

COMING BACK TO CLIMATE: CLASSROOM EXIT TICKETS

HOW TO USE

In [Coming Back to Climate](#), we highlight the importance of integrating short, formative data cycles that offer real-time information about what is changing, for which students, and what adjustments are needed. Below are menus of exit ticket questions, aligned to climate indicators, organized by grade band. The questions are suggested for weekly or bi-weekly checks, over six-to-eight windows.

For additional climate measures, we would encourage educators to review [PERTS suite of online, teacher-friendly resources](#) which provide additional questions and a suite of web-based tools for continuous improvement. Sample questions from PERTS are indicated with an asterisk (*). Educators of secondary students may also consider providing students with the opportunity to design their own exit ticket questions based on climate benchmarks and classroom goals.

OPEN-ENDED QUESTIONS

The open-ended questions below provide an opportunity to solicit authentic student voice.

Indicator:

Belonging

Questions:

- What things are you most proud of about our school or class?
- Choose the emoticon that best represents:
 - How you felt during [insert class blocks - e.g., math, literacy, science, social studies, etc.]
 - How you are feeling about the upcoming week
 - How your teacher made you feel this week



Equity

- Who in our school community can you go to when you struggle?
- What is one way that what we are learning in school is relevant to your life?
- If you were the principal of the school or the teacher of this classroom, what is one thing that you would do to:
 - Make students treat each other well in school*
 - Make sure all students have their voices heard*
 - Improve the relationship between students and adults in our school*

Secondary:

- How do you believe your race impacts your experience in school?
- What is something you wished your teachers or classmates knew about how your life is impacted by your race?
- What are assumptions about you or your culture that you have heard people make in our school community?
- How has your race impacted your reaction to the recent incidents of racial violence in our country?

Safety

- What part of the day do you feel the most successful?
- What part of the day do you feel the least supported?
- If you were the principal of the school, or the teacher of this classroom, what is one thing that you would do to make sure all students feel safe?
- What is one thing we could do to better support you or your family as our community responds to COVID?

ELEMENTARY

Based on students' development, you may consider using the following scales for the exit tickets:

Disagree a lot, disagree, neither agree nor disagree, agree, agree a lot | Never, once, sometimes, every day | Never, rarely, sometimes, often, always

Indicator:

Questions:

Belonging

- This week in class, I had the chance to talk with my classmates about something that was important to me
- I feel like my classmates care about what happens to me
- I feel like my teacher is glad I am in the class*
- This week in class, I had the chance to do something that made me proud of myself
- This week in class, I felt comfortable answering questions and sharing my ideas*

Equity

- This week in class, my classmates treated me with respect
- This week in class, I felt like everyone followed the rules
- This week in class, I felt like my voice was heard

Safety

- This week in school, an adult from my school checked in to see how I was doing
- This week in school, it was easy for me to stay focused

SECONDARY

Based on students' development, you may consider using the following scales for the exit tickets:

1=disagree a lot to 5=agree a lot | Never, once, sometimes, every day | Never, rarely, sometimes, often, always

Indicator:

Questions:

Belonging

- This week in class, I saw a connection between what we were learning in class and my life
- I feel like my teacher is invested in my success
- This week in class, I felt comfortable answering questions and sharing my ideas
- I feel like my teacher is glad I am in the class*
- This week in class, I felt comfortable answering questions and sharing my ideas*

Equity

- This week in class, my classmates treated me with respect
- This week in class, I felt like the teacher held everyone to the same standard
- This week in class, I felt like my voice was heard

Safety

- This week, an adult from my school checked in to see how I was doing
- This week, I had the support I needed from my teacher to be engaged in learning
- This week, I was able to focus on school when I needed to