

**RESEARCH ARTICLE**

# Exit Slips As Predictor of Academic Performance

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**Abstract**

Formative assessment plays a vital role in the delivery of quality and relevant education among learners. Data derived from the assessment results provide pieces of evidence for teachers to determine learners who need assistance, advance instructional objectives, track learners' progress toward those standards, and identify what intervention and support are required. This descriptive-survey research examined the impact of exit slips in predicting intermediate pupils' science achievement. Seventy-three pupils were involved in the study who were selected through a total sampling. Weighted mean, ranking, standard deviation, mean percentage score, frequency, Pearson correlation coefficient, and coefficient of determination were utilized to process and analyze statistically the data using SPSS. The findings of the study highlighted that exit slips can help learners in their learning since they reflect pupils' understanding and increase accountability among them. The results revealed that there was a high positive association between the self-rating report and the academic performance of the respondents. The impact of self-reported rating was found significant on the performance of the pupils. Hence, when teachers took necessary and relevant remediation as well as enrichment based on the self-reported rating, academic performance may be improved. It was recommended that teachers may adapt the use of exit slips in their classes to improve academic performance among learners.

**KEYWORDS:**

Education, exit slips, predictor, academic performance, science, descriptive- survey, Philippines

## 1 | INTRODUCTION

Formative assessment plays a vital role in the delivery of quality and relevant education among learners. Data derived from the assessment results provide pieces of evidence for teachers to determine learners who need assistance, advance instructional objectives, track learners' progress toward those standards, and identify what intervention and support are required (Fast Bridge Learning, 2018). Based on international assessment results, Filipino learners continue to perform significantly low in terms of reading, science, and math skills. In 2018, the Programme for International Student Assessment (PISA) conducted a study on 15-year-old learners' reading, science, and math skills. On delving deeper into the highlight of the study, Filipino learners scored 357 in science which is statistically significantly below the Organisation for Economic Co-operation and Development (OECD) average of 489 in the subject. The latest IEA's TIMSS (2019) result revealed the science achievement of fourth-grade Filipinos was 249 which is far behind the TIMSS scale center point of 500 which placed the country in the last rank of 58 participants. According to Berenson (2017), exit slips are a great way to keep track of what learners have learned while also emphasizing the learning experience. Exit slips, as a type of formative assessment, allow the teacher to determine how well

learners grasp what they are learning in class. Depending on the course being learned, this method may be used every day or occasionally. A successful exit slip will say if learners have a basic or advanced knowledge of the subject. Teachers could also utilize this information the following day to adapt teaching to cater to the needs of their learners (Edutopia, 2015). Further, pupils can increase their grasp of the concepts, increase their engagement in the topic, and develop a sense of ownership when exit slips are utilized in class. Learners confirmed that the feedback given to them on their exit slips helped them achieve more in terms of their academic accomplishments (Izor, 2019). It has been noted that exit slips continuously provide educators with an accurate image of student's extent of comprehension of the lesson and successfully help and encourage learners to actively learn (Hawn, 2009; Leigh, 2012; Izor, 2019). Further, exit slips encouraged reflective thinking about teaching. It gave them an edge in improving their curricular practices. Similarly, it indicated growth in content knowledge and a sense of self as a practitioner and learner (Leigh, 2012; Mastromonaco, 2015; Izor, 2019). With limited studies focused on the impact of exit slips on learner's academic performance, this research was undertaken to examine the impact of exit slips in predicting the academic performance of learning among intermediate pupils in one laboratory school in Nasugbu, Batangas, A.Y. 2020-2021. Specifically, this study focused on the assessment of the respondents in exit slips, the self-reported rating on their understanding of the lessons as reflected in their exit slips, the academic performance of the respondents in their Science classes as revealed by their quarterly grade, the significant relationship between the respondents' self-rating report, and their academic performance, and the impact of self-reported rating as reflected in the exit slips on the academic performance of the respondents.

