Resources in Mathematics:
Exit Tickets as Progress Monitoring & Meaningful Data Collection

Readiness
Individual
Algebra:
Teaching of
Supporting
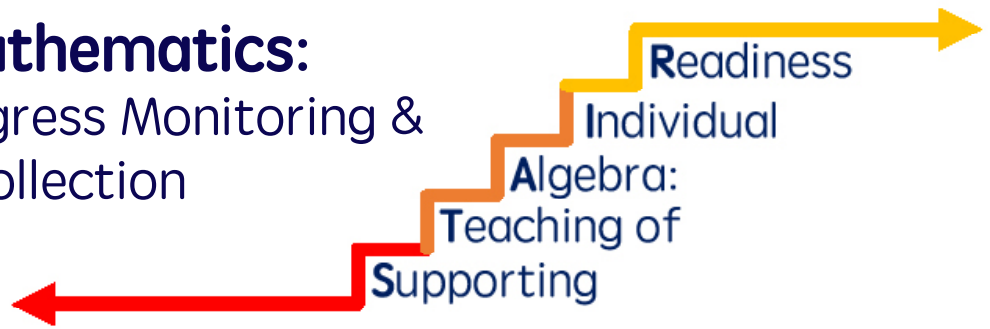
Key Concepts
- Exit Tickets are meant to be brief, easy to collect snapshots of student progress and understanding.
- Exit Tickets can provide two primary forms of data: discrete skills or universal understandings.

	Discrete Skills Exit Tickets	Universal Under-standings Exit Tickets
General Definition	If collecting data on discrete skills, Exit Tickets will ask questions related to the topic taught that day/week to assess if students understand the material covered recently. These questions will change day by day or unit by unit.	If collecting data on universal skills, Exit Tickets will be largely similar week after week and will collect information on larger concepts, such as algebraic reasoning.
Purpose	Discrete Skills Exit Tickets will capture whether the majority of students understood the key concepts taught that day in class or whether the concept may need to be reviewed or retaught.	Universal Understandings Exit Tickets can provide data for the purpose of implementing DBI or collecting data on the progression towards IEP goals.
Example	If the lesson taught in class included how to divide fractions, the exit ticket might ask students to solve the following problem: $\frac{3}{4} \div 1/2 =$	If the student IEP goal included algebraic reasoning, regardless of the lesson taught, the exit ticket might say: Circle the symbol that makes the statement true: $\frac{1}{4}$ > = < 0.3

Best Practices for Administering Exit Tickets

- Schedule time every class or several times a week to collect exit ticket data. If necessary, set a timer to allow dedicated time for completing exit tickets.
- Keep exit tickets brief (1–3 questions).
- Keep questions direct and assess only 1–2 skills per question. For example, a multistep word problem with extraneus information has multiple opportunities for students to make mistakes and should be avoided, unless the topic covered that day in class or an IEP goal was to read and solve multistep word problems with extraneous information.
- Grade the exit tickets as soon as possible. Ideally, before planning or making adjustments for the following lessons if collecting data on discrete skills.
- Consider collecting exit tickets via self-grading programs if possible.
- Consider collecting data on universal understandings 1–2 times a week and collect information on discrete skills the remaining days.