

PROMOTING THE USE OF “EXIT TICKET” AND “TRAFFIC LIGHT”
METHODS AS MODERN FORMS OF ASSESSMENT IN THE EDUCATIONAL
PROCESS OF ACADEMIC LYCEUMS

AKADEMIK LITSEYLAR TA’LIM JARAYONIDA BAHOLASHNING
ZAMONAVIY SHAKLLARI BO’LGAN “EXIT TICKET” VA “TRAFFIC LIGHT”
USULLARINI QO’LLASHNI OMMALASHTIRISH

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Abstract. *This article examines the pedagogical role, innovative significance, and potential impact of Exit Ticket and Traffic Light techniques in the educational process of academic lyceums, with particular attention to English language teaching. Using a conceptual review of formative assessment research, it argues that these techniques can make learners' understanding visible at the point when evidence can still influence instruction. Exit Tickets provide short written evidence at the end of a lesson, whereas Traffic Lights enable rapid self-assessment through green, amber, and red signals. Their value is not located in the cards, colours, or digital tools themselves, but in the instructional decisions that follow. When aligned with learning intentions and success criteria, the methods can support retrieval, metacognition, learner agency, differentiated support, and responsive lesson planning. The paper also identifies risks, including superficial prompts, unreliable confidence ratings, public labelling, and the failure to act on collected evidence. A staged model is proposed for institutional dissemination across academic lyceums.*

Keywords: *formative assessment, Exit Ticket, Traffic Light, academic lyceum, feedback, self-assessment, learner achievement*

Аннотация. *В статье анализируются педагогическая роль, инновационное значение и возможное влияние методов «Exit Ticket» и «Traffic Light» на образовательный процесс академических лицеев, с особым вниманием к преподаванию английского языка. На основе концептуального обзора исследований формативного оценивания показано, что эти неоцениваемые отметкой приемы позволяют своевременно выявлять уровень понимания учащихся и корректировать последующее обучение. «Exit Ticket» дает краткое письменное свидетельство усвоения материала в конце занятия, а «Traffic Light» обеспечивает быструю самооценку с помощью зеленого, желтого и красного сигналов. Эффективность методов определяется не самими карточками или цифровыми инструментами, а педагогическими решениями, принимаемыми на основе полученных данных. Правильное применение способствует развитию метапознания, самостоятельности, дифференцированной поддержки и гибкого планирования. Рассматриваются риски формального использования,*

неточной самооценки и публичного маркирования учащихся. Предлагается поэтапная модель распространения практики в академических лицеях.

Ключевые слова: *формативное оценивание, Exit Ticket, Traffic Light, академический лицей, обратная связь, самооценка, учебные достижения*

Annotatsiya. Maqolada akademik litseylar ta'lim jarayonida, xususan, ingliz tilini o'qitishda “Exit Ticket” va “Traffic Light” baholash usullarining pedagogik o'rni, innovatsion ahamiyati hamda o'quvchilar o'zlashtirishiga kutiladigan ta'siri tahlil qilinadi. Formativ baholash bo'yicha ilmiy manbalar konseptual tahlili asosida mazkur baho qo'yilmaydigan usullar o'quvchilarning tushunish darajasini o'z vaqtida aniqlash va keyingi darsni moslashtirish imkonini berishi asoslanadi. “Exit Ticket” dars oxirida qisqa yozma dalil beradi, “Traffic Light” esa yashil, sariq va qizil signallar orqali tezkor o'zini baholashni tashkil etadi. Ularning samarasi kartochka yoki raqamli vositaning o'zida emas, balki olingan ma'lumot asosida qabul qilinadigan pedagogik qarorlarda namoyon bo'ladi. To'g'ri qo'llash metakognitsiya, mustaqillik, differensial yordam va moslashuvchan rejalashtirishni kuchaytiradi. Maqolada yuzaki savollar, noto'g'ri o'zini baholash va o'quvchini oshkora tamg'alash kabi xavflar ko'rsatilib, tajribani litsey miqyosida ommalashtirish modeli taklif etiladi.

Kalit so'zlar: *formativ baholash, Exit Ticket, Traffic Light, akademik litsey, qayta aloqa, o'zini baholash, o'zlashtirish*

Assessment in academic lyceums is often associated with marks, unit tests, examinations, and preparation for admission to higher education. These functions are necessary, but they mainly report what learners have achieved after a period of instruction. Formative assessment serves a different purpose: it gathers evidence during learning and uses that evidence to improve the next teaching and learning actions. Black and Wiliam (1998) concluded that strengthening classroom feedback can produce meaningful learning gains, while their later theoretical work defined formative practice through decisions that are better informed by evidence than they would have been without it (Black & Wiliam, 2009). This distinction is important. A short task becomes formative only when its results influence what the teacher or learner does next. Academic lyceums are especially suitable settings for such practices. Learners study demanding subjects, face rapid progression through the curriculum, and are expected to develop independence before entering higher education. In English lessons, a class may contain students who can recognize a grammatical structure but cannot use it in speech, students who understand a reading text but cannot justify an inference, and students whose silence hides either confusion or fear of public error. Whole-class questions frequently reveal only the voices of confident volunteers. Exit Tickets and Traffic Lights offer brief ways to collect evidence from every learner, including those who rarely speak.

