

GEOMETRY

TEKS Exit Tickets

4th Grade Multiplication & Division TEKS Tracking Sheet					4.4B Product of a number and 10 or 100 using properties of multiplication & place value				4.4C Represent 2x2 mult. using arrays, area models, or equations.				4.4D Solve 2x2 and up to 4x1 standard algorithm, partial products, mental math, and the properties of multiplication				4.4E Represent Quotients with arrays, area models or equations			
Exit Slip # →	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Alexander	1	1	1		1	1	1	1												
Valeria	0	½	½		0	0	½	1												
Jaekwon	1	1	1		1	1	1	1												
Chantal	1	1	1		1	1	1	1												
Marco	½	½	1		0	½	1	1												
Enrique	1	1	1		1	1	1	1												
Lillian	1	1	1		1	1	1	1												
Elisa	1	1	1		1	1	1	1												
Ming	0	½	½		½	½	½	1												
Sophie	½	1	1		½	1	1	1												
Miguel	1	1	1		1	1	1	1												
Grace	1	1	1		1	1	1	1												
Marcel	1	1	1		½	1	1	1												
Salim	1	1	1		1	1	1	1												
Misha	0	½	1		0	½	½	1												
no	1	1	1		1	1	1	1												
	1	1	1		1	1	1	1												
	½	1	1		½	1	1	1												
	1	1	1		1	1	1	1												
	½	½	1		0	½	1	1												
	1	1	1		1	1	1	1												

4th
GRADE

Name:

GEOMETRY 4.6B #4

Identify & draw one or more lines of symmetry on 2-D figures



Figure R



Figure S



Figure T



Figure V

Which of these figures appear to have both a horizontal line of symmetry and a vertical line of symmetry?

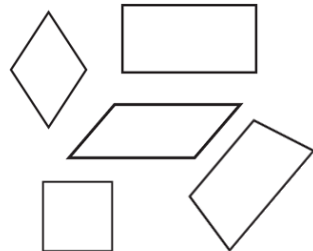
- A. Figure T only
- B. Figures T and V only
- C. Figures R and T only

Name:

GEOMETRY 4.6D #2

Classify 2-D figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of certain sizes

Circle all of the rhombuses.



26 Exit Tickets give you a

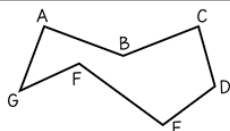
Quick Daily Snapshot

of student learning

Name:

GEOMETRY 4.6A #3

Identify points, lines, line segments, rays, angles, perpendicular and parallel lines



1. Which two line segments appear to be perpendicular?

- A. Line segments CD and DE
- B. Line segments EF and FG
- C. Line segments GA and AB
- D. Line segments GF and EF

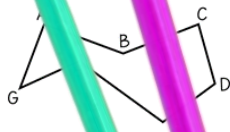
2. What type of angle is angle EDC?

- A. Acute
- B. Obtuse
- C. Right

Name:

GEOMETRY 4.6A #3

Identify points, lines, line segments, rays, angles, perpendicular and parallel lines



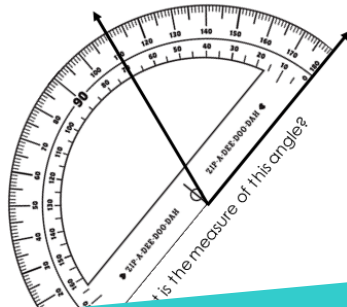
1. Which two line segments appear to be perpendicular?

- A. Line segments CD and DE
- B. Line segments EF and FG
- C. Line segments GA and AB
- D. Line segments GF and EF

Name:

GEOMETRY 4.7C #1

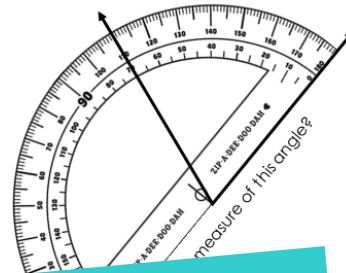
Measure angles with a protractor



Name:

GEOMETRY 4.7C #1

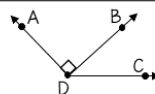
Measure angles with a protractor



Name:

GEOMETRY 4.6A #4

Identify points, lines, line segments, rays, angles, perpendicular and parallel lines



1. What is true about ray DA and ray DB?

- A. They are parallel line segments
- B. They create an obtuse angle
- C. They create a right angle
- D. They create an acute angle

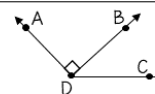
2. What type of angle is angle BDC?

