



What it Is

An **exit card or slip** is one that students complete and turn in before leaving class – or when finishing a lesson. Give the students a prompt and ask them to write their answers on the card. Students turn their cards in and you have a chance to see the pulse of their learning. You can quickly sort the cards into students who have the concept, and those who don't have it yet – and provide a quick intervention the next day. This also works as an **entry card** to tie in learning from a previous lesson or reading.

| | |
|--------------------------------------|---|
| Levels of Thinking | Recall, Relate, Connect, Create |
| Strategy Objectives | 1. Answer questions from the exit slip. 2. Verify knowledge of a concept or make note of what still needs to be learned. |
| Time | Approximately 3-5 minutes. |
| Numbers | Individuals |
| Materials and Other Resources | ✓ Pieces of paper ✓ Pencil or pen |

Steps for Conducting the Activity

1. Determine a key concept you want to have students think about.
2. At the end of the class period, put the question on the board or project it on a screen. Ask students to use a half-sheet of paper to answer the question you pose. Give students 3-5 minutes to respond.
3. As students leave the class, have them put their exit slips in a designated place near the door. You can also have students give the cards directly to you as a nice personal touch at the end of class.
4. Read the exit slips and sort them into two piles – those who “get it” and those who don't. Use this information to focus the next day's lesson.

On the next two pages, I've included ideas for exit slips: Exit slips to determine knowledge and exit slips to provide open feedback. See if some of these ideas will work for you – and don't forget to add your own ideas as you teach students important concepts.



Examples of Exit Slips to Determine Knowledge

EXIT SLIP

What is the relationship between ___ and ___?

EXIT SLIP

What confuses you about the material we worked with today?

EXIT SLIP

Write a quick summary about . . .

EXIT SLIP

Which is greater, the sum of -220 and 328 or the sum of 220 and -328? Explain.

EXIT SLIP

What is symmetry?

EXIT SLIP

Explain why Canada is not a melting pot.

EXIT SLIP

Write three words with the long "o" sound.

EXIT SLIP

Explain the difference between an antonym and a synonym.

EXIT SLIP

Of the two graphs we studied today, which is most useful? Why?

EXIT SLIP

Draw a quick diagram that shows perspective.

EXIT SLIP

Rate your understanding of today's topic on a scale from 1-10. What can you do to improve your understanding?

EXIT SLIP

Select a quote from your reading that you feel is worthy of some discussion and briefly tell why.



Examples of Exit Slips to Provide Open Feedback

EXIT SLIP

I would like to learn more about . . .

EXIT SLIP

The most important thing I learned today . . .

EXIT SLIP

The thing that surprised me today . . .

EXIT SLIP

I wish . . .

EXIT SLIP

I'd like to do more of . . .

EXIT SLIP

I had an idea I didn't get a chance to share.
Here it is!

EXIT SLIP

The best part of class today . . .

EXIT SLIP

I need help with . . .



Muddiest Point

When an exit slip is used as a quick strategy to find out in which areas of instruction the students are struggling, it is often called the Muddiest Point. Just ask students to write down their muddiest, or most confusing point from the day's lesson. Review the answers and use the information to review and/or reteach the next day.