Exit Ticket Stack Audit Sequence

The best practice is to conduct the stack audit on the same day that the assessment was administered, and then use this to implement the reteach the following day.

1. **Select a high-impact / standards-aligned exit ticket/s from the week**
   Selection Criteria & Stamping Proficiency:
   - Aligned to a Grade Level Standard
   - Taken directly from the curriculum or re-created with instructional Coach
   - Identify the question, exemplar and CFS

2. **Review Student Work**
   Step 1: Review your Exemplar and CFS for that Exit Ticket
   Why: This allows you to re-internalize what student proficiency looks like and use it to:
   Step 2: Sort into 3 categories/piles: High, Medium, and Low. (optional note catcher)
   - **High**=Met all criteria for success. *Scholar 100% got it!*
   - **Medium**= Met some criteria for success. *Scholar was close to getting it!*
   - **Low**= Met 50% or below of the CFS. *Scholar was not getting it!*

3. **Identify Bright spots and Skills Gap**
   Step 1: Identify Bright spots: Review your High Stack. Ask yourself: *What made this work excellent?* Ground your analysis in your CFS.
   - Valorize strong student work on bulletin boards, blast it on your screen the next day, and explicitly name the strong characteristics. This will reinforce to students what a high bar looks like.
   Step 2: Identify the Skill Gaps: This is perhaps the most important phase of the stack audit. In order to identify skill gaps, we need to reground ourselves in the standard and CFS.
   - Review the standard and distill it down to specific skills.
   - Skills: The tools students need to know in order to master the key concepts!
   - Check yourself with your CFS. Review your Medium and Low stacks with your CFS. Ask yourself:
     - What CFS are students not showing proficiency on?
   - Identify the highest leverage skill. 100% focus here.

4. **Plan your re-teach. We cannot move on until the skill gap is re-addressed and re-taught**.
   - A re-teach does not need to take up much time (10 min)
   - A re-teach is more impactful than moving through the curriculum
   Step 1: Organize and plan the execution of your re-teach. We must address skill gaps in before we move on.
   - Select the format of your reteach (First 10-15 minutes of class, or an opportunity embedded in the lesson, full class, small group pull, partners, stations)
     - Address with clarity the skill missed
     - Provide an exemplar scholar example
     - Revisit the CFS and provide a narrative around each CFS and what made it strong.