

**Admission and Exit Slips**

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# What Are Admission and Exit Slips?

Admission and exit slips are written student responses to questions teachers pose before the beginning or at the end of class. The responses could be about pre-class assignments, previous class sessions, a class activity, or something that occurred during that class session. Instructors usually design the slips as low or no stakes assessments that occur on a regular basis. Studies have shown decreased student anxiety and improved student learning with frequent low stakes assessments (Agarwal et al, 2014). If the slips reveal a theme in student responses, instructors are able to address the confusion, misconceptions, or attitudes in a timely manner. Students then benefit not only from the reflection, retrieval practice, and critical thinking prompted by the slips, but also the instructor’s follow-up. Admission and exits slips can

* increase student participation
* practice metacognition & retrieving information
* encourage deeper processing of the material and critical thinking
  + prompt students to consider what is most essential to know
  + help students condense or summarize
* serve to field questions about the material
* provide a check-in of how well students have understood the topic or lesson
* offer an easy way to incorporate writing into your discipline

Do you want your students to complete the pre-class reading or stay engaged throughout class? If students are expected to bring something to class in response to a pre-class reading or know there will be a question or two at the end of the session related to the information presented that day, they are more likely to do so. The admission slip provides evidence to the instructor they completed the pre-class work and could be a tool the students use during in-class activities. An exit slip usually asks students to reflect on the what they have learned and express what or how they are thinking about the new information. In just a few minutes, students identify a question they still have, how a topic relates to a current event/career, or connect what they learned with something they are interested in. There are a wide range of purposes and uses for the slips that you can explore further in the Implementation Section below.

# Implementation Considerations .

# Identify the purpose of the slip.

# Document learning: You could document learning from pre-class work with an admission slip and their readiness for class, or in-class learning with an exit slip asking specific questions about content. It may be a way to check student understanding before moving to an activity or starting a new topic in lecture.

# Process of learning: Identifying what is confusing or a question about the content is beneficial to student learning. This prompts students to critically think about what they understand and possibly how they can improve their understanding; these include questions like how they studied and plan to revise their study plan.

# Effectiveness of instruction: You do not need to wait for SSIs to receive feedback on your instruction. Slips are a quick way to get feedback on assignments and activities. This could range from if they enjoyed an activity, to general perceptions of a resources and other feedback related to your instruction.

# Choose your format for responses and hand-in procedures. Depending on your purpose, you may want to go no tech or technology-enhanced formats. Slips can be implemented in large classrooms without technology but if you intend to grade slips, automatic/quick updates of the gradebook are a benefit of technology-enhanced slips. Common low-tech options include sticky notes, 3x5 index cards or just sheets of paper. If technology is regularly used in the classroom, this is another opportunity to use the technology productively (Blackboard, Twitter, or a student response system).

# Develop a plan of how you will review and address the responses. If the outcome of the slip review is not transparent, students’ value of the slips and desire to take them seriously may decrease. Be sure to explicitly tell students the themes found in the slips and address them in a timely manner. Reviewing the responses could be as simple as briefly skimming them and identifying themes (saturation of variety of responses in large classes allow for quick review of even 100 slips).

# Decide how you will assess the tickets (or not). First, consider if there is a need for anonymity (i.e. feedback on instruction or opinions related to activities, sensitive topics, etc.). If you want to incentivize these types of responses, you may want to utilize technology to ensure anonymity while students get credit for completion (i.e. Blackboard surveys). Second, consider if your students will likely complete the slips and take it seriously without some point incentive. You know your students best, but it is recommended that they remain low stakes.

# Determine how you will balance routine with keeping students engaged. Routine is helpful for students, but if students expect the same exit prompt and format, they are more likely to find the response and then check out. Think about switching prompts, whether they alone or with others, and how the information is “handed in”.

# It is best practice to have students regularly identify questions or confusion points, most important points and connect content with their lives/careers/outside of the classroom life. If you regularly switch up the prompt, students will get in the habit of answering all questions in an attempt to be ready for which ever you ask; thus benefiting even more from the implementation of the exit slips.

# Students may grow comfortable with responding to the prompts. It may be helpful to have students verbally express their responses sometimes; possibly in addition to writing them out.

