

TEACHING INQUIRY

Development of a new question to ask at the next lesson for use on the exit cards, hoping that I could gather more accurate data.

The second time I used the exit cards, the question I asked was more specific.

Don't ask students if they understand, ask them what they know (Killian, n.d.).

Tried to link my question to the learning outcome for the lesson.

FOCUSING INQUIRY

Students telling me how confident they were about the topic, doesn't allow me to sufficiently check for understanding.

What questions would provide optimal data to shape future learning and check for understanding?

How could I use formative assessment to check for prior knowledge/learning?

TEACHING AND LEARNING

Is there something I need to change?

- I need to use exit cards to shape future lesson planning. Potential to check in at the start of the lesson based on previous exit cards.

LEARNING INQUIRY

Exit cards provided me with more in depth data. However, it merely checked that students understood the content and had achieved the learning outcomes, as opposed to providing me with information to shape future classes.

Because students chose a singular party, I only garnered information about their understanding of that party.

Different levels of effort put in. Need to have more structure around exactly what I am looking for.

What are the next steps for learning?

- How am I using the data I am given to effectively plan future learning?