Conceptual Framework and Method. The article uses a conceptual literature-review method. It synthesizes foundational studies of formative assessment, feedback, and self-regulated learning with publications that specifically address exit slips and traffic-light cards. No original experiment is reported; therefore, claims about academic lyceums are

analytical and context-sensitive rather than causal findings from a local sample. This limitation avoids attributing numerical effects to institutions in which the methods have not yet been systematically studied. Three theoretical ideas guide the analysis. First, learners need a clear understanding of the target, their present performance, and the action required to reduce the gap (Sadler, 1989). Second, effective feedback answers three questions: Where am I going? How am I going? What should I do next? (Hattie & Timperley, 2007). Third, formative assessment should progressively help learners monitor and regulate their own learning instead of keeping all evaluative authority with the teacher (Nicol & Macfarlane-Dick, 2006). Exit Tickets mainly generate task-level evidence, while Traffic Lights initially reveal perceived understanding. Both can support self-regulation only when teachers connect them to explicit criteria and follow-up action.

Educational Functions in Academic Lyceums. An Exit Ticket is a focused prompt completed during the final three to five minutes of a lesson. It may ask learners to demonstrate one essential outcome, explain a misconception, apply a concept, or identify a remaining question. In an English lesson, appropriate prompts include: 'Write one accurate sentence using the target conditional'; 'State the writer's claim and one supporting detail'; or 'Revise this sentence and explain the correction.' These items provide more valid evidence than the vague question 'Did you understand?' because they require a performance linked to the lesson objective. Fowler, Windschitl, and Richards (2019) emphasize that exit tickets can reveal student thinking and help teachers adapt instruction, and recent research has also explored their ability to measure learners' interest and self-efficacy (Shehzad, Recker, & Clarke-Midura, 2025).

The Traffic Light method asks learners to indicate green, amber, or red in relation to a precise success criterion. Green should mean 'I can perform this independently and explain my reasoning'; amber, 'I can perform part of it but need clarification or more practice'; and red, 'I cannot yet perform it and need guided support.' The method can be implemented with cards, coloured corners on paper, stickers beside learning objectives, or a digital poll. He (2019) describes traffic-light cards as a compact classroom assessment technique that combines rapid status reporting with space for identifying the least clear point. This modification is valuable because colour alone measures confidence, not necessarily competence.

Table 1. Complementary functions of the two methods

Feature	Exit Ticket	Traffic Light
Evidence	Brief written or digital performance	Self-reported level of confidence or readiness
Best timing	End of lesson or learning sequence	During and after a key stage of the lesson
Teacher use	Diagnose errors; group learners; plan review or extension	Pause, clarify, check patterns, and direct immediate support

Main risk	Superficial prompts or collecting answers without analysis	Confidence mistaken for mastery; public labelling
Reliability check	Use one item aligned with the success criterion	Pair the colour with a reason, example, or micro-task

The first innovative feature is immediacy. Conventional assessment may reveal a problem after the class has already moved to a new unit. A well-designed exit response can show on the same day whether the next lesson should begin with reteaching, targeted practice, peer explanation, or enrichment. The second feature is inclusiveness. Every learner responds, so the evidence is not limited to fast volunteers. Anonymous digital or paper responses can also reduce fear when a class has a strong examination culture. The third feature is pedagogical personalization: teachers can create temporary groups based on a specific misconception rather than a fixed label such as 'weak student.' The fourth innovation is the movement from teacher-controlled evaluation to shared responsibility. Learners compare their performance with a success criterion, name uncertainty, and request appropriate support. This is consistent with the self-regulated learning model of Nicol and Macfarlane-Dick (2006). The fifth is the possibility of low-cost digitalisation. A QR code, learning-management system, or simple online form can summarize patterns quickly; nevertheless, paper versions remain fully valid. Technology improves speed and storage, but it does not improve a weak question. The pedagogical innovation is the evidence-to-action cycle, not the device.

Effective use begins before the lesson. The teacher selects one important learning intention and states a success criterion in observable language. The assessment prompt is then designed backwards from that criterion. If the objective is to evaluate evidence in a reading text, asking learners whether the text was interesting is unsuitable; asking them to identify the strongest piece of evidence and justify the choice is aligned. The teacher should also decide in advance how different response patterns will influence the next lesson. Without this pre-planned decision rule, the collection of answers can become an administrative routine rather than formative assessment.

