

4th GRADE TEKS

Exit Tickets

BUNDLE

Name:

FRACTIONS

4.3D #2

Compare "Almost One Whole" Fractions

$$\frac{5}{6} \bigcirc \frac{2}{3}$$

$$\frac{6}{7} \bigcirc \frac{9}{10}$$

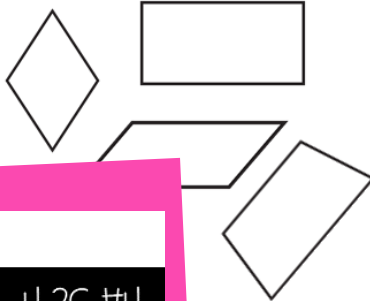
Name:

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.



Name:

PLACE VALUE

4.2C #4

Compare & order whole numbers

Airport	Total Passengers (Boarding) in one year
PHX Phoenix	22,016,714
MIA Miami	21,747,189
CLT Charlotte	22,917,874
MCO Orlando	22,215,929

4 th Grade Multiplication & Division TEKS Tracking Sheet					number and 10 or 100 using properties of multiplication & place value				mult. using arrays, area models, or equations.				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				
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												
Diego	1	1	1		1	1	1	1												
Mia	1	1	1		1	1	1	1												
Rick	½	1	1		½	1	1	1												

Perfect To Use All Year!

Includes Exit Tickets for
all 4th Grade Math TEKS!

Name: _____

MULTIPLICATION/DIVISION 4.4C #4

Represent 2×2 multiplication using arrays, area models, or equations, including perfect squares

1. What multiplication problem is represented by this model?

$10 \times 20 = 200$	$10 \times 5 = 50$
$4 \times 20 = 80$	$4 \times 5 = 20$

A. 24×15
B. 20×24
C. 54×20
D. 14×25

2. Kara solved a multiplication problem with these steps:
 $10 \times 20 = 200$
 $10 \times 2 = 20$
 $3 \times 20 = 60$
 $3 \times 2 = 6$
 $200 + 20 + 60 + 6 = 286$

What multiplication problem did Kara solve?

A. 13×22 B. 30×22 C. 21×32

Name: _____

MULTIPLICATION/DIVISION 4.4C #4

Represent 2×2 multiplication using arrays, area models, or equations, including perfect squares

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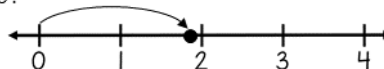
2. Kara solved a multiplication problem with these steps:

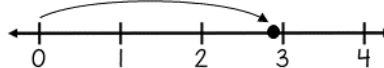
Name: _____

FRACTIONS 4.3G #3

Fractions and Decimals on a number line

Which number line shows a point that best represents a distance that is $2\frac{1}{4}$ units from zero?

A. 

B. 

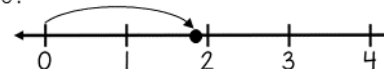
C. 

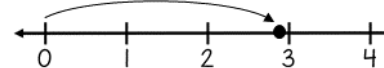
Name: _____

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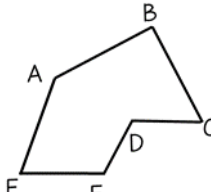
B. 

C. 

Name: _____

GEOMETRY 4.6A #2

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



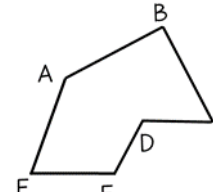
Which two line segments appear to be perpendicular?

A. Line segments AF and FE
B. Line segments AB and BC
C. Line segments AC and BD
D. Line segments AD and DC

Name: _____

GEOMETRY 4.6A #2

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



Which two line segments appear to be perpendicular?

A. Line segments AF and FE
B. Line segments AB and BC
C. Line segments AC and BD
D. Line segments AD and DC

Data Tracking Made Easy

Easily form intervention groups while grading exit slips!

MULTIPLICATION/DIVISION 4.4B #3

Determine Products of a Number and 10 or 100 using properties of operations and place value

1. Which number is 100 times larger than 307?

- A. 3,007
- B. 30,070
- C. 33,700
- ☒ D. 30,700

2. A bank teller has eighty-three \$100 bills. What is the value of the \$100 bills?

\$8,300



SMALL GROUP

Students

Valeria Ming
Rick Evan
Sophie

INTERVENTION NOTES

Date:

10/7

No. of Minutes:

12

What we did:

Used a place value chart to multiply numbers by 10 and 100

MULTIPLICATION/DIVISION 4.4B #4

Determine Products of a Number and 10 or 100 using properties of operations and place value

1. Which table makes this number sense true?

$$\triangle \times 100 = \diamond$$

☒ A	<table><tr><td>$\triangle$</td><td>$\diamond$</td></tr><tr><td>55</td><td>5,500</td></tr><tr><td>66</td><td>6,600</td></tr></table>	$\triangle$	$\diamond$	55	5,500	66	6,600
$\triangle$	$\diamond$						
55	5,500						
66	6,600						