## **2 | REVIEW OF LITERATURE**

### **2.1 | Classroom Assessment**

As stipulated from Section 2 of DepEd Order No. 8, series of 2015, classroom assessment can be understood as a continuous process that identifies, gathers, organizes, and interprets quantitative and qualitative data about what pupils learn and can do. Accordingly, formative and summative assessments are the two types of classroom assessment. Granberg, Palm, & Palmberg, (2021) affirms that formative assessment allows the teacher to gather proof of pupils' learning, and adapts instruction or feedback to achieve the established learning targets. Through peer assessment and self-assessment, pupils take an active role in formative assessment practices including feedback to their classmate's output or themselves. In viewing in this sense, teachers need to encourage and sustain pupil's motivation and proficiency in implementing formative assessment processes. Additionally, the teacher may collaborate with the pupils to develop a shared understanding of the learning goals and create standards to achieve these goals on different levels so that formative assessment practices to be most effective (Black & Wiliam, 2009; Granberg, et al, 2021). Feedbacks provided to those engaged in education is at the core of formative assessment and has little impact until it happens in an educational sense to which it could be applied. (Hattie & Timperley, 2007; Mohamadi, Z., 2018). A summative assessment determines whether set results are achieved following the defined expectations or whether the conditions for accreditation or certification are met (Mohamadi, Z., 2018). It also assesses whether students have fulfilled subject and success indicators. As a result, summative assessment reports are communicated to learners and their parents/guardians (DepEd, 2015).

### **2.2 | Exit Slip**

One of the simplest ways to gather knowledge about students' existing stages of comprehension is to use exit slips (Marzano, 2012). It also tells teachers what kind of practice problems and exercises learners need to better understand the subject (Baron, 2016). Exit slips may be used after class to check for comprehension by making learners outline important elements from the course; identify whether learners can solve issues or respond to a key question depending on the course; make the most critical issue for the day's instruction a priority; allow learners to ask any remaining questions they may have with the class; examine if learners may adapt the material differently; for learners who did not show comprehension during the lecture, guided groups may be created; and learners that show mastery after the course may be given supplemental activities (The Teacher Toolkit, 2021). An experimental study demonstrated that exit slips had a noticeable influence on learners' writing skills and reading ability. It was indicated that summarization and paraphrasing, learners' enthusiasm, teacher's creativity, and input is given in the application of exit slips were among the factors which contributed to learners' progress (Hamdy & Kalisah, 2020). Exit slips in the classroom may be used for a variety of reasons. Exit slips can be used for four distinct types of prompts: prompts to gather formative assessment data, prompts that allow learners to reflect on themselves, prompts that rely on teaching methods, and prompts which are open channels of interaction with the teacher (Marzano, 2012). Lim (2017) posited that exit slip was a

quick way for the teacher to gather feedback. Learners have the opportunity to draw on what they have learned and clarify their questions. It presented the teacher with an accurate picture of the learners' academic success and disposition toward the lesson. As a result, it assisted the teacher in modifying the next day's lesson and teaching accordingly. Exit slips were often mentioned as being incredibly useful, as there are learners who find it embarrassing to tell their teachers their concerns as regards the lesson which often led to a misconception that classes were going well.

### **3 | METHODOLOGY**

#### **3.1 | Research Design**

Surveys are naturally used to determine perceptions, values, views, or individual experiences and/or actions (Leavy, 2017). Since the participants cannot monitor and influence circumstances as they would in an experiment, surveys are often referred to as correlational (Neuman, 2011). A descriptive survey was employed in the study to highlight the impact of exit slips in predicting the academic performance of learning among intermediate pupils of Batangas State University ARASOF-Nasugbu Laboratory School A.Y. 2020-2021.

#### **3.2 | Respondents**

Seventy-three (73) intermediate pupils participated in the study. Of this number, twenty-three (23) were fourth-grade pupils, twenty-five (25) pupils were from fifth-grade, and the remaining twenty-five (25) were sixth-grade pupils. The respondents were chosen through a total sampling procedure.

