

Early Literacy Collaborative (ELC) Student Exit Ticket

Facilitator Instructions, updated April 12, 2024

Opening and overview

Instructions. *Introduce yourself, thank students and share a key goal of the ELC (if needed).*

One way we can learn from you is to have conversations another way is to use forms. This helps us learn from each person's experience. Today we'll complete an "exit ticket" to understand your, unique story when it comes to learning at home and at school.

How to take the survey

Instructions. *Read from this expanded version of exit ticket opening text while holding blank exit ticket form:*

This is not a test. There are not right or wrong answers. Everyone has their own story of who they are and how they feel.

Let's take a look together at these faces and circles. [*Pointing and holding up blank survey*] This is how we'll show if we agree or disagree. Let's do the first one together. This says: "I enjoy reading." Is this really true for you? Do you "really agree" "just agree" "disagree" or "really disagree." We will each have different answers and that's ok. Everyone has different experiences and feelings.

Take a moment to think about what this means for you. You'll then make ONE check mark or color-in the ONE circle next to what you think. Then you can move on to the next one. I'll walk around to help and answer any questions about this activity.

Instructions. *Circulate to see if students understand items and rephrase without leading their opinion. If students are checking multiple boxes per row do a demo of the first question checking disagree, so students know they can use the full 4-point range of the Likert scale and that they should just pick the answer that best fits how they feel. Note that with the faces they'll already be primed to respond strongly agree to the items.*

FAQ with the racial identity question. *Here is some language if a student asks: what is "racial or ethnic group" or "how do I know my culture?" Always helpful is giving your own example.*

Your racial or ethnic identity is about the cultures and background where you are from. It can be where your family is from and also how you see yourself. Some examples are "African American," "Somali" "Eritrean" Ethiopian." You may have a lot of backgrounds too. But thinking about your culture or cultures. We want to know **how** important your culture is to who you are. Is this a big part of how you see yourself or a little part?






When students are done read content in the middle of the exit ticket.

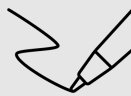
Drawing activity and closing

Thank you. Now let's draw or write about a time when you shared a family lesson at school with your teachers or friends. What did you share and how did it make you feel? When we're done, if you want you can share about this with the full group and about how it felt to teach your friends or teachers something from home.

How I learn at home and school

We want to hear what you think about the things you learn at school and home. This is not a test. There are not right or wrong answers. Everyone has their own story of who they are and how they feel.

	Please make a check mark next to what you think about each sentence below.	 Really Agree	 Agree	 Disagree	 Really Disagree
I enjoy reading.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The books I read at school have people who look like me		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My racial or ethnic group (or groups) is an important part of who I am.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family teaches me important lessons		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use what I learn from my family at school		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family tells me stories about their lives and our history and culture		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Please, draw or write about a time when you shared a family lesson at school with your teachers or friends. What did you share and how did it make you feel?