

## GUIDING PRINCIPLE 2

### ENHANCING STUDENT EFFICACY



**Strategy:** Admit and Exit Slips

**Audience:** Grades 5 to 12

#### What:

- A strategy used for student self-assessment, an important component in overall assessment
- Students benefit from involvement in assessing their own performance and building evidence of success

#### How:

- Students will email the teacher or write in the Chat prior to beginning the lesson:
  - questions that were not answered for them in the previous session
  - an observation about where they are in the unit
  - a focus statement about what they expect from this class
- Students will email the teacher or write in the Chat at the end of the lesson:
  - one of the important things they learned during the class
  - a question that remains unanswered
  - teacher responds to questions at the beginning of the next class

#### Materials:

- Can be done by Chat or email

#### Example:

##### Admit Slips

Hi Class:-) Before we start please write either

- a question that you have from the previous session
- an observation about where you are in the unit
- a focus statement about what you expect from today's class

I'm not sure I understand what we did on high and low pressure areas (belts). Could you explain again?

##### Exit Slips

Great work everyone! Before you leave tell me...

- one important thing you learned in the class today
- a question that remains unanswered

I liked the collaborative reading. It's good to use when we have to read a hard article. I wouldn't want to do it every day.

Adapted from Manitoba Education and Advanced Learning. *Success for All Learners: A Handbook on Differentiating Instruction*. Winnipeg, MB: 1996. Chapter 6, 6.60–6.61.

#### Inclusive Practices to Consider:

- Some students may need more time before the beginning or after the end of class to complete their slips
- Alternate ways to submit them can be arranged

#### Reference and Links:

[Manitoba Remote Learning Framework](#)

Manitoba Education and Advanced Learning. *Success for All Learners: A Handbook on Differentiating Instruction*. Winnipeg, MB: 1996. Chapter 6, 6.60–6.61.