During the lesson, a Traffic Light check can be used after modelling and again after guided practice. Learners first select a colour privately, then add a short reason or complete a micro-task. If many students show amber for the same reason, the teacher can pause for another example; if only a few show red, targeted support can be provided while other learners complete an extension. At the end, a one-item Exit Ticket should sample the central outcome rather than every detail taught. The teacher may use paper slips, notebooks, or a digital form, but all learners need adequate thinking time and the task should normally remain ungraded so that responses represent understanding rather than strategic grade protection. After the lesson, responses can be coded into four practical categories: secure understanding, partial understanding, shared misconception, and insufficient evidence. These categories lead to corresponding actions: enrichment or peer explanation; short guided practice; whole-class reteaching with a different representation; or a new check because the original prompt was unclear. The next lesson should visibly acknowledge the evidence, for example: 'Several

responses confused the author's claim with the topic, so we will compare them once more.' This closes the feedback loop and teaches learners that honest answers produce useful support. Over time, teachers can compare exit responses with later classwork and formal assessments to judge whether the method is accurately identifying learning needs.

Influence on Learning and Achievement. The methods can influence achievement through four connected mechanisms. First, a performance-based Exit Ticket requires retrieval, which strengthens access to recently learned material and reveals whether knowledge can be used rather than merely recognized. Second, both methods promote metacognitive monitoring: learners pause to judge what they know, what remains uncertain, and which strategy is needed. Third, teachers can adapt instruction before misconceptions become stable. Fourth, regular low-stakes responses may normalize error as useful information and increase participation. Research supports the broader mechanism but also demands caution. Kingston and Nash's (2011) meta-analysis found positive effects for formative assessment while calling for more rigorous and clearly specified studies. Wiliam (2011) similarly argues that classroom techniques matter when evidence activates learners and changes instruction. Specific exit-ticket studies report benefits for reflection, instructional adaptation, and learner engagement (Fowler et al., 2019; Shehzad et al., 2025), but these findings should not be interpreted as proof that any exit slip will raise examination scores in every lyceum. Effects depend on question quality, frequency, teacher response, classroom trust, and alignment with the curriculum.

Traffic Lights have a particular validity problem: learners may overestimate or underestimate themselves. A confident green response can conceal an error, while a capable but anxious learner may select amber. For this reason, colours should not be converted into marks or used as public ability groups. A colour should be followed by evidence: 'Choose a colour and write one example,' or 'Show amber and name the exact step that remains unclear.' The teacher should then triangulate the signal with observation, oral questioning, notebooks, and short tasks. This converts an affective self-report into a more dependable formative judgement.

A Model for Institutional Dissemination. Dissemination should mean disciplined adoption of an effective practice, not the compulsory display of coloured cards in every lesson. A practical lyceum-wide model can begin with a four-to-six-week pilot involving volunteer teachers from several subjects. Teachers agree on common definitions, but design prompts suited to their disciplines. They collect samples of responses, record the instructional action taken, and compare subsequent student work. English teachers, for example, may track recurring errors in argument structure, vocabulary use, listening inference, or grammatical accuracy; mathematics and science teachers may focus on reasoning steps and misconceptions.

Professional learning meetings should examine three questions: Did the prompt produce evidence about the intended objective? What pattern appeared across learners? What changed in the next lesson? A shared planning bank may include performance Exit Tickets, misconception checks, transfer questions, reflection prompts, and traffic-light descriptors. Administrators should evaluate the quality of the feedback cycle rather than count how often

a technique appears in lesson plans. Evidence of successful dissemination may include more precise lesson adjustments, improved completion of follow-up tasks, reduced repetition of common errors, increased participation, and learners' growing ability to explain their next learning step.

Implementation should protect students. Responses used formatively should normally be ungraded, and teachers should avoid photographing or publicly displaying individual red signals. Learners need explicit reassurance that red means 'support is required now,' not failure. Workload also requires attention: one purposeful item analysed consistently is more sustainable than a long form after every lesson. Departments can rotate techniques, use quick coding categories, and reserve detailed written feedback for misconceptions that require it.

Discussion. Exit Tickets and Traffic Lights occupy a useful middle position between informal observation and formal testing. They are brief enough for regular use, yet structured enough to generate records for reflection. In academic lyceums, where curriculum pace and examination pressure can encourage teaching to proceed without checking every learner, these techniques create deliberate pauses in the instructional sequence. Their greatest contribution is diagnostic: they show whether the class is ready to advance and which learners require a different pathway. Their greatest danger is ritualization. If teachers collect cards, admire a colourful chart, and continue with the original plan, assessment has occurred but formative assessment has not.

Conclusion. Exit Ticket and Traffic Light methods can strengthen academic lyceum education by making learning visible, increasing learner reflection, and linking assessment directly to instructional decisions. Their innovative significance lies in immediacy, inclusiveness, personalization, learner agency, and low-cost digital or paper implementation. A positive influence on achievement is plausible when prompts are aligned with success criteria, evidence is interpreted accurately, and teachers provide timely follow-up. The methods should therefore be disseminated through piloting, collaborative review, shared resources, and evidence of changed practice rather than through formal compliance. Used in this way, they can help academic lyceums move from assessment of completed learning toward assessment that actively improves learning.

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