B	<table><tr><td>$\triangle$</td><td>$\diamond$</td></tr><tr><td>55</td><td>5,050</td></tr><tr><td>66</td><td>6,060</td></tr></table>	$\triangle$	$\diamond$	55	5,050	66	6,060
$\triangle$	$\diamond$						
55	5,050						
66	6,060						



SMALL GROUP

Students

Name: Rashad

MULTIPLICATION/DIVISION 4.4B #3

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Name: Emory

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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

3.6B Use attributes to recognize all types of quadrilaterals

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

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

SMALL GROUP Students

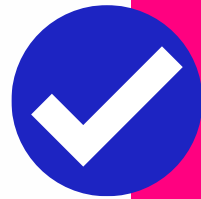
Jaelyn Abby Jose

INTERVENTION NOTES

Date: 2/27 No. of Minutes:

What we did: Used D shape to name attributes.

Resource Includes



224 Exit Tickets



**6 Exit Tickets for every
Readiness Standard**



**4 Exit Tickets for every
Supporting Standard**



**Data Tracking
Check-off Sheets**



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



224 TEKS Aligned Exit Tickets

Name: _____

FINANCIAL LITERACY 4.10A #3

Distinguish between fixed and variable expenses.

Mylee's parents pay \$784 each year for car insurance. This amount is broken into 12 monthly payments that are \$65.33 each. What is true about their monthly car insurance payment?

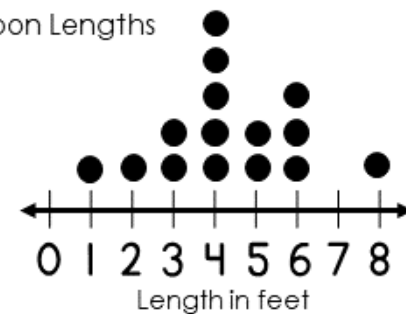
- A. The car insurance payment is a variable expense, because it is the same amount each month.
- B. The car insurance payment is a variable expense, because it changes each month.
- C. The car insurance payment is a fixed expense, because it is the same amount each month.
- D. The car insurance payment is a fixed expense, because it changes each month.

Name: _____

DATA & GRAPHS 4.9A & 4.9B #9

Represent Data & Solve 1 & 2-step problems using data

Ribbon Lengths



1. Make a frequency table representing the lengths of the ribbons shown.

Length (ft.)								
Number of Ribbons								

2. What is the total length of all the ribbons that are 5 feet or longer?

Organized & Easy to Use

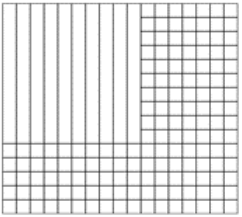
4 th Grade Multiplication & Division TEKS Tracking Sheet	4.4B Product of a number and 10 or 100 using properties of multiplication & place value				4.4C Represent 2x2 mult. using arrays, area models, or equations.				4.4D Solve 2x2 and up to 4x1 standard algorithm, partial products, mental math, and the properties of multiplication				4.4E Represent Quotients with arrays, area models or equations			
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Exit Slip # →																
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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:

MULTIPLICATION/DIVISION 4.4C #3

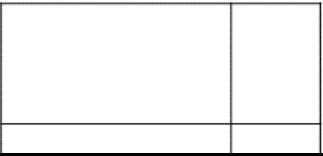
Represent 2x2 multiplication using arrays, area models, or equations, including perfect squares

1. What multiplication problem is represented by this array?



- A. 17×25
- B. 10×57
- C. 15×17
- D. 17×17

2. Complete this area model to represent 28×13 .

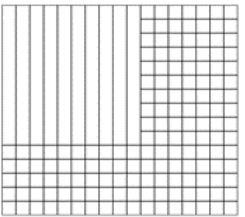


Name:

MULTIPLICATION/DIVISION 4.4C #3

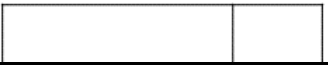
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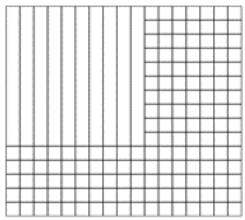
2. Complete this area model to



MULTIPLICATION/DIVISION 4.4C #3

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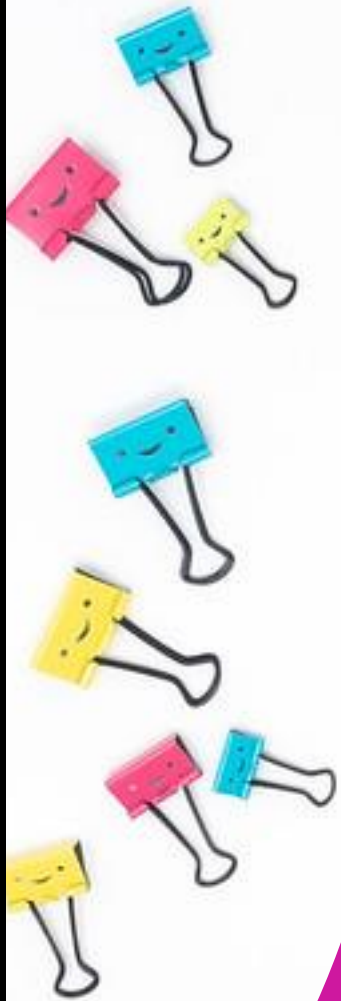


Raving Review

Ellen A.

