


Ticket Out The Door

	Ticket Out The Door	Name: _____	Date: _____
_____ _____ _____			
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Purpose

Help ensure instruction and pacing are on track by frequently collecting evidence of student language learning.

Ticket Out The Door (or *Exit Card*) is an efficient way to informally assess student learning on a regular basis. Pose a prompt in the last few (five) minutes of an ELD lesson to collect brief written student responses. *The Support Kit includes Ticket Out the Door pads. The black line master can be found on the following page.*

You can use *Ticket Out The Door* to:

1. Check for comprehension of language taught that day or week.
2. Encourage self-reflection.
3. Provide a forum to ask questions, share ideas, acknowledge accomplishments.

It is not always possible to listen-in on every student during small group or partner practice to record on the *Ongoing Assessment of Language Practice* monitoring tool. Use *Ticket Out the Door* to check in with *all* students about how lessons are going for them, how well they are learning what you are teaching, or where they are struggling.

Remind students to use charts to ensure correct spelling and mechanics. Tailor the following prompts to the demands of your lesson objective and to fit your group’s needs, or come up with your own!

Sample Prompts for Comprehension Checks

Use a prompt that is answerable using the language you have taught and students have practiced. Make it clear that answers need to use the language they are learning. Be sure the prompt will elicit a variety of possible correct responses.

For example, say you are working on specific verbs to describe actions and the topic is reptiles, you might post a prompt like: *Describe how one of these reptiles moves. Use one or more of the specific verbs we’ve been learning.* “Maria likes snakes” would be inappropriate, whereas “Snakes don’t have legs. They slither on their bellies.” or “Lizards climb walls and dart under rocks.” would be great answers.

- Write a cause and effect statement using *because* or *since*.
- Explain how _____ works.
- Write a descriptive sentence using _____.
- Tell two things about _____.
- Tell what happened before (after, during) _____.
- If you wanted to _____, what would you _____?
- What is one thing you do (every day, once a week, etc.)?

Sample Prompts for Reflection of Learning

You are more likely to get helpful, honest answers if you give students options. A few suggestions:

- Today, I learned that...
- I would like to learn more about...
- How can you apply what you learned today?
- I need more time to...
- A question I still have is...
- What is the next thing you want to learn?

Sample Prompts for Reflection of Process

- What are some things that make a good partner? Start your sentence with “A good partner ...”
- How could you be a better partner tomorrow?
- I am proud of myself today because...
- Today I helped _____ by...
- _____ helped me today by...

Excerpted from the *Systematic ELD Support Kit - Blackline Masters*, page 38.



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Excerpted from the **Systematic ELD Support Kit - Blackline Masters**, page 39.