



This tool gathers information regarding previous learning and may help to prescribe changes for the day's lesson.

Entry Ticket

When entering a new country, you have to stop at passport control and show your passport. When you visit your doctor or dentist, you are often asked to complete an information or medical history sheet. At passport control, your passport shows government officials where you are coming from and that you have the necessary documents for entering the country. At a medical office, your medical history gives your doctor valuable information to prescribe medical treatment beneficial to your health. **An Entry Ticket provides brief documentation for the teacher regarding previous learning and may help to suggest changes for the day's lesson.**

The Entry Ticket technique is sometimes called Warm-Up, Do Now, Blast Off, Bell Ringer, or Opening Assignment. No matter the name, it gets students working as soon as they enter the classroom, increasing instruction time.

With the Entry Ticket technique, students are given slips of paper as they arrive at the door, or students may pick them up from a specified location in the classroom. The teacher gives a short prompt to focus students' attention or asks the students to recall background knowledge relevant to the day's learning. Students follow the instructions and complete the task immediately.

Entry Tickets are an effective strategy for monitoring student learning and introducing or reviewing instruction.

Entry Tickets can be used to assess for student learning. Use Entry Tickets to assess students' initial understanding of the day's upcoming lesson or the previous lesson. Teachers may also use Entry Tickets to improve teaching and learning by analyzing student responses to look for common misconceptions or areas for re-teaching. Ideally, Entry Ticket questions should be easily interpreted and analyzed to allow time for the teacher to quickly review responses and adjust the lesson if needed.

How to Use an Entry Ticket

To get the maximum value out of the use of an Entry Ticket, use a consistent format so students become familiar with the process.

1. Set Up

Familiarize students with the routine for entering the classroom. The procedure for entering the classroom should be taught on the first day of school and reinforced until the procedure becomes a routine. Decide whether your students will pick up the Entry Ticket each day from a location near the door or whether you will hand the Entry Ticket to the students as they enter the classroom. Entry Ticket questions may be written on the individual papers, a white board, a projector screen, or a flip chart. The important thing is it that your students have been rehearsed to know where to locate Entry Ticket materials and questions so that they can begin working as soon as they enter the classroom.

2. Create

Decide on the content of the Entry Ticket. What information do you want to assess? Think about what you would like the students to review or learn based on the current unit of instruction. Or you may want to gather information about students' prior knowledge or level of interest about an upcoming topic or unit. Write the question or statement on the Entry Ticket or post for students to see.



Entry Ticket (continued)

Examples of questions for an Entry Ticket:

- ♦ What are you looking forward to finding out about in today's lesson and why?
- ♦ What is one thing you already know about . . . ?
- ♦ What are three things that help you learn in this class?
- ♦ What are five things you remember from yesterday's lesson on . . . ?
- ♦ What are three things that a square and a rectangle have in common?
- ♦ How is the number 3,642 written in expanded form?
- ♦ What are three adjectives to use instead of great?

1. Time

Set a specific amount of time for students to answer the Entry Ticket question. It is best if there is a visible timer so that students will know how much time remains to complete the Entry Ticket. Teachers have the choice to reconvene the class when time is up and discuss answers with the students or to quickly gather the Entry Tickets and scan the information in preparation for beginning the lesson. The content of the Entry Ticket and the purpose that the teacher has set for the information will dictate how the teacher views the information. Keep in mind that the time allowed for the Entry Ticket should be relatively short. This should be a brief assessment that does not interfere with time for the main part of the day's lesson.

2. Evaluate and Act

Once the information on the Entry Ticket has been shared by the students or evaluated by the teacher, some type of action should be taken. When listening to answers shared by students, you may notice some misconceptions common to a few students and may want to quickly clarify the information. If the misconception seems to be more widespread to many or all students, you may need to re-teach the material to clarify. If the information is more open-ended, you may use the information to guide the lesson or unit based on student interest or preferences. The important thing is to think about the purpose of the Entry Ticket and use it to guide instruction in some way.

When to Use an Entry Ticket

Using an **Entry Ticket** at the beginning of class helps in these areas:

- ♦ Introduce a new unit by linking a major concept to students' own lives
- ♦ Gauge the level of student interest in a topic
- ♦ Gauge the level of prior knowledge in a topic
- ♦ Bridge the transition from yesterday's lesson to today's lesson to check what students remember, what students can apply, or what questions emerged
- ♦ Check for understanding of a homework assignment
- ♦ Review key content, terms, concepts, or skills presented or practiced during the week

Entry Ticket Variations

Entry Journal

You can post a problem or question on the board and have students write answers in a daily journal.

Measure Progress

Save Entry Tickets and return them to students at the conclusion of instruction. Students can use slips as a measure of learning.



Entry Ticket (continued)

Student Self Reflection

You can ask the same question for Entry and Exit Ticket for the day to measure growth.

Mystery Entry Ticket

Give students a problem to solve or question to answer. Students hand in tickets anonymously. Mix up tickets and share the responses with the class. You can use this for class discussion or to identify common misconceptions and offer explanations.

Entry Ticket Sticky Note

Hand students a sticky note as they enter classroom. Students place their sticky note on a chart showing their level of understanding of a particular topic or concept. You can place key words on the chart such as “100% confident,” “starting to understand,” or “completely lost.”

Entry Tweet

Ask students to “Tweet” their answer on their Entry Ticket. Students can use only 140 characters to answer the question in “Tweet” format.

Value of Using an Entry Ticket

- ♦ Allows participation from each student
- ♦ Provides a prompt for students to focus on key concepts and ideas
- ♦ Gives a high return of information for the amount of time invested
- ♦ Provides important feedback for the teacher that can be useful to guide teaching decisions
- ♦ Assists in classroom management in that they assure that students are actively engaged immediately upon entering the classroom
- ♦ Acts as a gauge for where the day’s lesson needs to start
- ♦ Allows the teacher to assess student interest in a topic and gather student input
- ♦ Allows teacher to quickly assess students’ level of understanding
- ♦ Gives students a voice in their learning
- ♦ Promotes bell-to-bell teaching
- ♦ Allows for immediate feedback from teacher to student

Why use an Entry Ticket instead of an Exit Ticket? With an Exit Ticket students often dash off their response with little thought, just to get out of the classroom as quickly as possible. To elicit a more measured and thoughtful response, consider giving the students the Exit Ticket as an Entry Ticket at the beginning of the class period with the question on it.