

## Four Corners Rapid Assessment

MEES 2018: Identifying Barriers, Imagining Solutions

Evan Kuras ([erkuras@gmail.com](mailto:erkuras@gmail.com)) & Mo Lessard ([keating-lessardm@springfieldpublicschools.com](mailto:keating-lessardm@springfieldpublicschools.com))

**Goal: Quickly learn where participants are “at,” especially associations between interests, attributes and experiences.** This activity is based on a classic “contingency table” used by researchers and analysts to understand how variables or responses are related to each other.

Procedure:

1. Determine two questions that are (ideally but not necessarily) related to each other. Answers should have exactly two options, such as Yes/No or Chocolate/Vanilla.
  - a. *Let’s say you’re planning an ice cream party and you want to know if there is a relationship between flavor preference and serving style. Your two questions:*
    - i. *Which flavor do you prefer? Chocolate or Vanilla?*
    - ii. *Which serving style do you prefer? Cone or Cup?*
  
2. Ask the first question and direct participants to move to the appropriate corners of the room
  - a. *Let’s say there are 20 students. Ask, “if you prefer chocolate ice cream, move to the corner 1. If you prefer vanilla ice cream, move to the corner 2.” Twelve students move to the chocolate corner and eight move to the vanilla corner.*

		Ice Cream Flavor	
		Chocolate	Vanilla
Serving Style	Cone	1 12 😊	2 8 😊
	Cup	3	4

3. Ask the second question. One option will require participants to stay where they are (1 and 2). The other option will require participants to walk across the room to a new corner (3 and 4).
  - a. *“If you prefer ice cream in a cone, stay where you are. If you prefer ice cream in a cup, move across the room.” Six students (2+4) move across the room, two from the chocolate corner and four from the vanilla corner.*

		Ice Cream Flavor	
		Chocolate	Vanilla
Serving Style	Cone	1 10 😊	2 4 😊
	Cup	3 2 😊	4 4 😊

4. Assess the distribution, or clumping, of participants among the corners. Now you know more about where your participants are “at.” In a perfectly random world, you should have four even groups every time.\*\* But this activity shows associations or clumping between responses, which can be used to make better decisions about your practice for the day.
- a. *You notice that about half your participants like chocolate and half like vanilla. You also notice the large clump of participants who prefer chocolate in a cone. Vanilla-lovers are evenly split. Now you are better informed when planning your next ice cream party.*

You can do this activity “live” or on paper. Instead of moving to different corners, you can ask participants to raise hands (left/right or one/two) and then fingers (to correspond to the different options). Be creative and have fun!

*\*\*If you know something about your participants, you may expect different ratios from the beginning. For example, chocolate is an objectively better flavor than vanilla, so you might expect twice as many students on the chocolate side of the room. What may matter more to you is if there is a difference in cup/cone preference between chocolate and vanilla lovers, for example.*

**Make your own Four Corners!**

		Q 1:	
		Option 1:	Option 2:
Q 2:	Option 1:	<b>1</b>	<b>2</b>
	Option 2:	<b>3</b>	<b>4</b>

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		Q 1:	
		Option 1:	Option 2:
Q 2:	Option 1:	<b>1</b>	<b>2</b>
	Option 2:	<b>3</b>	<b>4</b>

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	Option 2:	<b>3</b>	<b>4</b>