not there is a slam-dunk wrap-up where each student individually proves his/her understanding. It's possible that the teacher had the students submit something that provided evidence toward this end, but if not, we would suggest a final quick-write, or even better, providing them with paper, and glue, in order for them to zip up their categories in the form of individual <u>concept maps</u>, (photo from <i>The Language-Rich Classroom: A research-based framework for teaching English language learners</i>, Himmele & Himmele, 2009, ASCD). The extra step of connecting the words would have increased the cognitive intensity of this final activity.
This was an excellent and engaging lesson, and we're pleased to have been able to analyze it!		



Important to note:

*In order to avoid confusion, we were very detailed and explicit. However, a real Quadrant Analysis will probably look more like the attached photo.

*The teacher taught an excellent and engaging lesson. Even though she spent time in all four quadrants, she kept bringing it back to quadrant 4. That's important to remember. See time 3:24, and the note: "...there is nothing wrong with bee-bopping between the quadrants, as long as you always bring it home to Quadrant 4, when it matters."

*You won't always agree on what quadrant an activity is placed in. Sometimes it's difficult to determine how much cognitive engagement is taking place, because you can't possibly know how deeply a student is thinking about a topic.