

# Resources for Entry and Exit Tickets

## Foundational Research & Theory

These resources explain the concept of formative assessment and the "Minute Paper," which is the academic ancestor of the exit ticket.

- Angelo, T. A., & Cross, K. P. (1933). *Classroom Assessment Techniques: A Handbook for College Teachers*. This is the definitive "bible" of formative assessment in higher education. It introduces the "Minute Paper" and "Muddiest Point"—the core concepts behind exit tickets—as tools to help faculty gather and benefit from current data about student learning.
  - [View at Jossey-Bass](#)
- Winkelmes, M. A. (2013). *"Transparency in Teaching: Faculty Share Data and Strategies.*" While focused on TILT, this article emphasizes the importance of enabling faculty to gather and share data about student learning promptly. Entry and exit tickets serve as the "conscious understanding" activities mentioned in the TILT framework.
  - [Read the Article \(NEA Higher Ed\)](#)

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## Practical Implementation & Toolkits

These guides offer specific prompts and digital methods to implement these "tickets" efficiently in a college setting.

- **Entry and Exit Tickets (Cornell University Center for Teaching Innovation).** This resource provides a practical breakdown of how to use these tools to check for prior knowledge (Entry) and assess the effectiveness of a lecture (Exit). It aligns with the TILT goal of making the learning process transparent to students.
  - [Access the Cornell Guide](#)
- **The "Muddiest Point" Technique (Harvard University).** A deep dive into the most popular form of an exit ticket, where students identify the most confusing part of a lesson. This allows instructors to address gaps in the "Task" or "Purpose" of the day's material immediately.
  - [Explore the Technique](#)
- **Digital Exit Tickets with Google Forms and Canvas (Cal State LA - CETL).** As noted in their TILT resources, using digital platforms can make data collection easier for faculty. This guide shows how to automate the "Criteria for Success" by using digital forms to instantly see where a class is struggling.
  - [Visit the Cal State LA CETL Resources](#)

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## How These Fit The TOLT Framework and Fink's Taxonomy

- **With TILT:** Use an **Entry Ticket** to ask students to define the **Purpose** of the day's task in their own words. Use an **Exit Ticket** to ask them what **Criteria** they are still unsure about.
- **With Fink:** Use an **Exit Ticket** to prompt "Significant Learning" reflections, such as: *"How did today's lesson change how you feel about this topic?"* (**Caring**) or *"What is one connection you made today to another course?"* (**Integration**).

## Entry Ticket Prompts (Setting the "Purpose")

These are designed to be given in the first 5 minutes of class to gauge readiness and prime students for the "Task" ahead.

- **Foundational Knowledge Check:** "In your own words, define the core concept from last night's reading that we are applying today."
- **Purpose Alignment (TILT):** "Looking at the syllabus for today, what is the one skill you are most interested in gaining during our activity?"
- **The Human Dimension:** "How does the topic we are starting today relate to a personal experience or a current event you've followed?"
- **Integration Primer:** "Recall the theory we discussed last week. How do you predict it might conflict with or support today's new topic?"

## Exit Ticket Prompts (Checking the "Criteria")

These are given in the last 5 minutes to see if students met the "Significant Learning" goals and understand how they will be evaluated.

- **The Muddiest Point (Criteria):** "Which part of today's 'Task' or 'Criteria for Success' still feels the most 'muddy' or confusing to you?"
- **Learning How to Learn:** "What is one study strategy you used today that helped you understand this material better than usual?"
- **Application Reflection:** "Now that we've finished the lecture, name one real-world situation where you could apply this specific 'Task'."
- **Caring & Value:** "Why does today's lesson matter to you personally, or how does it change your perspective on your future career?"
- **Final Clarity (TILT):** "On a scale of 1–5, how confident are you that you could explain the 'Criteria for Success' for our upcoming assignment to a peer?"

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## How to Use This Data

1. **Review:** Scan the responses immediately after class (if digital) or before the next session (if paper).
2. **Respond:** Start the next class by saying, *"Based on your exit tickets, many of you found [Concept X] muddy. Let's clarify that before we move on."*

3. **Adjust:** If many students can't define the **Purpose**, it's a signal to "re-TILT" your instructions for the next module.