Exit Tickets: Four Classroom Examples

One-Question Evidence Check: Reading a character's actions

Before the class concert, Ren tested the bell twice. When the teacher called his name, he slid his bell aside and looked at Mina. “Can you start?” he asked. Once Mina rang her bell, Ren picked his up and played the next note.

Why might Ren have asked Mina to start? Use one detail that supports your idea, and explain the connection.

My answer and reasoning:

Focused 3-2-1: Read and compare temperature changes

Two cups of water are on the same classroom table. A student records each cup's temperature at the start and again 10 minutes later.

Cup	Start	After 10 minutes
A	48°C	42°C
B	44°C	41°C

3: List three steps you would use to find which cup cooled more. Put your steps in order.

2: Use two of your steps to show how the readings support your answer.

1: Write one question you still have, or say what you would check on a second reading of the table.

My answer and reasoning:

Misconception Check: Equivalent fractions

Jo says, “Three-fourths equals four-fifths because adding one to the top and bottom keeps the fraction the same.” Draw two same-size rectangles divided into twentieths, or use another clear method, to find what needs to change. Write an equivalent fraction for three-fourths and explain how you know.

My answer and reasoning:

Confidence and Evidence: Choose a source for a historical question

The school archive has two sample sources for a question about a school garden. These are fictional records for practice.

- Source A: A notice dated May 6, 1982 lists the opening ceremony's starting time and who is scheduled to speak.
- Source B: A former student's 1997 interview describes what she remembers doing to prepare the garden.

Which source is a better starting point for finding the *scheduled* opening time? Name a detail that supports your choice. Optional: Mark one: Not sure yet / Somewhat sure / Very sure.

My answer and reasoning: