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*Sincerely,
Karen Haag*

Sample Exit Sheets from K-12

Elementary students cannot write fast, so I often ask them one question to match the learning goal of the day. For example, at the beginning of the lesson I say, "By the end of today's lesson you will know what sequence means." Then, the exit question matches: write what *sequence* means.

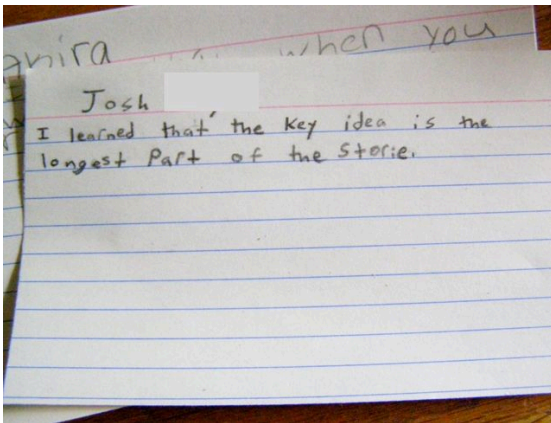
Asking students to draw what a concept means is a perfect one-question assessment also. "By the end of today's lesson, you will understand what theme means so thoroughly that you will be able to draw a picture that shows what it means." At the end of the lesson, readers play with drawing the concept word in their notebooks and share with one another.

When in a rush, I find that I fall back on 2 stock questions: (1) what did you learn about how to read better? (2) How will you use this new learning? When we have a little more time, I ask them to write to a [question set](#) - usually once a week.

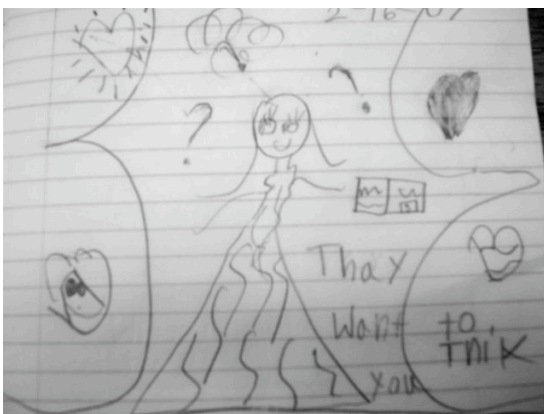
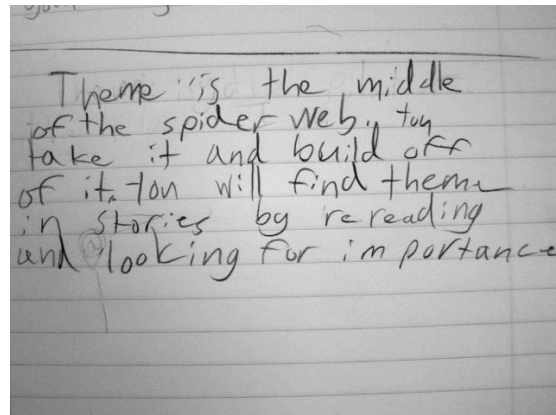
Since my students use [daybooks](#) (reader's notebooks), they usually record their learning there. When they go to a special class, they leave their notebooks open to that page. I read their exit comments, make notes, and take the assessment notes I need while they're out of the room. The next day, students return to that page to review for the new lesson.

The examples show how you can assess the differences among students writing about theme:

I learned that the key idea is the longest part of the storie.
3rd grader



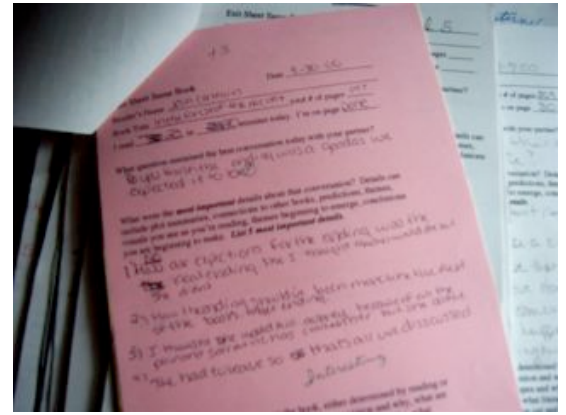
Theme is the middle of the spider web. You take it and build off it. You will find them in stories by reading and looking for importance.
5th grader



They (the author) want you to think.
1st grader

With middle and high school students, I cannot collect notebooks since there are simply too many. The photocopied sheet works much better - 2 per piece of paper to save paper.

I used this exit sheet consistently throughout a questioning unit with students in high school. This group of struggling readers used much class time to read - to get in “the reading zone” when I was there to help them. They discussed their texts in groups. I used the exit sheet on group discussion days. Notice the top of the exit sheet shows how many pages the students read so I could assess how quickly each was reading.



The 3 questions provided a window through which I could study the reading group discussion. Plus, I designed the assessment sheet so that students analyzed what kinds of questions produced “good” discussion.

The beauty of the exit sheet is its flexibility - my ability to change the questions to match what I want to assess. You can see that once students have many exit sheets filled out, they can select their best one for me to grade. They also can spread them out and analyze what progress they’re making in reading.

Reader’s Name _____ Date _____

Book Title _____

Total # of pages in my book _____. I’m on page _____.

I read _____ pages in _____ minutes today.

1. **What question** sustained the best conversation today with your partner?

2. What were the **most important** details about that conversation? Details can include plot summaries, connections to other books, predictions, visuals you see as you’re reading, themes beginning to emerge, conclusions you are beginning to make. **List 5 most important details.**

3. What is **your own thinking** about the book, either determined by reading or from your discussion with others? What is your opinion and why, what are you wondering about, what do you predict will happen and why, what reading strategy did you try today that helped you, what literary device did you notice the author used, what word did you figure out and how did you figure it out? *(Please write on the back.)*