#### **3.3 | Research Instrument**

A survey questionnaire was the main data gathering tool utilized in this study. With permission, the researcher adopted the questionnaire from Danley, McCoy, and Weed (2016) to determine the perception of the respondents as regards exit slips. To establish the reliability of the questionnaire, it was tested using Cronbach's alpha. With Cronbach's alpha of 0.837, the questionnaire can be deduced to have good reliability.

#### **3.4 | Data Gathering Procedure**

The principal and the coordinator were consulted by the researcher as regards the conduct of the study. After the permission was granted, the researcher secured an assent and consent form. It was explained that the respondents were given autonomy to participate and answer the questionnaire and can cancel their participation if they decide to. Further, participants did not receive compensation but were given a certificate of participation as a token of appreciation. It was also guaranteed that the respondents' data and responses were treated with confidentiality and were subjected to the provisions iterated in the Data Privacy Act of 2012. The respondents answered the survey through Google forms. Pupils accomplished exit slips after every discussion of a lesson through Google Forms for one quarter. There were four lessons every quarter as reflected in the Flexible Learning and Alternative Modes (FLAMES) guidelines as per University Memorandum Order No. 36 series of 2020. In this study, exit slip includes learners' demographic profile, self-reported ratings on how learners understood the lesson, significant learning from the course, questions that learners still have about the lesson, their challenges in accomplishing the lesson, and possible practices that may help improve their learning.

#### **3.5 | Data Analysis**

Weighted mean, ranking, standard deviation, mean percentage score, frequency, Pearson R correlation coefficient, and coefficient of determination were utilized to process and analyze statistically the data using SPSS. Weighted mean, ranking, and standard deviation were used to process and examine the data on the respondents' assessment of the exit slips. Further, mean percentage score and frequency were used to analyze the self-reported rating of the respondents' understanding of the lessons as reflected in their exit slips and the academic performance of the respondents in their science classes as revealed by their quarterly grades, respectively. Finally, the Pearson R correlation coefficient and coefficient of determination were employed to determine the

relationship between the respondents' self-rating report and the academic performance of the respondents and the impact of self-reported rating as reflected in the exit slips on the academic performance of the respondents.

## 4 | FINDINGS AND DISCUSSION

### 4.1 | Respondents' Assessment of Exit Slips

Table 1 elucidates the assessment of the respondents on the use of exit slips in class.

**TABLE 1** Respondents' Assessment on Exit Slips

Indicators	Weighted Mean	SD	Verbal Interpretation
1. Improved accountability in class	3.59	0.54	Strongly Agree
2. Reflect one's learning process	3.61	0.57	Strongly Agree
3. Instructor designed instruction based on exit slip	3.51	0.54	Strongly Agree
4. Helpful tool in the application of learning	3.69	0.55	Strongly Agree
5. A communication tool	3.24	0.72	Agree
6. A tool to reflect one's effort in class	3.45	0.68	Agree
7. Reflection of one's learning	3.65	0.52	Strongly Agree
8. Improved instruction in class	3.51	0.62	Strongly Agree
9. Provide feedbacks on learning materials and strategies	3.57	0.65	Strongly Agree
10. Beneficial for learners	3.49	0.74	Agree
<b>General Weighted Average</b>	<b>General Weighted Average</b>	3.53	Strongly Agree

