Entry/Exit Slips
A Routine to Help with Reading Comprehension in the Content Areas
AKA... Ticket In the Door/Ticket Out the Door
AKA... Admission Slip/Release Slip

What are they? Short written responses to prompts that teachers pose at the very beginning or the very end of class. Students must write the response and hand it to the teacher as they enter or leave the class.

What good are they for teachers?
- To prime the pump for learning
- To prompt students to review and summarize new learning
- To provide formative assessment of how well students have understood a lesson
- To determine who needs additional clarification or assistance

What good are they for students?
- To access prior knowledge and thereby prepare students for learning a new concept
- To reflect on what they have or have NOT learned
- To process what they are thinking about new information
- To think more critically and analytically
- To link and review new learning with existing knowledge

Plan ahead!
Should you grade?
Expert advice...
How to decide what to ask
Content-specific examples
Real Teacher testimonials
Plan ahead!

1. Decide on a **purpose and level of thinking**: remember/summary, understand/explain, apply/connect, analyze, evaluate, manipulate and recreate...
2. Decide what lessons or days of the week you will use entry/exit slips. It may be a good idea to have one ready daily to use if needed for time or behavior management.
3. Choose your **format**: on note cards, stickeys, graffiti boards, half-sheets of paper, in journals or learning logs, handouts....
4. Choose your **method** of delivery: orally, projector, board, handout, clickers...
5. Establish **hand-in procedures**: pass them up, in a basket as they finish or leave, or stored in notebooks for review later.
6. Choose the **method**: individually or in small groups...
7. Should you grade?

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
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<tbody>
<tr>
<td>Students are more likely to do a better job in all aspects of the lesson. (“Is this a grade?”)</td>
<td>Grading them turns them into part of the evaluation (summative) and not part of the learning process (formative).</td>
</tr>
<tr>
<td>Over time, if students aren’t given feedback in some fashion, students may stop taking them seriously.</td>
<td>Assigning a grade to these kinds of quick-think activities may be difficult to provide a quantitative value for. (See <a href="#">rubric suggestion</a>)</td>
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<tr>
<td>Grading them takes effort and time on the part of the teacher. Some teachers say, “If we ALL are all going to take time and effort on this, then students need a grade.”</td>
<td>Some teachers see them as “extra” grading tasks that have no valid purpose (though that really is a misconception).</td>
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One Way to Grade – A Standard Rubric

<table>
<thead>
<tr>
<th>3 Comprehensive and Thorough</th>
<th>2 Partial and Limited</th>
<th>1 Weak and Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry/exit slip is organized and easy to understand</td>
<td>Entry/exit slip is difficult to read or understand</td>
<td>Entry/exit slip is blank or impossible to understand</td>
</tr>
<tr>
<td>All aspects are answered... Student has made a serious attempt to answer the prompt posed by the teacher</td>
<td>Some aspects may be missing... Student makes limited attempt to answer the prompt</td>
<td>Student makes no effort to answer the prompt...may simply write “I don’t know” or leave it blank</td>
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<tr>
<td>Student’s response shows complete attention to learning task</td>
<td>Student’s response shows some attention to learning task</td>
<td>Student’s response does not reflect attention to learning task</td>
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</tbody>
</table>

ADVICE

Entry/exit slips are generally thought of as a write-to-learn activity. They can be shaped by other response types—Say Something, Draw Something, etc.

Entry/exit slips seem to work best when done individually. However, if the class starts or ends with a cooperative group activity, it is possible to use them as a group process response.

Do not use entry/exit slips every day. While routine is good for students, over-use of the same instructional practice becomes stale and flat.

To differentiate, consider occasionally giving students several options or formats for the entry/exit slip.

Pair struggling learners with another student to complete the entry/exit slip.

Short response slips can also be used at times other than the beginning and ends of class periods. Consider them as a Chunk-n-Chew device or a Think-Pair-Share activity.
Q: What should I ask?

A: Choose your entry and exit method by what you’re trying to discover.

Are you trying to “prime the pump” as an Entry activity?
Then ask—
Write one thing you learned from your homework last night.
You are the teacher today. What 3 pop quiz questions will you ask your students today?
3-2-1: 3 things you understood yesterday, 2 questions you have from yesterday’s lesson and the 1 most important thing to remember.

Are you trying to document learning?
Then ask--
Write one thing you learned today.
How could today’s lesson be used in the real world?
Write the three most important things you learned today.