- A. Acute

Name:

GEOMETRY 4.6A #4

Identify points, lines, line segments, rays, angles, perpendicular and parallel lines



1. What is true about ray DA and ray DB?

- A. They are parallel line segments
- B. They create an obtuse angle
- C. They create a right angle
- D. They create an acute angle

2. What type of angle is angle BDC?

- A. Acute

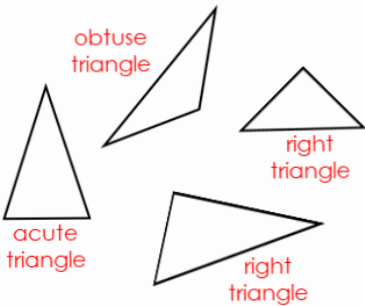
Data Tracking Made Easy

Easily form intervention groups while grading exit slips!

GEOMETRY 4.6C #3

Apply knowledge of right angles to identify acute, right, and obtuse triangles

Label each triangle below acute, obtuse or right triangle.



obtuse triangle

acute triangle

right triangle

**SMALL GROUP**
Students

Valeria
Rashad
Sophie

Ming
Evan

INTERVENTION NOTES

Date: 02/15 No. of Minutes: 10

What we did:
Drew and sorted types of triangles.

GEOMETRY 4.6C #4

Apply knowledge of right angles to identify acute, right, and obtuse triangles

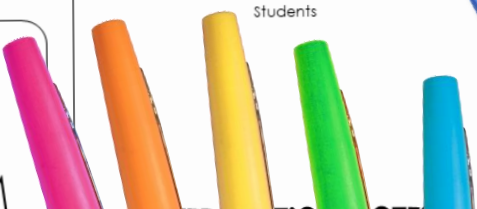
Label each triangle below acute, obtuse or right triangle.



acute triangle

obtuse triangle

**SMALL GROUP**
Students

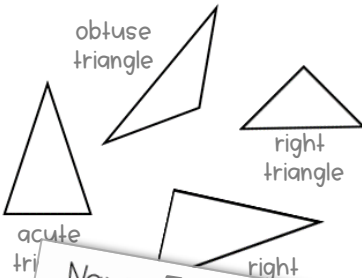


Name: Rashad

GEOMETRY 4.6C #3

Apply knowledge of right angles to identify acute, right, and obtuse triangles

Label each triangle below acute, obtuse or right triangle.



obtuse triangle

acute triangle

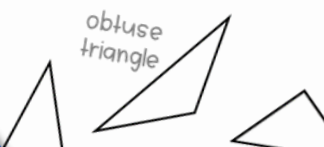
right triangle

Name: Elena

GEOMETRY 4.6C

Apply knowledge of right angles to identify acute, right, and obtuse triangles

Label each triangle below acute, obtuse or right triangle.



obtuse triangle

Track Progress Over Time

Use the TEKS check-off sheet to know where students are at with TEKS mastery

3rd Grade Geometry TEKS Tracking Sheet

3.6A Classify & Sort 2-D & 3-D figures based on attributes using formal geometric language

Exit Slip # →	1	2	3	4	5	6
Briley	✓	✓	✓	✓		
Andrew	0	1/2	✓	✓		
Hope	✓	✓	✓	✓		
Carlos	✓	✓	✓	✓		
Jaelyn	1/2	✓	1/2	✓		
Jee	0	1/2	✓	✓		
Drew	✓	✓	✓	✓		
Franklin	✓	✓	✓	✓		
Rick	0	0	1/2	✓		
Abby	✓	✓	✓	✓		
Jose	1/2	✓	✓	✓		
Evelyn	✓	✓	✓	✓		
Ethan	0	1/2	✓	✓		
Riley	✓	✓	✓	✓		
Amir	✓	✓	✓	✓		
David	✓	✓	✓	✓		