# You could incorporate games in flexible learning spaces where students have to work with each other to provide feedback to each others responses or find others with similar responses. This expands its use beyond just an assessment to a learning activity.

# Prompt Examples .

**Document Learning**

* Write one thing you learned today.
* Discuss how what you learned today could be used in the real world.
* Rate your understanding of today’s topic on a scale of 1-10. What can you do to improve your understanding?
* Provide a one-paragraph summary of today’s topic.

**Process of Learning**

* I didn’t understand …
* Write one question you have about today’s class.
* I can use this knowledge or process again when I \_\_\_\_.

**Instruction**

* What was the most positive aspect of \_\_\_.
* Of the three graphs studied today, which one did you find most useful? Why?
* Write about one positive and one negative thing that occurred during class today.

**Other prompts include**:

* I would like to learn more about…
* Please explain more about …
* The thing that surprised me the most today was…
* I wish…

# Frequently Asked Questions .

* 1. *I don’t have time to provide feedback on each response, what do you recommend?* There isn’t a need to address every single student response but it is important to acknowledge some of the more common responses or things you noticed from all of the responses. You could provide a just-in-time teaching or mini-lecture to address questions, misconceptions or other apparent themes. You could use the first few moments of the following class to address the exit slip responses. Another option is to email all students to address some of the themes.
  2. *How do I choose the best format?* It truly depends on your purpose, classroom environment and students. 1) If you plan to have students interacting with the slips or wanting to display them in the classroom, sticky notes may be the solution for you. You could have students post their notes in specific places based on topics, types of responses or something else. 2) It can be very easy to sift through 100 3x5 index cards, putting them in piles related to similar responses. 3) Some instructors just ask students to use whatever paper they have or they print out prompts in textboxes on sheets of paper and hand them to students. If you don’t mind the variety of sizes you get, this may be the way to go for you.
  3. *Should I grade the slips?* Depending on your purpose and the need to motivate students to take it seriously. If you are looking for feedback on instruction, those responses should be anonymous so grading would be quite impossible. It should be low stakes so if you do want to give points, it is best practice to give points for good faith effort or completion and build in room for grace. This could look like: 0 points for not completed, 1 point for a response that reflects little to no effort and 2 points for a complete response. You have 24 class sessions where students can earn up to 2 points. Consider making space in your grading policies for absences, unexpected challenges and other possibilities for slips not being completed; for the example described, total slips points could be 40 instead of 48.
  4. *What if my students do not complete the slips?* Your students may need more motivation than just asking them to complete it. Ask yourself how you can be more transparent in addressing their responses and if a point incentive might help increase completion of the slips.
  5. *Should I not let them start an activity in class if they haven’t turned in an admission slip?* Quick advice, leave room for grace. If the prompt is crucial to their ability to participate in class that day, you could ask the student to finish the slip before starting an activity. Students have all sorts of reasons they may not complete the slip and it may not be advisable to police it. It is not recommended to add an extra barrier for students to attend your class or engage in an activity unless it is absolutely necessary (i.e. safety concerns). \*this also goes for students not completing and exit slip – it is not encouraged to stop a student from leaving.

# Other Resources .

* Assessing Students with Twitter Style Exit Slips - <https://www.youtube.com/watch?v=v0PjSTnZ6Gw>
* Exit Slips and Phone Quizzes with Socrative - <https://www.youtube.com/watch?v=yQ-qFRBEJuY>
* Google Forms exit Slips w/ an upload photo question <https://www.youtube.com/watch?v=Qmdt7hKlR4I>
* How to do Exit Slips – TeachLikeThis - <https://www.youtube.com/watch?v=tN-R_KPtKp8>
* Metacognition with Exit Slips - <https://www.youtube.com/watch?v=fvL3c1he5fw>
* 10 exit slip prompts that will work for any class. <https://teach4theheart.com/10-exit-slip-prompts-that-will-work-for-any-class/>
* Exit slip basics: <https://www.readingrockets.org/strategies/exit_slips>

# AdLit.rg. (2008). Exit Slips <http://www.adlit.org/strategies/19805/>

# Bafile, C. (2004). “Let it Slip!” Daily Exit Slips Help Teachers Know What Students Really Learned. <http://www.educationworld.com/a_curr/profdev/profdev091.shtml>

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