

Exit Tickets – Small Tool. Big Insight.

Effective self-assessment begins with clarity about what you are actively trying to improve. Rather than evaluating your teaching in general, identify a specific growth target and collect feedback that measures that focus.

When your instructional goal and your feedback questions are aligned, reflection becomes evidence-based instead of impression-based. This approach turns exit tickets into purposeful tools that guide adjustment, strengthen impact, and support steady professional growth.

Step 1: Define Your Current Teaching Target

Before asking a single question, decide what you are actively trying to improve, and be specific.

Not “be a better teacher.”

Not “run a good workshop.”

Instead:

- Clarify official vs. house rule distinctions
- Increase student confidence in pivot decisions
- Improve pacing during hand analysis
- Strengthen strategic reasoning
- Reduce dependence on instructor reassurance

If you don’t name the target, your feedback will be unfocused. And unfocused feedback doesn’t improve performance.

Step 2: Decide What Type of Insight You Need

Different goals require different types of data. Choose the insight category that matches your target.

There are four primary types of exit-ticket insight:

1. Comprehension Insight – Did they understand what you taught?
2. Application Insight – Can they use it independently?
3. Confidence Insight – Do they feel capable of using it?
4. Clarity Gap Insight – Where is confusion still present?



When instructors skip this step, they default to satisfaction questions. Satisfaction does not equal skill development.

Step 3: Select 1–3 Targeted Questions

Now design questions that directly measure your chosen insight category. The power of the exit ticket is precision. One good question is more valuable than five generic ones.

Example 1

Teaching Target: Clarifying Official Rules vs. House Rules

This target focuses on helping students clearly distinguish between official rules and local variations so they can play confidently in any setting. It challenges the instructor to communicate rule structure with precision while acknowledging differences without blending them. The goal is clarity that reduces confusion and strengthens rule integrity.

Insight Type: Comprehension + Clarity Gap

Exit Ticket Questions:

- “Which rule felt most clear today?”
- “Is there a rule that still feels unclear?”

Why this works:

You are measuring understanding of the exact thing you are refining. If multiple students identify the same confusion, you have actionable data. If they articulate the distinction accurately, your teaching adjustment worked.

Example 2

Teaching Target: Strengthening Strategic Thinking

This target centers on moving students beyond mechanical play toward thoughtful decision-making. It asks the instructor to teach patterns, priorities, and evaluation skills rather than just procedures. The aim is to develop players who can assess options and adjust intentionally as the game unfolds.

Insight Type: Application

Exit Ticket Questions:

- “What strategic adjustment will most influence your next game?”
- “How will you assess your hand differently moving forward?”



Why this works:

These questions require transfer. If students can describe what they'll do differently, the strategy moved beyond explanation into integration. If answers are vague, you likely need more guided repetition.

Example 3**Teaching Target:** Building Independent Confidence

This target focuses on reducing instructional overwhelm so students can process hand assessment with greater clarity and composure. It challenges the instructor to examine sequencing, timing, and the number of options introduced at once. The goal is a smoother instructional flow that supports decision-making without cognitive overload.

Insight Type: Confidence + Support Needs**Exit Ticket Questions:**

- “Rate your confidence in making a pivot decision independently (1–5).”
- “What would increase your confidence further?”

Why this works:

You are measuring emotional readiness, not just knowledge. Confidence scores reveal whether your scaffolding is sufficient. The follow-up question tells you what kind of reinforcement is needed.

Example 4**Teaching Target:** Improving Pacing and Cognitive Load

This target focuses on reducing instructional overwhelm so students can process hand assessment with greater clarity and composure. It challenges the instructor to examine sequencing, timing, and the number of options introduced at once. The goal is a smoother instructional flow that supports decision-making without cognitive overload.

Insight Type: Clarity Gap + Processing Load**Exit Ticket Questions:**

- “Was there a moment today that felt rushed or overwhelming?”
- “What part of the hand analysis felt easiest to follow?”