3.6B Use attributes to recognize all types of quadrilaterals

1	2	3	4
✓	✓		
1/2	✓		
0	1/2		
✓	✓		
✓	✓		
1/2	✓		
✓	✓		
✓	✓		
0	1/2		
✓	✓		
✓	✓		
0	1/2		
✓	✓		
✓	✓		
1/2	✓		
✓	✓		

3.6E Recognize that same-sized parts of congruent figures have an equal area

1	2	3	4

SMALL GROUP
Students: Jaelyn, Abby, Jose

INTERVENTION NOTES
Date: 2/27 No. of Minutes:
What we did: used D shape to name attributes.

RESOURCE *includes*



26 Exit Tickets



**6 Exit Tickets per
Readiness Standard**



**4 Exit Tickets per
Supporting Standard**



**Data Tracking
Check-off Sheet**



**Key with space to make
reteach small groups**

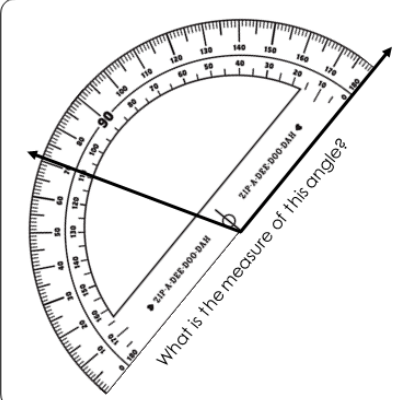
Organized & Easy to Use

4 th Grade Geometry TEKS Tracking Sheet	4.6A Identify points, lines, line segments, rays, angles, perpendicular & parallel lines				4.6B Identify & draw one or more lines of symmetry on 2-D figures				4.6C Apply knowledge of right angles to identify acute, right, and obtuse triangles				4.6D Classify 2-D figures based on parallel & perpendicular lines & angles of certain sizes					
Exit Slip #	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	6
Alexander →	1	1	1		1	1	1	1										
Valeria	0	1/2	1/2		0	0	1/2	1										
Jaekwon	1	1	1		1	1	1	1										
Chantal	1	1	1		1	1	1	1										
Marco	1/2	1/2	1		0	1/2	1	1										
Enrique	1	1	1		1	1	1	1										
Lillian	1	1	1		1	1	1	1										
Elisa	1	1	1		1	1	1	1										
Ming	0	1/2	1/2		1/2	1/2	1/2	1										
Sophie	1/2	1	1		1/2	1	1	1										

Name: _____

GEOMETRY 4.7C #3

Measure angles with a protractor



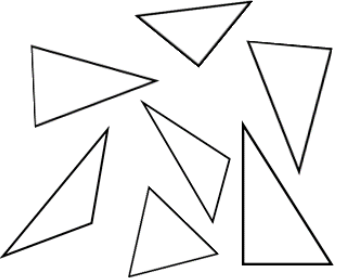
What is the measure of this angle?

Name: _____

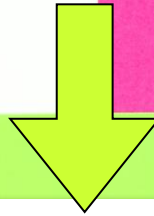
GEOMETRY 4.6C #2

Apply knowledge of right angles to identify acute, right, and obtuse triangles

Circle all of the acute triangles.



TEKS Aligned Exit Tickets

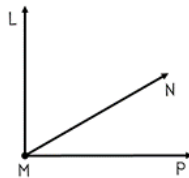


Name: _____

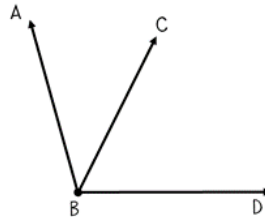
GEOMETRY 4.7E #4

Determine an unknown adjacent angle.

