

### 3-2-1: an admit or exit ticket idea

3-2-1--

tell students: write down 3 things you learned, 2 questions you still have, and 1 connection you'd like to share—or 3 similarities between . . . , 2 predictions about . . . , 1 something else---  
the 3-2-1 topics can be anything, and if they are related to the lesson, the next day's work, the unit theme, etc. so much the better

Exit Tickets • One Minute Response – Most important thing you learned today – Main unanswered question you leave class with today – Muddiest point (most confused about) • A&E Card (Assessment & Evaluation) – Show 3 different ways to complete this math problem. – Briefly explain gravity. Give an example of gravity in the classroom or on the playground. – Which event is most important in the story? Why? • 3-2-1 Card – 3 key ideas, 2 questions, 1 thing I want to read more about – 3 words I think are most important to this topic, 2 connections I made, 1 thing I do not like  
Kingore, 2007

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## What makes a good question for an Exit Ticket?

Exit tickets are centered on a basic teaching strategy that we will call *Essential Questions*. To begin using *Essential Questions*, ask yourself one guiding question every time you plan a lesson: **If I've taught this lesson to students well, what one question should they be able to answer to prove to me they got the big ideas?**

Essential Questions should differ based on the depth of the standard or objective being taught.

If a health teacher has determined that he only needs his students to have a basic understanding of the cardiovascular system, his Essential Question might be able to be answered with a word or series of words.

- In order, what parts of the heart does our blood flow through?
- What direction does the blood flow through the human heart?

These first two examples of essential questions wouldn't require highly elaborate lesson plans, but often as teachers we are asked to teach objectives that don't require the anything but surface level lessons. An Essential Question is well-designed when it takes the student to an appropriate thinking level. These first two questions indicate the teacher will be satisfied with basic information.

If basic information about the content isn't enough, a teacher's question might provoke a deeper answer. An Essential Question that would require a multi-sentence answer is usually evidence of a question requiring deeper thought. Note how the two questions below go a little deeper than just basic information:

- How does each section of the heart contribute to the oxygenation of our blood?
- When does a lung's work end and the heart's work begin? Or does the heart need to begin the process?

The deepest level of Essential Questions probably comes when the students are asked to synthesize new information with previously learned information, or when students are asked to apply new knowledge to themselves.

- Think of city jobs, from mayors to sewage workers: What city job is most like that of your lungs, and what city job is most like that of your heart? Why?
- To what extent do you keep your heart healthy? How could you improve your heart's health starting tomorrow?

Teachers who use Essential Questions before, during, and after teaching describe how the Essential Question gives focus to their teaching and their students' learning. **What Essential Question(s) might you use to help students see the focus of your lessons tomorrow? Or next week?**

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<i>Exit Pass</i>	<i>Exit Pass</i>
Today's essential question is:	Today's essential question is:
Two things I learned in today's class to answer the essential question are:	Two things I learned in today's class to answer the essential question are:
One question I still have is:	One question I still have is:

*Exit Pass*

Today's essential question is:

Two things I learned in today's class to answer the essential question are:

One question I still have is:

*Exit Pass*

Today's essential question is:

Two things I learned in today's class to answer the essential question are:

One question I still have is:

*Muddiest Point Card*

*The muddiest point in  
----- is:*

*Recall Card*

*Three points I remember  
from today's class are:*

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-

-

*Trash IT!*

*Improvement*

*I've selected  
----- to be  
trashed.*

*Three ways this work  
shows I've improved are:*

*Two reasons it should be  
trashed are:*

-

-

-

-

-

*If I did it over again, I  
would:*

*One thing I still need to  
improve on is:*

-

*Perseverance*

*I tried really hard to:*

*Please pay attention to:*

*Getting There*

*I think I'm starting to:*

-

*- Please notice:*

-

*Favorite*

*I've selected*

----- *as my*  
*favorite because:*

*I used to...*

*Two things I used to do*  
*were*

-

-

*And now I...*

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