

1145-H1-1433      **Cristina Runnalls\*** ([ccrunnalls@cpp.edu](mailto:ccrunnalls@cpp.edu)). *A Formative Assessment of Formative Assessment: Exit Slips Over the Years.*

Over the past several years teaching mathematics, I have used exit slips faithfully as a way of assessing students' understanding of a new topic, suggesting direction for the next session, and tracking individual student growth. While I have always found exit slips informative, the ways in which I design and use them has changed. In turn, the success with their use and the information they provide has changed as well. In this talk, I will describe how my exit slip questions have transformed to focus more on the conceptual (and less on the procedural), especially through the use of student writing, feedback loops with past slips, and follow-up discussions. Ways to design more challenging but manageable exit slips, as well as the ways student solutions may be leveraged for future instruction, are discussed as well. (Received September 21, 2018)