1. What is the measure of angle LMN?
Angle LMP is a right angle and angle NMP is 31° .



2. What is the measure of angle CBD?
Angle ABD is 106° and angle ABC is 42° .



Name: _____

GEOMETRY 4.6D #5

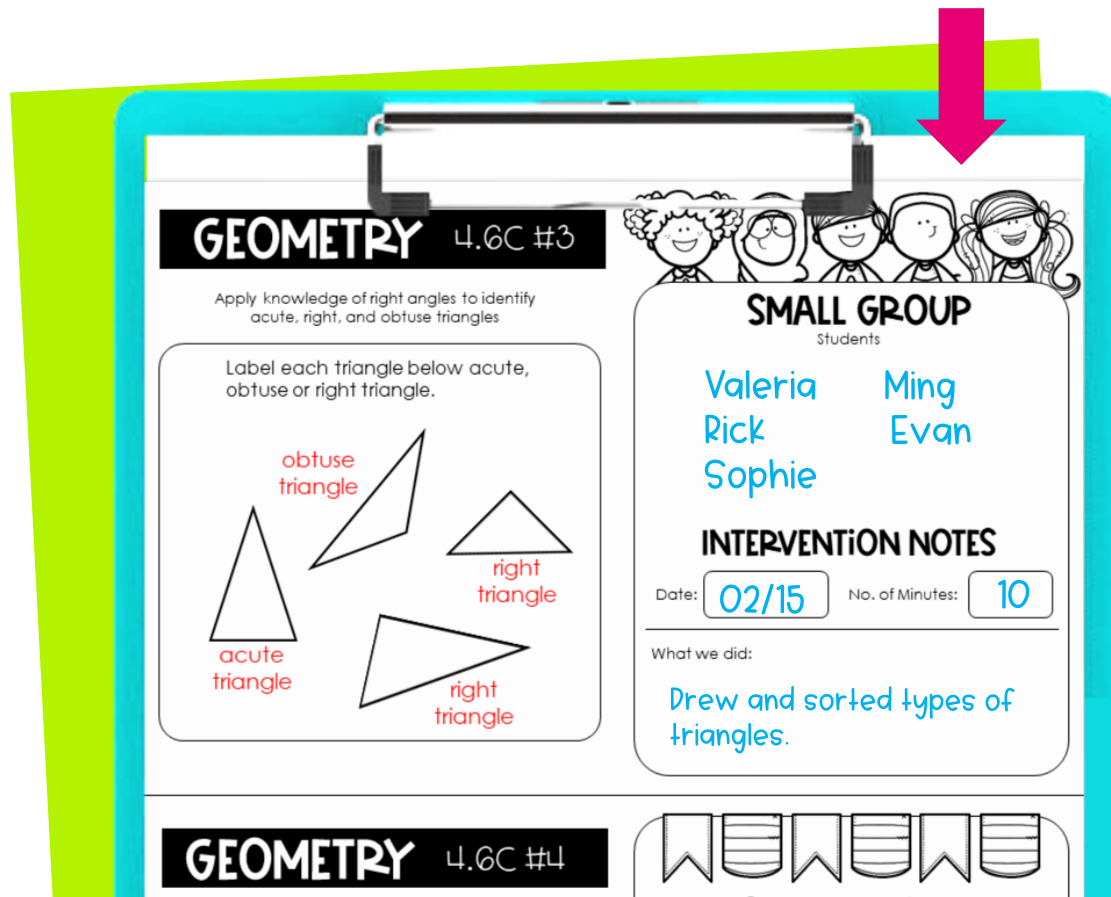
Classify 2-D figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of certain sizes.

Which 2 of the figures listed below could **NOT** have perpendicular lines?