Are you trying to emphasize the process of learning?
Then prompt--
I didn’t understand . . .
Write one question you have about today’s lesson.
What confuses you about the material we covered today?
Describe one problem you had working on your research today in the lab? If you solved it, explain how.
Write an explanation of the process you used to solve one problem you did for homework last night.
I can use this knowledge or process again when I ________.
Rate your understanding of today’s topic on a scale of 1-10. What can you do to improve your understanding?

Are you trying to evaluate the effectiveness of instruction? Then ask--
Did you enjoy working in small groups today?
Did you think the video helped you understand _____ better?
Of the three graphs we studied today about _____, which one did you find most useful? Why?
Write about one positive and one negative thing that occurred during your group work today.
Write about one problem you faced as you did today’s learning activity. Explain how you addressed that difficulty.

Other prompts—
I would like to learn more about . . .
Please explain more about . . .
The thing that surprised me the most today was . . .
I wish . . .
Write about one topic we covered today that you would like to learn more about.
## Some Content-Area Examples

<table>
<thead>
<tr>
<th>American History</th>
<th>Healthful Living</th>
<th>Earth Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the three causes of the US Civil War we discussed today.</td>
<td>What one point about alcohol abuse did you learn today that you didn’t know before?</td>
<td>How could you apply what we learned about ecosystems to your neighborhood or town?</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Biology</strong></td>
<td><strong>Team Sports</strong></td>
</tr>
<tr>
<td>Why are two mathematical principles we discussed today so important?</td>
<td>Draw a quick diagram that delineates the process of photosynthesis and explain your diagram in a few sentences.</td>
<td>Give three descriptors of the forearm pass in volleyball.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Child Development</strong></td>
<td><strong>Music</strong></td>
</tr>
<tr>
<td>Choose a quotation from your reading of Act I last night/today that intrigued you and write about why you chose that line(s).</td>
<td>How would explain to a child what you learned today?</td>
<td>Listen to this passage played by the NC Symphony. Identify the motif that ties it together and explain how/why.</td>
</tr>
<tr>
<td><strong>Construction Technology</strong></td>
<td><strong>Microsoft Office</strong></td>
<td><strong>Art</strong></td>
</tr>
<tr>
<td>Look at this photograph. What construction principle has evidently been ignored, and how do you know?</td>
<td>You are assigned to digitally edit a Word document. How will you go about doing this?</td>
<td>Drawing from our discussion today, what is the relationship between geometry and visual art composition?</td>
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</table>
“Teachers summarize many times in a class period for students, but students themselves sum up their learning only infrequently. Entry and exit slips provide a classroom activity that encourages students to take stock of their learning, to restate it in terms of their own understanding, and to assess where they are in learning. The activity emphasizes what each individual student is thinking.”

“Class openers provide immediate feedback as to the readiness of the class as a whole for the lesson or skills needed for the lesson. These are usually problems that are representative of the previous day’s lesson that provide a tie-in to the lesson being taught that day.”

“You gain a sense of student confusions about key ideas. You gain insight into how students are thinking about the material, and you may see a need for further teaching or reinforcement. You can also identify how students may be personalizing the information.”

“The diversity of responses I have received from my students through entry and exit slips has surprised me. I get a wide variety of responses, but at first I suspected that I would get generally the same thing from most people. It also helps to share some of the slips -- anonymously -- so that students have a model for what might be recorded on these slips.”

“Exit slips are a wonderful time-saving activity that can be used in any content. They keep the lines of communication open between me and my students, but they also provide for the often-lacking reflection.”

“Before class, I have the students answer a question about a key concept from the day before. This allows me to see if they retained information. During class, I might give them the opportunity to respond to a key concept that I just covered to see if there are any misconceptions in their thinking or process. Also, at the end of the class, I have been able to collect information on what they learned during that day’s lesson to allow me to adjust my teaching the next day based on what they have learned.”

“These slips are great classroom management tools. The students are immediately on task at the beginning of class. They become focused from the onset. Getting the students into a daily routine really does help. The exit slips provide a constructive reflection task that can be used during those last five hectic minutes of class.”
Sources for This Strategy


http://www.saskschools.ca/curr_content/bestpractice/exit/process.html

http://www.wku.edu/3kinds/dmaesguide.html

http://www.educationworld.com/a_curr/profdev/profdev091.shtml

http://www.learnnc.org/lp/editions/linguafolio/5796

http://www.readingrockets.org/strategies/exit_slips

http://www.adlit.org/strategies/19805/?theme=print

http://writing2.richmond.edu/wac/entrexit.html