

### Exit Ticket Analysis (Lesson 3)

Based on the exit tickets, here's an assessment of the lesson's success:

#### Measurement Question

12 students answered  $1\frac{1}{4}$  correctly, which is approximately 67% of the class.

6 students answered  $1\frac{1}{2}$ , which is approximately 33% of the class.

1 student answered 1, which is approximately 6% of the class.

#### Fill-in-the-Blank Question

The question was "We use standard measurements so everyone gets \_\_\_\_\_."

#### Analysis of Fill-in-the-Blank Answers

While some answers like "same number," "same answer," and "same amount" seem to convey the idea of consistency, others appear unrelated or incomplete.

#### Overall Assessment

The lesson was partially successful, with 67% of students demonstrating understanding of the measurement concept. However, the fill-in-the-blank question revealed some confusion or lack of clarity in student responses. To improve the lesson, consider:

1. Reviewing the concept of standard measurements and its importance.
2. Providing clearer instructions or examples for the fill-in-the-blank question.
3. Encouraging students to elaborate on their answers for better understanding.

About how many students demonstrated that they had the gist of 2?

Approximately 11 students demonstrated an understanding of the concept behind question 2, with answers like:

- "same number" (Istaf, Leah, Humaris, Yorbeislick)
- "same answer" (Nashe, Zahir)
- "same amount" (Collette)
- "yes" (Ahmed)
- "right answer" (Asair)
- "proper measurement" (Nica)

These answers suggest that around 61% of the class (11 out of 18 students) grasped the idea that standard measurements ensure consistency.