

Exit Ticket

Learn how this strategy relates to the Formative Assessment Process.

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Overview

Description

The exit ticket, sometimes called an *exit slip*, *reflection*, or *closing*, is a question, a problem, or a task that is posed to all students prior to class ending.

Student Benefits

Using this tool can help students:

- demonstrate learning.
- ask a question(s) about the content.
- engage in their own learning process by sharing what they learned that day.

Suggested Materials

- Index cards or slips of paper
- Writing utensils
- Whiteboard or projector to project the question, problem, or task



Step-by-Step

1. The teacher asks the students a question or provides them with a task (on the board, verbally, or already printed on paper slips).
2. Students provide their answers on the pre-printed paper slips (Sticky notes can also be used).
3. Students summarize the learning goals/success criteria and/or evaluate whether they met them.
4. Students hand the exit ticket to the teacher as they exit the classroom.
5. The teacher reviews/analyzes the answers.
6. The teacher plans further instruction to provide clarification, interventions, extensions, or addresses any misunderstandings, etc.



Things To Consider

- Ensure that your questions, problems, or tasks are clear.
- Ask one to three questions.
- Allow adequate time to complete the task at the end of the learning activity.
- Remind students to ask clarifying questions, if need be.
- Students can create a graphic depicting their understanding.
- It is recommended to have pre-printed slips containing the question, problem, or task.
- A good technique is to ask the students to write three things they learned during the lesson, two things they want to know more about, and one question they still have about the learning goal.
- Another technique to check comprehension is to have the students write a brief summary.

❖ Strategy In Action

Clarify

Students clarify the learning goal and success criteria for that day on the exit ticket and evaluate whether they met them.

Elicit

The teacher poses a question, problem, or task to the class. Students work independently to complete the exit ticket question. This can be done through written or verbal responses.

Interpret

The teacher collects exit tickets or slips at the end of the learning activity. After class, the teacher reviews and analyzes responses, determining misconceptions and identifying students who may need additional support or those who have met the learning goal.

Act

When planning the next day's lesson, the teacher considers what the common misconceptions were and how he/she will address them. The teacher may want to consider small group reteaching for students who completely missed the success criteria. If it is determined that the learning goal was successfully met, move forward with the learning.