Rectangle	Square
Equilateral Triangle	Trapezoid
Right Triangle	Pentagon
Obtuse Triangle	Rhombus
Parallelogram	

Use the Key to **Make Reteach Small Groups Easily** While You Grade

Track interventions and have data to share at RTI meetings, parent conferences and with your administration



The image shows a clipboard with a worksheet. The worksheet has two main sections. The top section is titled 'GEOMETRY 4.6C #3' and contains a task: 'Apply knowledge of right angles to identify acute, right, and obtuse triangles. Label each triangle below acute, obtuse or right triangle.' Below this task are four triangles: an obtuse triangle, a right triangle, an acute triangle, and another right triangle. The bottom section is titled 'SMALL GROUP' and lists the names of five students: Valeria, Rick, Sophie, Ming, and Evan. Below the names is a section for 'INTERVENTION NOTES' with fields for 'Date:' (02/15) and 'No. of Minutes:' (10). The notes section contains the text 'What we did: Drew and sorted types of triangles.' The worksheet is held by a clipboard with a silver clip at the top. A pink arrow points down to the clipboard. To the right of the clipboard are several colorful paper clips (pink, purple, blue, green) and a yellow sticky note. A teal pen is visible at the bottom right.

GEOMETRY 4.6C #3

Apply knowledge of right angles to identify acute, right, and obtuse triangles

Label each triangle below acute, obtuse or right triangle.

obtuse triangle

right triangle

acute triangle

right triangle

SMALL GROUP

Students

Valeria
Rick
Sophie

Ming
Evan

INTERVENTION NOTES

Date: 02/15 No. of Minutes: 10

What we did:

Drew and sorted types of triangles.

GEOMETRY 4.6C #4

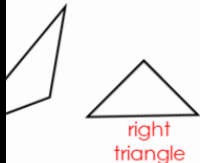
Data Tracking **Made Easy**

Use the TEKS check-off sheet to track progress over time and know where students are at with TEKS mastery.

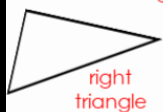
RY 4.6C #3

of right angles to identify
and obtuse triangles

angle below acute,
triangle.



right
triangle



right
triangle

RY 4.6C #4

of right angles to identify
and obtuse triangles

angle below acute,
triangle.

obtuse



SMALL GROUP

Students

Valeria

Ming

Rick

Evan

Sophie

INTERVENTION NOTES

Date: **02/15** No. of Minutes: **10**

What we did:

Drew and sorted types of
triangles.



SMALL

4 th Grade Geometry TEKS Tracking Sheet	4.6A Identify points, lines, line segments, rays, angles, perpendicular & parallel lines				4.6B Identify & draw one or more lines of symmetry on 2-D figures				4.6C Apply knowledge of right angles to identify acute, right, and obtuse triangles				4.6D Classify 2-D based on perpendicular angles of certain			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Exit Slip #																
Alexander →	1	1	1		1	1	1	1								
Valeria	0	1/2	1/2		0	0	1/2	1								
Jaekwon	1	1	1		1	1	1	1								
Chantal	1	1	1		1	1	1	1								
Marco	1/2	1/2	1		0	1/2	1	1								
Enrique	1	1	1		1	1	1	1								
Lillian	1	1	1		1	1	1	1								
Elisa	1	1	1		1	1	1	1								
Ming	0	1/2	1/2		1/2	1/2	1/2	1								
Sophie	1/2	1	1		1/2	1	1	1								
Miguel	1	1	1		1	1	1	1								
Grace	1	1	1		1	1	1	1								
Marcel	1	1	1		1/2	1	1	1								
Salim	1	1	1		1	1	1	1								
Misha	0	1/2	1													
Diego	1	1	1													
Mia	1	1	1													

MARVELmath

Raving Reviews



I love this resource for the quick feedback that I can provide to my students.

-Brianna B.



Loved it! Great resource to wrap up our daily lessons.

-Leslie M.

Raving Reviews



This product is amazing to use with small groups! Thank you for making resources that align with the TEKS and make it easy to stay organized! LOVE! Thank you!!

-Sarah H.



No prep and just what I was looking for!

-Denise A.

This resource is included in these

Time & Money Saving BUNDLES

Click here

4th Grade Exit
Tickets BUNDLE

Click here

4th Grade TEKS
GEOMETRY
BUNDLE



About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.



MARVEL Math