As revealed in the results, the respondents strongly agree with the idea that exit slips were a helpful tool in the application of their learning. This indicator obtained the greatest weighted mean of 3.69 (SD= 0.55) and ranked first. In viewing the result, it can be stated that the present study coincides with previous results that exit slips can help learners in their learning. It further validates the claim of Brookhart (2013) that, as an innovative strategy, exit slips support pupils in their reflection as to their grasp of the concept being taught. This result is further supported by the fact that respondents similarly agreed on the idea that their answers on the exit slips manifested their understanding of the topic. It recorded a computed weighted mean of 3.65 (SD=0.52) and ranked second. Similarly, the third indicator with a weighted average of 3.61 (SD=0.57) further strengthens the previous findings. Thus, it can be deduced that respondents demonstrated strong agreement on the fact that the exit slips helped me reflect on my learning. In viewing in this sense, it can be affirmed that data from exit slips can be reliable pieces of evidence for teachers to better understand learner's performance in a particular subject. It also highlights the ability of the learners to reflect on their understanding which forms part of their learning of particular knowledge, skills, and values.

Exit slips improved accountability among pupils and received a computed weighted mean of 3.59 (SD=0.54). It illuminates the fact that with the use of exit slips in class, accountability of what learners learn can be developed among them. This plays a very significant part in the educative process. When learners are held accountable for what they learned in class, it increases their motivation to learn as they are aware that they have the responsibility of what they will learn in class.

With a computed mean of 3.57 (SD=0.67), pupils show their strong agreement on the idea that exit slips questions allowed them to give comments on the strategies and learning materials used by the teacher. In explaining the result, it can be stated that exit slips highly encourage reflective thinking about teaching (Leigh, 2012; Mastro Monaco, 2015; Izor, 2019). It can provide teachers with a snapshot of how to improve curricular practice. Further, these improvements on curricular practices may be viewed as relevant feedbacks from learners on the strategies and /or instructional materials used in class.

Additionally, respondents demonstrated their strong agreement on the concepts that shaped by the inputs of pupils on the exit slips, teachers were able to improve the teaching and learning process. These two indicators received a similar mean of 3.51 and SD= 0.62 and 0.54, respectively. On delving deeper into these findings, it can be highlighted that exit slips significantly

improve planning. With the use of the data derived from the responses in the exit slips, teachers can revisit and recalibrate the use of approaches in teaching a particular lesson. This is an opportunity to identify the needs and preferences of learners hence, it improves the learning and retention among learners.

Exit slips were beneficial to me as a learner which received a weighted mean of 3.49 (SD=0.74). Based on the finding, it can be described that exit slips are a beneficial tool that may help learners improve their learning process. Further, the respondents demonstrated their agreement on the concept that exit slips help them to reflect on the efforts exerted in class which received a computed mean of 3.45 (SD=0.68). The finding shed light on the fact that with the use of exit slips in-class learners can reflect on their efforts in learning a particular lesson. This is very essential since with self-reflection they can develop a sense of ownership on what they learned in class. This makes the learning process more meaningful among learners.

Though interpreted as agree, the fifth indicator received the lowest mean of 3.24 (SD=0.72). The result coincides with the conception that there are learners who find it embarrassing to tell their teachers their concerns as regards the lesson which often led to a misconception that classes were going well (Lim, 2017). It can be claimed that this benefit of exit slips has to be strengthened to maximize the power of exit slips. Overall, the respondents had demonstrated their strong agreement on the potentials and benefits of exit slips. This claim is supported by the computed general weighted mean of 3.53. Evidently, exit slips in the classroom may be used for a variety of reasons (Marzano, 2012).

## 4.2 | The Self-Reported Rating on Respondents' Understanding of the Lessons as Reflected in their Exit Slips

Table 2 illustrates the self-reported rating of the respondents' understanding of the lessons as reflected in their exit slips.

