



Exit tickets are brief formative assessments and/or reflection routines that students complete and submit at the end of a lesson or class period. They may take the form of a response written on a sticky note or index card, an idea submitted to a Google Form, or any other format that makes sense given the structures and systems in your classroom. Exit tickets could also be verbally communicated, especially for very young children or students who struggle with written expression.

## WHY IS IT USEFUL?

Exit tickets are a twofer in Project Based Learning. First, they are an opportunity for students to reflect on their learning and consolidate their thinking at the end of the lesson or activity. Second, teachers can use exit tickets as just-in-time formative assessments of students' understanding of key knowledge, understanding, or success skills. The more consistently we check for students' understanding the more effectively we can address misconceptions. This strategy can also be used to check in on team processes to gain understanding of each team's status on key tasks or group dynamics.



## WHAT DO I DO?

Here are some ways to use exit tickets. When used intentionally throughout a project they support deeper inquiry for students and paint a clearer picture of students' understanding for us.

### STUDENT QUESTIONS

Exit tickets focused on *students' questions* — intentionally bringing back the need to know — strengthen students' experience of the inquiry process and reveal a direct connection to the project process and content being discovered.

### CONTENT ASSESSMENT

Exit tickets focused on *content assessment* show us what individual students know about the content being learned throughout the project.

The two types could directly inform work days and critique and revision during the project process.

### REFLECTION

Exit tickets focused on *reflection* serve two different purposes.

One is to help students make connections to the content and project process. This is an excellent opportunity to use the project rubrics as an opportunity for self-assessment. You might have students circle indicators where they find themselves in the project at the moment. Their reflections could seed team and/or whole class discussions.

The second purpose of reflection exit tickets is to give students a chance to reflect on how their teams are collaborating and what teams may need in order to move forward with project work. The collaboration rubric (on [bie.org](http://bie.org)) would give students specific indicators to focus on at various points throughout the project.

## EXIT TICKET IDEAS

There are endless possible variations on exit tickets. Here are some exit tickets ideas to get you started. These ideas could be used for any of the three types of exit tickets; you just need to structure your question or prompt accordingly. Check out the [K20 Center](#) for a large assortment of exit ticket ideas!

	DESCRIPTION/ RATIONALE
<b>3-2-1</b>	Students produces 3 things learned from the lesson, 2 things they want to know more about from the lesson, and 1 question they have about the lesson.
<b>4 Corners</b>	Post a letter in each corner of the room (A-D). After asking multiple choice questions, have students go to the corner associated with their chosen responses. You will be able to quickly assess who to meet with in small groups according to students' responses.
<b>Analogy reflection</b>	Students write or fill in an analogy to show what they know. "The skeletal system is to the human body as ___ is to ____."
<b>Claim, Evidence, Reasoning</b>	Have students explain their claim (a statement about what they learned), evidence (data to support claim), and reasoning (tying together the claim and evidence for what they learned).
<b>Fist to Five</b>	Students show fingers to represent their understanding of the concept (fist = not at all / five = totally get it). Teacher should have an anchor chart with student co-created explanations of each number.
<b>Green/Red Cards</b>	Students hold up or turn over a card to show understanding. Green =- Good to go! Red = Stop, I need help.
<b>Quick Sketch</b>	Create a visual representation of a concept or skill explored during class.
<b>Simile reflection</b>	Students write or fill in a simile statement to show what they know. "The skeletal system is like ____."
<b>Tweet! Tweet!</b>	Students produce a "tweet" using 140 characters or less describing their takeaways and connections to content.
<b>Whip Around</b>	Teacher poses a statement or question for students' responses. Each student shares response verbally.

## PRIMARY GRADES CONSIDERATIONS

Pre-K to 1st will need to meet with teacher(s) to assess effectively. Teachers meet with and use input from students in order to circle indicators (usually in picture form, e.g., smiley faces) to reflect students' understanding or status on a the exit ticket prompt.

## TROUBLESHOOTING TIPS

### Exit ticket responses are not substantive.

*For reflection-focused exit tickets:* Students may not be taking the prompt seriously or being truthful about their group's dynamic or process. For primary grades, consider using a strategy like the fishbowl or a class meeting to discuss the importance of students' giving deep, thoughtful responses. Model what you expect in students' responses. For secondary grades, close observation, review of team contract, and team meeting are possible next steps.



*For content-focused exit tickets:* While the exit tickets are intended to be brief, it's still important to give enough time for students to create thoughtful responses. Responses to content related exit tickets that lack substance should inform your upcoming workshops. Be explicit about how you are using students' exit ticket responses to inform your instruction and do this consistently so that students see that their responses have an effect. Consider the nature of your prompt. Using a routine like **claim, evidence, and reasoning** requires students to dig deeper in their responses. The more intentionally you plan exit tickets, the more effective the information you will get. Model what you expect early on and often in students' responses.

## OPTIONAL VARIATIONS & ADDITIONAL RESOURCES

Check out [learn.k20center.ou.edu/](http://learn.k20center.ou.edu/) strategies for a variety of exit ticket ideas!