

Entrance Ticket

Learn how this strategy relates to the Formative Assessment Process.

[Formative Assessment Process Flier](#)



[Understanding the Formative Assessment Process](#)



Overview

Description

This strategy is used to start the class with a short activity that gets students thinking about content. Entrance tickets should be within your students' skill range and are often just a few short questions that can be completed in fewer than 5 minutes.

Student Benefits

Using this tool can help students:

- engage in the learning activity.
- assess prior knowledge and prerequisite skills.
- prepare for that day's lesson.

Suggested Materials

- Pre-cut slips of paper with Name and Date at the top
- Entrance Ticket notebooks
- Weekly Entrance Ticket sheets.



Step-by-Step

1. The teacher passes out entrance tickets or slips as students walk in the door or posts a question to the whole class to complete in a routine location, such as journals.
2. The teacher allows independent work time on the entrance ticket, typically no more than 5 minutes.
3. The teacher walks around the room to monitor for common misconceptions and areas that may need to be addressed with the whole group.
4. The teacher may choose to collect the entrance tickets, review the responses together, or do a think-pair-share to review responses.
5. The teacher uses responses to make decisions regarding instructional next steps based on student needs.



Things To Consider

- Be very clear with the questions you ask. Ideally, they should not be too difficult if you want all students to engage in the problem for a set amount of time.
- Be sure to have “what to do if you finish early” expectations clearly posted (e.g., read or move on to a challenge problem).
- Entrance tickets do not need to be a substitute for an exit ticket from the previous day. Have entrance tickets spark excitement for the day or use them as free write time on that day’s topic.
- It is a great time to collect homework, take attendance, etc., but be sure to circulate the room to gauge student understanding.
- Set clear expectations regarding how the entrance ticket is meant to be completed (e.g., individually or in pairs).
- Many teachers allow students to respond in journals and then have group or partner discussions.
- Try weekly “Entrance Ticket” sheets where students put their responses for the week on a response sheet and turn it in on Friday.

❖ Strategy In Action

Clarify

The teacher clarifies the intention of the entrance ticket using the learning goal and success criteria, such as to engage prior knowledge, to have students reflect on a topic, or to assess mastery of previous concepts.

Elicit

The entrance ticket elicits students' knowledge of the topic. The teacher can elicit more information from the students by asking questions as they work on the entrance ticket response.

Interpret

As the teacher walks around the room, understanding can be interpreted by viewing written responses and listening to the students' discussion. By collecting entrance ticket responses and performing a quick scan of student answers, the teacher can interpret where the class is in relation to the learning goal and the success criteria.

Act

Based on the interpretation of the entrance ticket responses, the teacher makes decisions on the instructional act that would best fit the students' needs. The teacher may choose to create small groups, reteach the whole group, or provide enrichment activities.