

Four Column Method for Answering Open-Ended Questions:

In tracking OR questions, students use the 4 column method to read the question critically, think through a plan, and write an outline for an answer.

Columns 1 & 2 require reading

Column 3 requires integration of process and content

Column 4 makes connections and moves students beyond proficiency

Knowledge (KNOW)	Processes (DO)	Level of Proficiency	Connections
<p>What are we talking about</p> <p><i>Students write down what the questions is about--using the language from the question</i></p> <p>This involves a look at critical vocabulary and sets the parameters for the first step of reading and thinking</p>	<p>What do I have to do?</p> <p>How many questions do I have to answer?</p> <p>How many times do I need to do it?</p> <p><i>Students write down power verbs, key words, and numbers</i></p> <p>This delineates processes, content and amount needed</p>	<p>What do I know that can answer these questions?</p> <p><i>Students focus on the content & the number of requirements in the questions to assure a complete answer</i></p> <p>This moves students to the proficient level--they must answer all parts for proficiency</p>	<p>How can I make this answer better?</p> <p>How does this apply to other things? What other examples or effects can I think of?</p> <p><i>Students make connections with previous knowledge</i></p> <p>This process enhances breadth and depth of answers and may prompt additional ideas if the student was "stuck."</p>

Students will need multiple experiences with the 4 column method to develop proficiency with the need skills. Teachers can provide those experiences by following the suggested process below:

1-Students work in triads (groups of 3) to analyze an OR question using the 4 column method and then write a proficient response. Using existing KIRIS questions and their rubrics allows students to see immediately if their group response was proficient.

2-Students continue to work in triads, responding to cued OR prompts (questions that relate to material recently covered in the class). They complete the four column model together and write an answer together. Students remain at this step until, as a group, they can write proficient responses.

3-Students respond individually to cued OR prompts on an individual basis, using the four column model. With completed answers, the triad members share their responses and assist in reshaping answers to improve quality. This step would also be repeated as necessary.

4-Students respond individually to cued prompts and then triad members score the responses with the rubric. This process would also be repeated several times.

5-Students respond individually to independent (non-cued) prompts--scrimmage for the KIRIS test. This process would also occur several times, with feedback provided by the teacher, extra assistance through ESS, etc.

Question:

Knowledge (KNOW)	Processes (DO)	Level of Proficiency	Connections
What are we talking about	What do I have to do?	What do I know that can answer these questions?	How can I make this answer better?