Formative Assessment Techniques

TO FIND EVIDENCE OF LEARNING

Exit Pass #2

Materials

- Index card and pencil for each student

Adapted from:

Embedded Assessment

By Dylan Wiliam

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Solution Tree Press

Procedure

The exit pass technique of formative assessment lends itself well to questions requiring a short written response. The technique requires three to five minutes of class time just before a break in instruction. The completed exit task could be used as a ticket for the student to move on to his next activity.

Picture provided by Microsoft

Each student is given a reprinted model from the attached choices. The teacher distributes the models, and the students write their responses. Before a student exits the class, she or he must hand in her or his completed response. During the break, the teacher reads the responses and decides what instructional changes, if any, to make before the next lesson.

Variations

- After making a decision concerning further instruction, the teacher may choose to discard the exit passes.

- The teacher may write comments in the form of descriptive feedback on the passes and return them to the students.

- To generate group discussions during a subsequent class, the exit passes may be returned without teacher comments or selected responses could be read aloud to the class. The students will not know who has the best answers. This activity may lead to lively discussion and deeper thinking.

- The teacher may choose to group students based on the level of learning displayed in their exit pass responses. This enables the teacher to work intensively with those students having difficulty comprehending the skill/knowledge assessed.

Name _____ **Class** _____

Write about what you learned from today's session

I Learned – Exit Slip

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Clear	Unclear		Clear	Unclear

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Name _____ **Class** _____

Key Idea(s) from today's session

Same/Similar Idea(s) Different Classes

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Name _____ **Class** _____

Connection to a Real-World Problem

Connection to Another Class

Key Idea(s)

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Name _____ **Class** _____

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