

Exit cards are meaningful for student learning as they empower students to reflect on their understanding, seek clarification when needed, and help teachers determine the necessary next steps to enhance their learning journey.

Start implementing these easy to use exit cards with your students today!



An exit card is a brief assessment or reflection activity. It is typically a small piece of paper or a digital form where students respond to specific questions or prompts related to the lesson or learning intentions.

Exit cards are completed by students as they are leaving the classroom or at the end of a lesson.

WHY MIGHT A TEACHER USE AN EXIT CARD WITH THEIR STUDENTS?



Exit cards provide teachers with a quick way to assess whether students have grasped the key concepts and learning intentions covered in a lesson. This assessment can help educators gauge the effectiveness of their teaching and adjust instruction accordingly.



Exit cards offer students an opportunity to provide feedback to the teacher. They can express their thoughts, questions, and concerns about the lesson, allowing educators to make improvements and address student needs.



Exit cards encourage students to reflect on their learning experiences. This process helps them consolidate their understanding of the material and identify areas where they may need further support or clarification.



Teachers can use exit cards to identify students who may require additional help or challenge.

The following exit cards are designed to enhance student learning in your classroom. These dynamic tools provide a quick and effective way to assess student learning, encourage reflection, and tailor instruction to meet the unique needs of your students.



Name: _____

Date: _____

EXIT CARD



I used to think...

Blank space for writing a response to "I used to think..."



Now I think...

Blank space for writing a response to "Now I think..."



What do I want to learn more about?

Blank space for writing a response to "What do I want to learn more about?"



Draw or Write

Name: _____

Date: _____

3-2-1 Bridge



3



Things I learned today.

2



Things that caught my interest today.

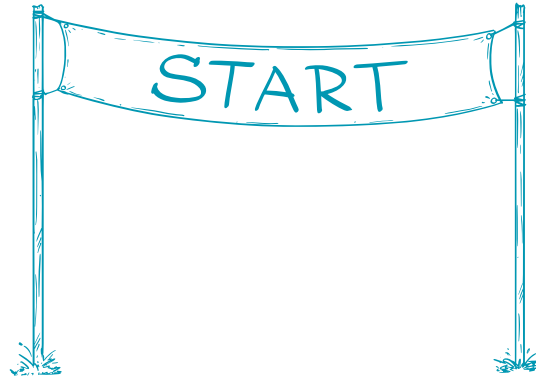
1



Question I still have after today.



Stop, Start, Continue



*Share what you would like to **stop** doing. What is NOT working the way you intended?*

*Share what you would like to **start** doing. This will help you improve to achieve your goal(s).*

*Share what you would like to **continue** doing. What is working that doesn't need changing?*



Think, Feel, Care



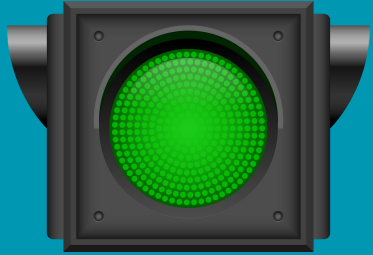
*Share what you **think** you learned from today's lesson.*

*Express how you **feel** about a concept you learned about today.*

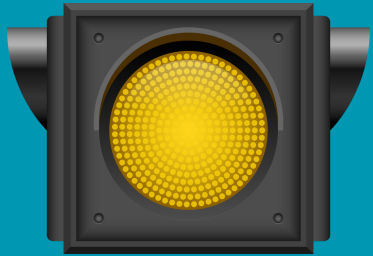
*Share why you **care** about what you learned today. Why is the concept relevant for you?*



Traffic Lights



From today's lesson, share something that you confidently understand.



**From today's lesson, share something that you partially understand.
Share any questions you might have.**



**From today's lesson, share something that you don't yet understand.
Share any questions you might have.**



EXIT 

Draw or Write

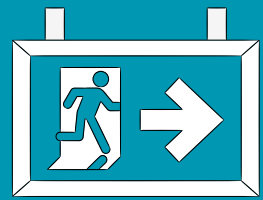
In one minute, draw or write about the most important thing you learned today.

A large white rectangular area for drawing or writing, intended for the student to complete the task within the one-minute timer.



In the space below, write a newspaper headline that summarizes your learning from today's lesson.

Four Quadrant Questions



How it works:

Write 4 different types of questions regarding the learning that occurred in the lesson. Pair up with a classmate and answer each other's questions.

Write a question that requires a "true" or "false" response.

Write a questions that is open-ended and will encourage an answer with many details.

Write a question that encourages an answer to compare and contrast concepts or past learning.

Write a question that requires an answer that recalls a specific fact.

