

Ticket - Out - the - Door Low Stakes Writing

What is a Ticket-Out- the-Door?

The ticket-out-the-door strategy is also called an exit ticket by some educators. However, the concept is the same. Students must give the teacher feedback, in written format, in order to leave the class. The teacher's role is to assess learning, use the feedback in some visible way, and make comments only as desired. There is normally no grade given to this type of writing. There are usually no conventions for this type of writing. However, if there is a general need to focus on capitalization, spelling, use of vocabulary terms, complete sentences, etc. this element can be added by the teacher. The idea is to get a written response.

What Should I Ask Students to Place on the Ticket?

There are many, many questions the teacher can ask. The idea is to combine the concepts embedded in the lesson with a writing task. Listed below are several questions commonly found on a ticket-out-the door exercise.

- What are three characteristics or parts of...
- In what other ways might we show or illustrate the point that....
- How is similar to/different from... (Marzano comparisons)
- In what other ways might this problem/situation have been addressed?
- What are the three big ideas/concepts/ morals to be learned from this situation?
- How does relate to.?
- What three related details can you add to this?
- Give three examples of how contributed to the situation.
- What is wrong with this statement? (Provide a false statement with at least three details.)
- What might happen if....
- What criteria would you use to judge or evaluate this event?
- What evidence supports...
- How might you confirm/prove the following statement? (Provide a statement.)
- How might this be viewed from the perspective of?
- What alternatives should have/could have been considered?
- What did you learn today?
- What do you think about?
- What are three things you would share with your younger brother about this topic?
- What are the three steps to completing an effective.....?



However, some of the questions may be posed for the student to consider his own thinking and knowledge.

- What made learning easy for you today?
- What made learning difficult for you today?
- What do you still need to know before we move forward?
- What do you think our next steps should be?
- One thing I really liked about today's class was....
- One thing I would like to know more about is....
- One thing that could be improved the next time would be...
- How will your learning change the way you see or do things in your life?
- What I found most useful was....

What Should I Do With the Tickets?

As with any learning activity and assignment, teacher feedback is important. It is the essential element to making the activity successful. You must do something with the work in order for the student to know that his effort has been noticed and honored. First, make sure you collect the ticket. You might have students place them in a box at the door. Or, you may want to stand at the door and collect them yourself. You may simply check the ticket, making a brief statement on them. "Good insights." "Be sure to ask this in class." "Very precise observation" "Check your facts on this one." is all that is required. Returning them by the next class is also important. Keeping them in a writing portfolio will depend on school literacy plan.

Some teachers find that having students do these quick writes can lead to a full paragraph or essay to be assigned at a later date. If this is the case, it is important for the teacher to plan ahead and build the task day by day. You may begin with a ticket requiring students to state three important facts. Next day, the student will summarize his thoughts with a ticket requiring him to write a thesis statement. Gradually, the whole paragraph or essay comes together for the student.

Teachers also show that they value the thoughts and ideas of students by using the comments to start the next class. Such exit ticket questions such as "What I still need to know is...." or "A question I still have is...." provides an entry to this type of use.

Some teachers allow students to reference their tickets during the test. The teacher may tell students that at a precise time, usually fifteen minutes into the test so that students have had a chance to review the questions, he may take out his exit tickets and review them. Thus, the student is preparing his own test reference tool.

If your school's MAP data indicates that the school has a need to focus on a particular writing skill or grammatical usage, you may want to check on that element and comment. For example, if capitalization is an issue, circle or highlight the proper use of capitals along with the content. Such comments as, "Excellent! No capitalization errors!" would appear along with a comment on content mastery. However, no grades should be given that block the focus from students learning to express themselves in writing. Thus, while the English teacher may grade grammar, the science teacher would notice the grammar but have no grade on that element.



Alternative Approach: Ticket –in-the-Door

Teachers have found a quick and easy way for students to support that they have completed a reading task, research activity, or other type of assignment, without doing a worksheet or answering the questions at the end of the section. They simply ask the student to provide a ticket-in-the-door. However, the ticket must require the students to provide evidence that they have actually done the work. Questions may vary and could include elements that support the work effort. They should frame the work to be done in class and establish a purpose for the upcoming class.

- I have questions about terms found on pages.....
- I think the chart on page 245 proves that....
- The three most interesting things I learned were....
- I need to ask about these three points.....
- The thing I found most challenging about this assignment was...
- The thing I found most enjoyable about this assignment was
- By citing page... I can now prove this point....
- The three most important ideas about this event were....
- List the three major advantages that has over...
- I am still confused about the idea of...

Teachers can stand at the door to collect the tickets, have the students pass the tickets forward, or use the tickets as a bell-ringer activity. The teacher could form **collaborative teams** to answer the three most pressing questions the classmates shared. Each group could be responsible for one of the questions. The important thing for the teacher to remember is that the work should be used immediately to generate the lesson, answer questions, or frame the concepts to be explored.

Ticket-in-the-Door is harder to grade than a Ticket-Out-the-Door, as the focus is not necessarily on content mastery or application of new information. Thus, a simple check for the work effort is all that may be required.

Alternative Approach: 3-2-1 I Learned

This approach is more structured than the traditional ticket-out-the-door. It requires the student to name a precise number of things in a specified order. Examples:

- Name **3** ways the system of has checks and balances, **2** ways that the system affects you, and **1** way to improve the system.
- Name **3** reasons why the main character took this action, **2** reactions that were predictable, and **1** thing you did not expect to see as a consequence of this action.
- List the **three** major steps in solving the problem, **two** things to watch out for, and **one** way that this can be used in the real world.
- What **three** findings can be made from the data? What are **two** things that are suggested but not proven? What **one** thing would improve the data base?