**TABLE 2** Respondents' Self-Reported Rating on their Understanding of the Lessons as Reflected in their Exit Slips

Grade Level	Lessons							
	1		2		3		4	
	Average Rating	MPS	Average Rating	MPS	Average Rating	MPS	Average Rating	MPS
Fourth-grade	8.65 (SD=0.98)	87 (P)	8.57 (SD=1.04)	86 (P)	8.70 (SD=1.33)	87 (P)	8.70 (SD=1.33)	87 (P)
Fifth-grade	7.36 (SD=1.66)	74 (B)	7.32 (SD=1.65)	73 (B)	7.44 (SD=1.61)	74 (B)	7.76 (SD=1.64)	78 (D)
Sixth-grade	7.72 (SD=1.81)	77 (D)	7.40 (SD=1.78)	74 (B)	8.00 (SD=1.91)	80 (AP)	7.33 (SD=1.81)	73 (B)

Legend:

B= Beginning

D= Developing

AP= Approaching Proficiency

P= Proficient

A= Advanced

WM= Weighted Mean

As gleaned from Table 2, respondents from fourth grade rated themselves proficient as to their understanding of the lessons with 87 overall mean percentage score while respondents from fifth- and sixth-grade described their understanding as developing with an overall mean percentage score of 75 and 76, respectively. With the use of exit slips learner's performance of the lesson may be monitored by the teacher. The results provided the teacher with an idea of how well learners understood the lesson. Thus, it provides feedback on teachers' approaches and strategies that worked best or those that needed improvement. In viewing the results, fifth- and sixth-grade learners may be given remediation to improve their understanding of the lesson while fourth-grade learners may be given enrichment exercises to further advance their understanding of the lesson. As Lim (2017) posited exit

slip was a quick way for the teacher to gather feedback. Further, teachers could also utilize this information the following day to adapt teaching to cater to the needs of their learners (Edutopia, 2015).

### 4.3 | The Academic Performance of the Respondents in Science as Revealed by Their Quarter Grade

The respondents' academic performance in science is revealed in Table 3 .

**TABLE 3** The Academic Performance of the Respondents in Science as Revealed by Their Quarter Grade

Grade Level	Quarter Grades			Grouped Weighted Mean	Standard Deviation
	Approaching Proficiency	Proficient	Advanced		
Fourth-grade	4	10	9	88.30	3.96
Fifth-grade	12	7	6	86.00	4.47
Sixth-grade	12	8	5	85.82	4.36
Total	28	25	20		

It can be gleaned from Table 3 that twenty-eight (28) or 38.36% of the respondents received “Approaching Proficiency” performance for the quarter; twenty-five (25) or 34.24% of respondents performed “Proficient” during the quarter; while the remaining 20 or 27.40% demonstrated “Advanced” academic performance. When compared according to grade level, fourth-grade respondents performed well in their science class which received a calculated mean of 88.30 (SD=3.96) which can verbally construe as “Proficient”. These results coincide with the findings on the self-rating of the respondents as revealed in their exit slips. Similarly, fourth-grade respondents rated their understanding as “Proficient”.

Further, results revealed that the performance of the fifth- and sixth-grade respondents significantly improved when their self-rating on exit slips was considered. Hence, with the feedbacks provided by the data gathered from exit slips relevant and strategic curricular adjustments may be implemented to help learners improve their understanding of their lessons. It may be construed that exit slips help instructors to recognize pupils' learning and misconceptions of the lesson being studied (Brookhart, 2013); thus, adjust instruction may lead to academic success among learners.

### 4.4 | The Relationship Between the Self-reported Rating and the Academic Performance of the Respondents

Table 4 highlights the relationship between the self-reported rating and the academic performance of the respondents.

**TABLE 4** Correlation Between Self-Rating Reports from Exit Slips and Academic Performance

Grade Level	Correlation Coefficient	Sig.	Decision on Ho	Interpretation
Fourth-grade	0.802	.000	Reject	Significant
Fifth-grade	0.869	.000	Reject	Significant
Sixth-grade	0.726	.000	Reject	Significant

As established in the results in Table 4 , significant positive relationships can be observed between exit slips and learners' academic performance. The findings can further be strengthened by the correlation coefficients of 0.802, 0.869, and 0.726, for the three groups of respondents which can be deduced verbally as High Positive Relationship. Hence, it can be stated that self-rating reports can be a tool to enhance or remediate instructions among learners. This may help learners improve their academic performance. It can be attributed to the fact that with a higher self-rating report from the exit slips there may be a high chance that there may be a high academic performance from the learners.

