

# EXIT TICKET PART 1: JOB ASSIGNMENT

20. Choose an **Exit Ticket Job Assignment** for each of your students (see differentiation).
21. Set a Job Assignment Deadline. **"I'm setting a timer for \_\_\_ minute(s). If you complete this job assignment in \_\_\_ minute(s) you will earn \$2."**
22. Remind students, **"The deadline is approaching. There is one minute left."**
23. If there are students who have not completed their Job Assignment within the initial amount of time you allotted, create a second opportunity for a lesser amount of money.

Use the [TAG Writing Rubric](#) to assess Writing Skills for students completing T1 writing assignment.

# PART 2: WORKPLACE COMMUNICATION

24. **"For a Participation Dollar, who will share their sentence?"**
25. **"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"**
26. **"For a Participation Dollar, who can share one of their examples?"**
27. **"(Student Name) said (repeat answer). Nice job earning a Participation Dollar!"**
28. **"For a Participation Dollar, who would like to come up and present their job assignment?"**
29. **"(Student Name), nice job sharing and earning a Participation Dollar!"**

Use the [Exit Ticket Rubric](#) to assess Workplace Communication Skills for students throughout the year. Later, you can enter scores as earnings into [Bankability Payroll](#) field called Exit Ticket.

30. **"For a Participation Dollar, who would like to give feedback to (student) on their presentation?"**
31. **"You can give feedback by telling (Student) what you liked about their presentation. Then, you can ask (Student) a question."**

Be sure that students do both.

- a. Describe what they liked about the presentation (prompt students to say more than "I liked your drawing." Ask, **"What did you like about it?"**)
- b. Ask a question about the presentation.

32. **"Nice job giving feedback and earning a Participation Dollar, (student)!"**
33. After student does both, ask the student presenting, **"(Student), what did you hear [student who gave feedback] say?"**

## Ways to Differentiate

- T1 Student completes [Vocab Paragraph](#) worksheet

| Word | Meaning |
|------|---------|
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |

- T2 Student completes [Vocab Block](#) worksheet

|              |                   |
|--------------|-------------------|
| Define:      | Sentence:         |
| Digitability |                   |
| Examples:    | Draw/Find Picture |

- T3 Student completes [Trace n' Learn](#) card

DIGITABILITY

DIGITABILITY WILL TEACH YOU  
NEW WORK SKILLS TO HELP YOU  
BECOME EMPLOYED.

## Ways to Differentiate

- T1 Use [5 Types of Prompting](#) for verbal responses.
- T2 Use [Sentence Starters & Exit Ticket IECs](#) for prompting.

**Directions: Give your peer feedback. You can say:**

Your presentation was good because...

I like that you...

I enjoyed when you spoke about...

**Directions: Ask your peer a question. You can say:**

How did you.....?

Why did you.....?

What if.....?

- T3 Student completes [Peer to Peer Feedback Cheat Sheet](#)

What did you like about your peer's presentation?

Drawing      Examples      Sentences

Voice      Eye Contact      Check Your Own

**Pro Tip:** Prompt the student to say more than, "I liked your drawing."