**Write an Exit Task that will Help You Determine if Each Student
Understands the Learning Target and/or Meets the Success Criteria**

1. Will the problem help differentiate between students who understand the mathematics related to the Learning Target of the lesson and those who have more to learn?

2. Does the prompt elicit student justification?

3. How could the information gained about individual student's understanding help you decide what to emphasize and/or revisit in later lessons for the whole group or subgroups of students?

4. Can the Exit Tickets be sorted in roughly five minutes in order to identify which students have more to learn and where a teacher would want to focus future efforts?

Selecting and Sequencing Exit Tickets

1. Sort the Exit Tickets into two piles, Correct and Incorrect, based solely on the answer to the <u>one problem</u> that you consider the most telling in terms of whether or not the students understand the Learning Target.

2. Next separate the student work in the Incorrect pile into two stacks, those that show some understanding that can be built on and those which will require some one-on-one or small group conferring to learn what foundational understanding related to the Learning Target that can be built on.

3. Separate the student work in the Correct pile into those responses which could be improved with a clearer justification, more precise language, a diagram to support their work, or another detail that students are developing, and those papers that could only be improved by students adavancing their thinking.

4. Select 2 or 3 Exit Tickets that you would share with students. Consider including at least one Exit Ticket with an incorrect response.

5. Determine an order you would use as you share the work on the Exit Tickets or consider showing two or three responses at the same time so that students might compare and contrast representations, strategies, choose the one that is most precise, or clearest.

6. Write out the question(s) that you will <u>pose to all students</u> as they look at the selected work so that all students are attending to the Learning Target and are prepared to justify their responses.

Writing Assessing and Advancing Questions

Work with your partner to write an assessing and an advancing question related to one piece of student work from each of the four piles you created. You can work on each one together or work separately and give each other feedback.