Why this works:

You're not asking if they liked the workshop. You're diagnosing friction points. If multiple students name the same segment as overwhelming, that's a pacing adjustment. If they



identify what felt clear, you've discovered what structure or explanation method is working. This gives you direct clues about how to calibrate complexity next time.

Example 5

Teaching Target: Increasing Student Engagement and Participation

You've noticed that some students remain quiet, hesitate to contribute, or rely on you to carry the discussion. Your goal is to create a more interactive learning environment where participants feel comfortable speaking up and thinking out loud. This target focuses on fostering active involvement rather than passive observation.

Insight Type: Engagement + Participation Experience

Exit Ticket Questions:

- "Did you feel comfortable contributing to the discussion today?"
- "What would make participation easier for you next time?"

Why this works:

Engagement isn't visible in the same way as rule knowledge is. Some students appear attentive but are mentally withdrawn. These questions surface psychological safety and classroom climate. If responses reveal hesitation or uncertainty, your adjustment might involve clearer expectations, structured turn-taking, or small-group discussion before whole-group sharing.

You are measuring environment, not content, which is exactly what your goal requires.

Example 6

Teaching Target: Strengthening Transfer from Lesson to Live Play

You've observed that students understand concepts during the lesson but struggle to apply them once they return to actual gameplay. Your goal is to ensure that instruction translates into real-time decision-making at the table. This target emphasizes designing lessons that move from explanation to practical execution.

Insight Type: Application + Behavioral Intent



Exit Ticket Questions:

- “In your next game, what specific decision will you approach differently?”
- “What situation still feels hardest to apply today’s concept?”

Why this works:

Transfer is where instruction either succeeds or fails. If students cannot name a specific behavioral shift, the learning is still theoretical. If they can identify a difficult scenario, you’ve uncovered your next teaching opportunity. This type of exit ticket helps you bridge classroom understanding and actual table behavior.

The Decision Filter

Before finalizing your exit ticket, run it through this filter:

- Does this question directly measure my current growth target?
- Will the answers give me something I can adjust?
- Am I collecting insight, or affirmation?

If the question doesn’t change what you’ll do next, it’s not the right question.

Why This Matters for Self-Assessment

Self-assessment without external feedback evaluates intention. Feedback-aligned exit tickets evaluate impact. When instructors choose questions intentionally, they move from “How did I feel that went?” to “What evidence shows whether my instructional goal is working?”

That shift is what turns reflection into professional growth.

Over time, this framework creates a disciplined cycle: Teach → Collect Targeted Insight → Adjust → Repeat

The Pattern to Notice

In every example, the exit ticket questions are not random. They are built backward from the instructor’s growth objective.

- If your focus is pacing, you measure overload.
- If your focus is engagement, you measure comfort and participation.
- If your focus is transfer, you measure behavioral intent.

The mistake some instructors make is using the same three exit questions every time. That produces repetitive, low-value data. The right questions change as your teaching focus changes.



When your exit ticket aligns with your current growth target, feedback becomes strategic rather than sentimental. That's what makes it powerful for self-assessment.

Recommended Exit Ticket Method

Use a pre-printed 3x5 cardstock card with 1–3 targeted questions aligned to your current teaching goal. Hand the card out during the final five minutes of class, not at the door. That timing matters. When students physically receive the card while you're still guiding the room, it signals intention rather than an afterthought.

Frame it clearly: "Before we wrap up, I'd like one quick reflection to help me shape our next session."

Allow two quiet minutes for completion. Collect the cards yourself as students leave. This reinforces that the feedback matters.

After class, review responses the same day while the session is fresh in your mind. Look for patterns, not isolated comments. Circle repeated phrases. Note confidence trends. Identify one adjustment you will make next time.

Then close the loop at the next session: "Several of you mentioned that hand evaluation still felt rushed, so today we'll slow that portion down."

When students see that their input influences instruction, participation increases, and feedback becomes more thoughtful over time.

This method works because it is:

- Short
- Consistent
- Goal-aligned
- Action-oriented

It avoids bureaucracy while preserving professionalism. And most importantly, it turns reflection into refinement.

