

ASSESSMENT DESIGN

Design exit tickets that inform the next lesson

A short exit ticket is useful when each question checks a stated objective and leads to a clear instructional decision.

Start with one observable target

Select the exact competency or lesson objective you taught. Write a one-sentence success criterion, such as: Learners can represent subtraction of integers on a number line and explain the direction of movement. Confirm the wording with your applicable curriculum materials.

Use three purposeful prompts

Use a quick check of understanding, an application task, and a brief explanation prompt. Do not fill the exit ticket with unrelated topics just to increase its length. Keep the response time realistic for the class.

Prepare the expected evidence first

Write the answer key and anticipated misconception before giving the ticket. A wrong answer may reflect calculation, language or representation; collect enough evidence to decide which.

Group responses by the support needed

After the lesson, review responses using anonymous counts: ready to extend, almost there, or reteach first. These are planning categories, not labels or permanent groups for learners.

Choose the next move

Plan a brief clarification for the common error, a guided practice task for those who need it, and a transfer challenge for learners already demonstrating the target. Recheck understanding rather than simply repeating the same test.

ILLUSTRATIVE CLASSROOM EXAMPLE

Illustrative Mathematics 7 exit ticket: (1) Which lies farther left, -3 or -1? Answer: -3. (2) Temperature is 2°C and falls 5°C . New temperature? Answer: -3°C . (3) Explain on a number line why $2 - 5 = -3$. Look for five steps left starting at 2. If responses show the same directional misconception, open the next lesson with a two-minute number-line demonstration.

Teacher review checklist

- ☐ Competency and lesson target verified
- ☐ Each prompt measures the intended learning
- ☐ Expected answers and misconception clues prepared
- ☐ Anonymous response patterns reviewed
- ☐ A precise next-lesson action selected

Check official reference sources

1. DepEd classroom assessment policy (DO 8, s. 2015) — <https://www.deped.gov.ph/2015/04/01/do-8-s-2015-policy-guidelines-on-classroom-assessment-for-the-k-to-12-basic-education-program/>
2. DepEd Revised K to 10 Curriculum Guides — <https://www.deped.gov.ph/revised-k-to-10-curriculum/>

Independent teaching aid, not an official DepEd form. Verify the current learning competency, school instructions, and assessment policy before classroom use. Do not upload identifiable learner records.