

Admit and Exit Tickets



Purpose

At the end of class, students write on 3x5 cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, a self-assessment of their own progress, or a thought about the lesson for the day. Alternatively, students turn in such a response at the start of the next day—based on either the learning from the day before or the previous night’s homework. These quick writes can be used to assess students’ knowledge or to make decisions about next teaching steps or points that need clarifying. This reflection helps students to focus as they enter the classroom or solidifies learning before they leave.

Materials

- 3x5 cards, sticky notes, or half sheets of paper with teacher-chosen material copied onto them
- Writing utensils

Procedure

1. For 3–5 minutes at the end of class (or at the start of the next one), have students jot responses to the reading or lesson on 3x5 cards or on a simple assessment you have designed.
2. Keep the response options simple, e.g., “Jot down one thing you learned and one question you have.”
3. Don’t let the cards become a grading burden. Glance over them for a quick assessment and to help you with planning for next learning needs. These are simple, quick writes, not final drafts.
4. After studying the “deck,” you might pick out a few typical/unique/thought-provoking cards to spark discussion.
5. Cards could be typed up, anonymously if desired, to share with the whole group so they can help with summarizing, synthesizing, or looking for important ideas. It is a good idea to let students know ahead of time that this will be done, as they may put more effort into the write-up. When typing, edit for spelling and grammar.

Variations

- 3-2-1: Have students write three of something, two of something, then one of something. For example, students might explain three things they learned, two areas in which they are confused, and one thing about which they’d like to know more or one way the topic can be applied. The criteria for listing items are up to the needs of the teacher and the lesson, but it’s important to make the category for listing three items easier than the category for listing one.