
ACTIVITY ONE: EXIT TICKETS

Keeping up with the progress of all of our students is challenging. Overseeing large classes, multiple learners' needs, and multi-level classes are often barriers to adequately tracking learning. There are solutions to these challenges that can be implemented easily and take up very little time all while producing relevant feedback and results for further use in planning and understanding our students' needs.

Using simple, formative assessments can be a great way to check in on student progress. In this week's Teacher's Corner, we show you an easy way to check in on your students' learning and progress. Using "exit tickets" is a way to ask students to recall what they've learned. In order to exit class, they must turn in a ticket with their responses. You can then take a few minutes to see what went well and what needs review in the next class. It's a simple, easy way to check their progress. In fact, this technique is so easy that you should try it in your next class.

LEVEL

Any level

LANGUAGE FOCUS

Assessment

GOALS

During this activity, teachers will be able to:

- Identify what students learned by the end of a lesson.
- Recognize what learners will need to review during the next class.
- Use feedback to identify possible adaptations in related future lessons.

MATERIALS

- Paper and pencils for students

PREPARATION

- Plan to save five minutes of the end of your lesson to complete this assessment.

PROCEDURE

1. Five minutes before the end of class, give each learner a pencil and piece of paper. This will be their exit ticket.
2. Tell students to write down one thing they learned in the class that day and one question they have about something they learned.
3. When finished, collect all of the papers from learners and read them when you have time before the next class.
4. In order to best utilize the feedback from students and to target student needs, here are some suggestions:
 - a. If your class size is manageable, write down a response to each learner's question and return to students during the next class.
 - b. Make note of common questions among students. At the beginning of the next class, plan to use the first five minutes (or as much time as needed) to respond to and review the questions posed.
 - c. Return the cards to learners during the next class. Then, put students into small groups (2 to 4 people per group) and have them work together to answer the questions on their cards.
 - d. Before class, review the students' comments and answers on the cards. Start with the information the students wrote about what they learned. After reading carefully, prepare a set of questions that focus on this information to ask at the beginning of the next class. For example, if a learner writes, "a thesis statement must include a topic and a controlling idea", write a review question that asks, "What must a thesis statement include?" Questions that americanenglish.state.gov

set students up for success give them a chance to show and share what they know. In addition, you know that all students will successfully answer at least one question while also reviewing a lot of other information from the previous lesson.

5. In this type of assessment, it is essential that you take time to review the exit tickets before proceeding. The exit tickets are used to provide valuable and relevant information about what did and did not go well in the lesson. Use the information to adapt and redefine your own teaching of the material.

VARIATIONS

An alternative to a written exit ticket is a verbal exit ticket. The verbal exit ticket is particularly useful if you have extra time at the end of class and your class is a manageable size. Before students finish for the day, ask each learner to share one thing they learned and one question they have. You can do this privately with each student or as a large group with students speaking to the whole group.