#### 4.5 | The Impact of Self-reported Rating as Reflected in the Exit slips on the Respondents' Academic Performance

Table 5 reveals the results of the impact of self-reported rating on respondents' academic performance.

**TABLE 5** Correlation Between Self-Rating Reports from Exit Slips and Academic Performance

Grade Level	Coefficient of Determination	Sig.	Decision on Ho	Interpretation
Fourth-grade	0.643	.000	Reject	Significant
Fifth-grade	0.756	.000	Reject	Significant
Sixth-grade	0.526	.000	Reject	Significant

In viewing self-reported rating, the coefficient of determination and the p- values reveal that fifth-grade (CD= 0.756, P=.000) and fourth-grade (CD= 0.643, P=.000) significantly impact their academic performance. Further, the data expose that academic performance may be affected by the self-reported rating by a probability of 76% and 64%, respectively.

Similarly, the self-reported rating of sixth-grade learners constituted 53% of their academic performance as revealed by the coefficient of determination of 0.526. It can be deduced that pupils can increase their grasp of the concepts, increase their engagement in the topic, and develop a sense of ownership when exit slips are utilized in class that often leads to improved academic performance (Izor, 2019).

## 5 | CONCLUSION AND RECOMMENDATIONS

The findings of the study highlighted that respondents strongly agree on concepts that exit slips help learners in their learning since they reflect pupils' understanding and increase accountability among them; fourth-grade learners described themselves as "Proficient" while, fifth- and sixth-grade rated themselves "Developing" in viewing their understanding of the lesson; the three groups of respondents reached "Proficiency" when academic performance is considered. It was also noted that there was a positive high relationship between the self-reported rating and the academic performance of the respondents. The impact of self-reported rating was found significant on the performance of the pupils. Hence, when teachers took necessary and relevant remediation and enrichment based on the self-reported rating academic achievement may increase. Based on the findings and conclusions, it is hereby recommended that teachers may adapt the use of exit slips in their classes to improve academic performance, learners may be consistent in answering exit slips as these feedbacks form part in the improvement of the teaching and learning process, and teachers may strategically utilize data provided by the pupils as to their self-reported rating on their understanding to take necessary remediation and enrichment activities.

### 5.1 | Contributions of the Study

Upon conducting a literature review, it was revealed that there were limited studies as to the impact of exit slips on academic performance particularly in this time of flexible distance learning. As this descriptive-survey study highlighted the assessment of intermediate pupils on exit slips, the self-reported rating on their understanding of the lessons as reflected in their exit slips, the

academic performance of the respondents in their Science classes as revealed by their quarterly grade, the significant relationship between the self-rating report and the academic performance of the respondents, and the impact of self-reported rating on pupils' academic performance, the findings may contribute to the thriving field of inquiry concerning the continuous quest for innovative strategies that may improve academic performance among learners. Also, this may shed light on how teachers can maximize the use of exit slips in their respective classes.

## 5.2 | Limitations and Areas for Future Research

Though pupil-participants were guided on how to accomplish exit slips, there were noted limitations in this research. Some pupils were not consistent in accomplishing exit slips after every lesson. This may provide different results especially when exit slips were accomplished after a long period of interval. Also, there was a low response rate on items that were not required to be answered. With these limitations, instructors were offered the relevant actions when pursuing related research.

The study surveyed intermediate pupils in one laboratory school in science classes. Varied groups of pupils should be included to widen the scope of the study. Additionally, it should entail a greater number of respondents to be involved in the study. The researcher would like to explore using exit slips in different subjects/courses. Finally, the researcher is interested to investigate the lived experiences of pupils and teachers on their utilization of exit slips in class.

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