

# Tickets Out: Checking for Comprehension

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*This is an ongoing, nongraded, individualized formative assessment strategy to enhance teacher/learner communication and inform subsequent planning processes.*

<b>Levels</b>	<b>All</b>
<b>Aims</b>	<b>Increase teacher/student communication and check for student comprehension</b>
<b>Class Time</b>	<b>5 minutes</b>
<b>Preparation Time</b>	<b>5 minutes</b>

The literature for adult language learning has emphasized the benefits of supportive classroom environments that recognize adult learners' individual goals and the autonomy that characterizes their learning. "Tickets Out" is an ongoing, nongraded, individualized formative assessment strategy that instructors can use to begin or end a language lesson to enhance teacher/learner communication and inform subsequent planning processes.

## PROCEDURE

1. During the last 5 minutes of a class session, distribute index cards to each participant.
2. Ask each to respond to a particular prompt related to past or future learning. For example, on the first day of class, the Ticket Out might ask learners to articulate "What is your goal for taking this class?" or "What is a question you have about this course?"
3. The next class session might begin with the instructor reading and addressing a selection of the participants' responses from the previous session.
4. As the course progresses, the Ticket Out might become specific to a lesson's objectives. For example, "What are three instances when you'd use the present perfect tense?"

## CAVEATS AND OPTIONS

1. Depending on their level of English proficiency and the language resources available, allow adult learners to respond in their L1.
2. You can prepare the cards in advance—scaffolding the possibility of responses. For example,
  - How confident are you that you understand the various uses of the present perfect?  
*Choose:* Very confident; somewhat confident; not confident.
  - Which of the following is not a function of the present perfect?  
*Answer:* To express an action that began in the past and has continued to the present.

To express an action that began and finished in the past.

## REFERENCES AND FURTHER READING

- Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Noyce, P., & Hickey, D. T. (2011). *New frontiers in formative assessment*. Cambridge, MA: Harvard Education Press.