Exit Tickets: Teacher Guide and Worked Answers

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

Target: Explain what a character's action suggests. Use a text detail and connect it to the inference.

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.

Teacher key: Ren may have wanted someone else to break the ice because he was hesitant to start in front of the class. He sets his bell aside but joins once Mina starts; that sequence supports hesitation about starting more than not wanting to play at all. Accept another plausible reason supported by the actions; don't ask students to prove an unstated feeling. “He slid his bell aside” alone doesn't explain the inference.

During a club demonstration, Priya stood behind the table with a stack of directions. When two visitors stopped, she looked down at the cards. After her partner showed a visitor the first step, Priya moved beside him and explained the next one. What might have helped Priya join the demonstration? Use one detail and explain how it supports your idea.

Fresh-check key: Watching the partner start may have given Priya a way into the exchange. She moves beside him and explains the next step only after his demonstration begins. Accept other plausible, text-supported interpretations.

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

Target: Compare temperature drops over the same time period using start and end readings.

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.

Teacher key: Select matching start and end values for each cup; find the temperature drop for each cup; compare the drops. A dropped 6°C and B dropped 3°C in 10 minutes. Cup A cooled more even though it still ended warmer. A useful check asks whether the readings were taken at the same times. A different reasonable question is fine. Don't grade curiosity, and don't use these data to infer what caused a difference.

Cup C falls from 47°C to 42°C in 8 minutes. Cup D falls from 53°C to 46°C in the same 8 minutes. Which cup cooled more? Show both drops.

Fresh-check key: C dropped 5°C. D dropped 7°C. Cup D cooled more.

Misconception Check: Equivalent fractions

Target: Show how multiplying or dividing the numerator and denominator by the same nonzero factor keeps the value unchanged.

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.

Teacher key: Adding 1 to both numbers doesn't preserve the value in this example: 3/4 is 15/20, while 4/5 is 16/20. To find an equivalent fraction, split each fourth into five equal pieces: there are 20 pieces in the whole and 15 shaded. Accept alternatives that preserve the whole and explain how the value stays unchanged, such as 6/8. If drawing is not the target, accept a clear numeric explanation.

Niko says 2/3 and 3/4 are equal because the numerator and denominator each went up by one. Compare both fractions using twelfths. Correct the claim and explain why your comparison works.

Fresh-check key: 2/3 = 8/12 and 3/4 = 9/12, so they're not equal for the same whole. Divide each original unit into smaller equal pieces; find how many twelfths cover the same fraction of the whole. Checking answers only with decimals doesn't meet this particular prompt's request to use twelfths.

Confidence and Evidence: Choose a source for a historical question

Target: Match a source to a specific historical question and explain what the source can show.

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.

Teacher key: Source A lists the scheduled starting time. The notice shows the plan, not whether the event started on time. Source B could help with a different question about a student's experience. Sort by relevance and the reason given, not certainty or source age alone.

Two fictional sources describe the reopening of a neighborhood library. Source C is the city calendar for September 12 listing a 9 a.m. ribbon cutting. Source D is a reporter's article from that day saying the ceremony began at 9:20 a.m. Which source better answers when the ceremony *actually* began? Explain what it can tell you.

Fresh-check key: Source D addresses the actual start because the report states when the ceremony began; Source C records a plan. A reporter's account is evidence, not automatic proof. For a stronger investigation, compare it with another record.

Sort by what the work shows

A ticket is a sample of what the student could show on this task, under these conditions. Sort by the target and keep student identifiers and confidence ratings private.

What the work shows	Next move
Answer and reasoning meet the target	Use a different text, numbers, or source question. Ask for an explanation, not the same answer again.
Correct answer, weak or missing reasoning	Show an example that connects a detail to an idea. Ask students to supply that connection on the fresh prompt.
A shared misconception appears	Contrast two examples that differ in the relevant feature. In the fractions example, compare splitting equal parts with adding one to both numbers. Use the fresh prompt without the model answer showing.
Missing, unclear, or inaccessible response	Check time, language, access, and whether directions were understood. Offer an equivalent oral, typed, drawn, or dictated response when the response mode isn't the target. Get another sample before drawing a conclusion.

An example teacher record: “Four responses named the date on Source A but didn't mention the scheduled starting time. Tomorrow, model how to pick the detail that answers one specific question. Recheck using the library sources.” Use a classroom code only if you need to follow up; there is no need to put student details on a shared sheet.

Teaching note: Confidence and evidence

Ask for the response and evidence before students select a rating. The rating is optional and ungraded. Sort from the reasoning first. A strong answer with low confidence is not a reason to reteach the skill; a confident answer without evidence is not proof of mastery.