**Exit Task Organizer Tool**

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| **Grade Level:** | **Dates Used:** | **Today’s Date:** |
| **Mathematics Standard:** | | |
| **Mathematical Practices Engaged (check those that apply):**   * 1. Make sense of problems and persevere in solving them. * 2. Reason abstractly and quantitatively. * 3. Construct viable arguments and critique the reasoning of others. * 4. Model with mathematics. * 5. Use appropriate tools strategically. * 6. Attend to precision. * 7. Look for and make use of structure. * 8. Look for and express regularity in repeated reasoning. | | |
| **Task Level (circle one):**   1. Lower Level Demand (Memorization) 2. Lower Level Demand (Procedures Without Connections) 3. Higher Level Demand (Procedures With Connections) 4. Higher Level Demand (Doing Mathematics) | | |
| **Exit Task:** | | |
| **Exit Task’s Solution:** | | |
| **Differentiation Decisions:** | | |
| **Suggestions for Exit Task Revision:** | | |
| **Comments:** | | |

Retrieved from the companion website for *The Formative 5: Everyday Assessment Techniques for Every Math Classroom* by Francis (Skip) Fennell, Beth McCord Kobett, and Jonathan A. Wray. Thousand Oaks, CA: Corwin, [www.corwin.com.](http://www.corwin.com/) Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.