

REFLECT Framework Reference Guide

Directions: Review this resource to learn examples of each component of the REFLECT framework, which you can use to integrate reflective practice into your admit and exit tickets.

Ways to Encourage Reflection:	Examples:
Reframe the Prompt: Multiple choice and fill-in-the-blank prompts are often great tools to quickly assess student understanding before or after a lesson. But, to encourage deeper reflection, reframe your prompts to be more open-ended. For example, instead of asking students to summarize a reading, prompt them to analyze the author's choices or relate the text to their own experiences.	1) Create a word problem for students to solve, showing the steps to finding their answer, rather than a closed, multiple-choice question. 2) Ask students to compare a concept they have just learned to what they think they know about an upcoming concept. 3) Ask students to reflect on a past science experiment and record what they learned. 4) Provide a graphic organizer of two characters from a literary text you are analyzing in class and ask them to compare and contrast the character traits.
Engage with Metacognition: While your admit and exit tickets will often be used as a quick check-in to recall facts and concepts, sometimes checking your student's critical reasoning about your lesson topics is important. Encourage your students to think about their own thinking processes by requiring them to answer the "how," "what," and "why" of a concept.	1) Encourage your students to explain a problem-solving process in a step-by-step format for a math word problem. 2) Provide your students with a set of guiding questions that helps them engage in the concepts more deeply. For example, "why do you think this chemical reaction occurred?"; "what step in the experiment do you think was the most important?", etc. 3) Ask students to write down questions for what they do not know or understand in a reading assignment using a post-it note, to uncover what they don't know instead of what they do know. 4) Provide a task to students where they must correct grammatical errors and provide a rationale for why it was incorrect.

Facilitate Discussion:

Create opportunities for students to share their reflections with peers. After your admit or exit tickets are completed by your students, conduct a collaborative discussion with your class- whether in pairs, small group discussions or whole-class sharing.

- 1) Implement think-pair-share activities after independent work is completed.
- 2) Require whole group discussions of their completed admit or exit tickets, and require students to agree, disagree, or expand on other student responses.
- 3) Implement literature circles to facilitate student-led discussions.
- 4) Provide sentence starters or discussion prompts to students in small groups, then support them in discussing the content using those prompts.

Leverage Multiple Modalities:

Provide options for students to demonstrate their understanding in various formats. Written or oral question-and-answer sessions can give you an idea of student learning, but presentations, visual representations, and other modalities can also give you insight into student thinking capabilities. Providing options allows your students to actively engage in the reflection process.

- 1) Allow students to explain the concept to you using a hands-on activity or role-playing exercise.
- 2) Ask students to draw a picture to visually represent the tone in a passage they have read.
- 3) Ask students to diagram or draw why a match concept is valid, using pictorial representations in addition to their hand-written work.
- 4) Rather than providing pen and paper, call on students to orally answer questions.

Encourage Self-Assessment:

After students have completed an admit or exit ticket (or any assessment!), encourage them to evaluate their own work and progress. Ask them to identify their own strengths and areas for improvement. From these insights, you can help them to set personal learning goals for improvement.

- 1) Provide students with rubrics or checklists to help them assess the quality of their work and identify areas for improvement.
- 2) Implement self-assessment reflection prompts at the end of the admit or exit ticket, asking students to evaluate whether they felt confident in their answers.
- 3) Have students create a learning journal or portfolio to track their progress, reflect on their learning, and set personal goals.
- 4) Require students to “score” each other’s work and collaborate for peer feedback.

Connect to Prior Knowledge:

Encourage your students to make connections between their prior knowledge and new knowledge. By relating new concepts to familiar ideas, students can deepen their understanding of both upcoming concepts as well as past concepts they have already learned.

- 1) Provide a concept map or encourage free-write brainstorming as part of your admit or exit ticket.
- 2) Ask students to connect the lesson concepts to something they know in the real world.
- 3) Use real-world scenarios as the prompt students must complete to practice lesson content, like a math problem related to a current event.
- 4) Utilize a KWL chart (What I Know, What I Want to Know, What I Learned).

Tailor Your Feedback:

Provide opportunities in your assessments so that you can offer personalized feedback on student work and reflections. Find ways to acknowledge their insights and support their growth and development as reflective learners.

- 1) Provide specific, actionable feedback to your students on paper or via student conferences.
- 2) Offer praise for students' efforts and growth, not just their achievements, to cultivate a growth mindset and motivate continued improvement.
- 3) Implement review conferences into your weekly/quarterly schedule to review past admit and exit ticket work.
- 4) Scaffold feedback by breaking it down into manageable steps to help provide a plan to students for improvement.