

A fast end-of-lesson check for understanding: quick cut-apart slips, a short written response, a self-check, a substitute version, a weekly roll-up, and a filled example. Fillable PDF. Every question stays blank for you to write in.

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BRIGHT PATH SPED

How This Exit Ticket System Works

Three steps: pick the format that fits the last five minutes of class, hand it out or display it, and roll up what you saw before tomorrow's lesson. Every question line is blank on purpose -- you write today's question, this file never writes it for you.

ONE: PICK THE FORMAT THAT FITS THE LAST FEW MINUTES OF CLASS

- **Fast, whole class, no writing:** Page 6 (Quick Check Slips, No Writing Needed). Circle a face, done in seconds. Good for a short lesson or a student who is not yet writing.
- **Fast, whole class, a few words:** Page 5 (3-2-1 Exit Ticket Slips). Three short lines per student, cut from one sheet.
- **Deeper check on one lesson:** Page 7 (Short Written-Response Exit Ticket). One open question you write in, full sentences back.
- **Fastest to scan for a reteach list:** Page 8 (Multiple-Choice Self-Check). Bubble answers, quick to sort afterward.
- **A substitute, specials teacher, or para-led small group:** Page 9, written for an adult who does not know your usual routine.

TWO: HAND IT OUT OR DISPLAY IT, THEN COLLECT IT ON THE WAY OUT

- Write in today's question before you copy or project the written-response or self-check page (pages 7 and 8) — the question line is blank on purpose, so it fits any lesson.
- Print and cut pages 5 or 6 ahead of time; keep a stack ready by the door.
- Collect every ticket in the last two or three minutes, while students are still in the room.

THREE: ROLL UP WHAT YOU SAW BEFORE THE NEXT LESSON

- Page 11: Mark each student's result on the Weekly Class Roll-Up — got it, needs a reteach, or needs a follow-up check.
- Page 12: If a co-teacher, interventionist, or specialist picks up part of tomorrow, use the Team Hand-Off Note to say who needs a small group and why, in plain observable terms.
- Page 13: Keep the Phrase Bank nearby when you fill in the Weekly Roll-Up or the Hand-Off Note; every starter is observable language, never a label.

FOUR: THE RIGHT FORMAT FOR THE TIME YOU HAVE

FORMAT	PAGE	TIME NEEDED	WHAT IT SHOWS
No-Writing Slip	6	Under a minute	A quick circle, no sentence
3-2-1 Slip	5	2–3 minutes	Three short lines per student
Short Written Response	7	5–8 minutes	Full-sentence explanation
Multiple-Choice Self-Check	8	3–5 minutes	Bubble answers, fast to sort
Substitute / Specials Version	9	2 minutes	Whole-class check by an unfamiliar adult

What this is not

This is not a grade, a score, or a mastery judgment. There is no answer key, no rubric, and no permanent record. It is a same-day snapshot of who understood today's lesson, so you know who to check on tomorrow. Every question is yours to write; nothing here is pre-written about any one subject or skill. Example students are invented. Names and numbers are made up.

Quick Check Slips, No Writing Needed

Six more slips for a fast transition check: circle one face, no sentence required. Good for the end of a short lesson, a specials class, or any student who is not yet writing.

Six more slips, no writing required: circle one face. Cut along the dashed lines; good for a fast transition, a specials class, or a student who is not yet writing.

QUICK CHECK My Name: Circle how today's lesson felt: ☐ I got it! ☐ I mostly got it. ☐ I need some help.	QUICK CHECK My Name: Circle how today's lesson felt: ☐ I got it! ☐ I mostly got it. ☐ I need some help.	QUICK CHECK My Name: Circle how today's lesson felt: ☐ I got it! ☐ I mostly got it. ☐ I need some help.
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Multiple-Choice Self-Check Exit Ticket

A confidence self-check plus up to five content questions you write in, with bubble answers A through D. The fastest format to collect and to scan for a quick reteach list.

My Name: _____ **Date:** _____



Circle the bubble for your answer to each question.

How sure are you about today's lesson?

☐ I am sure. ☐ I am mostly sure. ☐ I am not sure yet.

This is the student's own read on their understanding, separate from whether the content answers below are correct. The two do not always match, and that gap is worth noticing on its own.

Question 1 (teacher writes this in):

.....
☐ A: ☐ B:
☐ C: ☐ D:

Question 2 (teacher writes this in):

.....
☐ A: ☐ B:
☐ C: ☐ D:

Question 3 (teacher writes this in):

.....
☐ A: ☐ B:
☐ C: ☐ D:

Question 4 (teacher writes this in):

.....
☐ A: ☐ B:
☐ C: ☐ D:

Question 5 (teacher writes this in):

.....
☐ A: ☐ B:
☐ C: ☐ D:

Leave any question blank that does not apply today. Five questions are provided; use as many as fit the lesson.

A fast way to scan these afterward: sort by how many bubbles each student got right, then start tomorrow's small group with whoever missed the most. Carry the count straight onto the Weekly Class Roll-Up (page 11) so the pattern is visible across the whole week, not just today.

EXAMPLE

Exit Tickets, Filled In

An invented fourth grader's exit tickets from one lesson. Every name, answer, and count is made up but internally consistent.

An invented fourth grader, exit tickets from one lesson on fractions. All names and answers are made up but internally consistent.

3-2-1 SLIP (page 5)

My Name: **Maya R.** (invented)

3 things I learned: fractions with the same bottom number can be added; the bottom number stays the same; a picture helps me check my answer.

2 questions: what if the bottom numbers are different? how do I know when to simplify?

1 word: "clearer."

SHORT WRITTEN RESPONSE (page 7)

Today's Question: "How do you add two fractions that have the same bottom number?"

Maya's Answer (invented): "You keep the bottom number the same and add the top numbers. Like $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$. I checked it by drawing four boxes and coloring in three."

MULTIPLE-CHOICE SELF-CHECK (page 8)

How sure are you? Maya circled: **I am mostly sure.**

Question 1: " $\frac{1}{4} + \frac{2}{4} = ?$ " Maya circled: **C, $\frac{3}{4}$.**

NO-WRITING QUICK CHECK (page 6)

On a different, easier lesson the same week (rounding to the nearest ten), Maya circled: **I got it!** — a face-only check, no sentence required, used on a day there was no time for the longer formats.

Class Snapshot for This Lesson (from 24 tickets collected):

RESULT	STUDENTS	% OF CLASS
Got It	16	67%
So-So / Mostly Sure	6	25%
Needs Help	2	8%

Verification note: $16 + 6 + 2 = 24$, matching "24 tickets collected." $\frac{16}{24} = 67\%$ (rounded), $\frac{6}{24} = 25\%$, $\frac{2}{24} = 8\%$; the three percentages sum to 100%. Maya's own ticket is counted inside the 16 "Got It" responses, since her written answer and bubble answer were both correct.

Example is invented; all names, answers, and counts are made up but traceable to the table above.

How this feeds the roll-up: Because Maya answered correctly on both the written response and the self-check, her row on the Weekly Class Roll-Up (page 11) for this exit ticket would be marked "G" for Got It, not "R" or "F." The two students who missed the content question (part of the 2 "Needs Help" rows above) would be marked "R" and listed on the Team Hand-Off Note (page 12) for a follow-up group.

Weekly Class Roll-Up

One row per student, across five exit tickets. Mark each column Got It (G), Needs Reteach (R), or Follow Up (F) — your own call from what the ticket showed. Copy this page for a new week or a new class period.

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