

# Structured Talk for How/Why Reasoning

## Exit Ticket

### Suggestions for Use

It is best to use the exit ticket right after a lesson with structured talk for how/why reasoning. This can be used for a short period of time (2 weeks) intensely to see if students begin to experience the practice differently, or used across a longer period of time (for example surveying students twice in each unit of instruction across a school year).

You will need to have conversations with students about what each of the items mean so that students can begin to understand what, for example, “disagreeing” means. This will help you trust the data you receive back from students. Also, discussing how these forms of discourse are important in science and sharing this data with students can send the message that these items are important for a thoughtful and productive classroom culture.

### Question-specific tips

- Question 1 is intended to relate to the content of the day’s lesson and provide you with formative feedback from students about how they perceive their learning through talk. Feel free to adapt this question to suit your purposes!
- We have found it is useful to keep the items in question 2 consistent.
- Similarly, question 3 spans the exit tickets developed for all practices, and can serve as a means for comparing how different practices support student agency.
- Questions 4 and 5 can tap deeply into students’ perspectives on structured talk, but should be used sparingly as they will quickly become repetitive for students.

The exit ticket itself can be found on the next page.

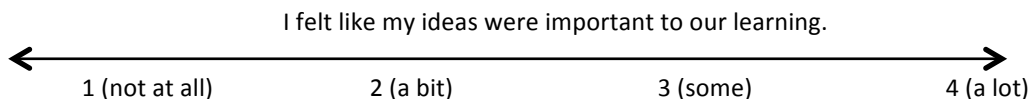
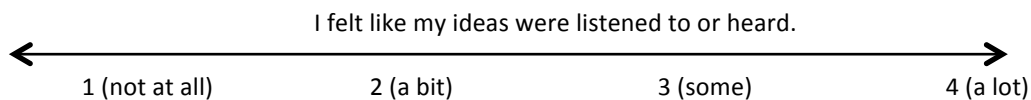
### Structured Talk Exit Ticket

1. Describe one thing that you understand better or differently after talking with your classmate(s).

2. When you talked with your classmate(s), which of the following did you do? (check ALL/ONLY ones you did)

- |  |  |
|--|--|
| <input type="checkbox"/> I <b>shared</b> an idea   | <input type="checkbox"/> I explained why I <b>disagreed</b> with a classmate's idea  |
| <input type="checkbox"/> I <b>listened</b> to a classmate's idea                                     | <input type="checkbox"/> I used <b>scientific evidence</b> to support my idea        |
| <input type="checkbox"/> I <b>repeated</b> a classmate's idea to make sure I understood it correctly | <input type="checkbox"/> I used a <b>sentence stem</b> to support my idea            |
| <input type="checkbox"/> I asked a <b>question</b>   | <input type="checkbox"/> I <b>changed</b> my idea after talking with my classmate(s) |
| <input type="checkbox"/> I explained why I <b>agreed</b> with a classmate's idea                     |  |

3. Please circle how much you agree with the two statements below, on the scale of 1-4.



4. What did you like about talking with your classmate(s), if anything?

5. What did you dislike about talking with your classmate(s), if anything?