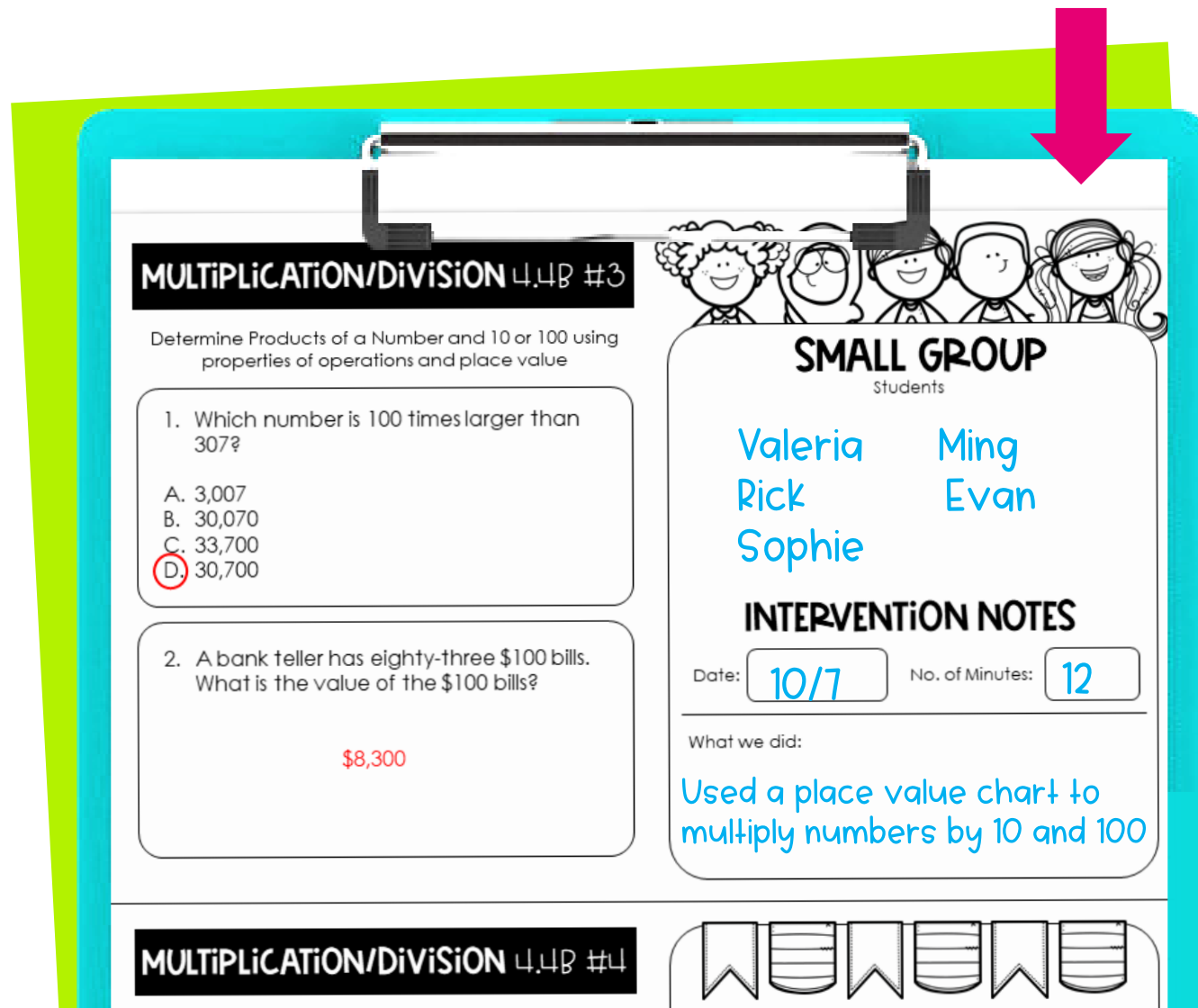


These are a LIFE SAVER! I love how they are easily used to make data tracking happen. I've already gotten compliments on how good I'm doing data tracking this year and it's only been a week! I have been recommending them to every 4th grade teacher I know.



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 'MULTIPLICATION/DIVISION 4.4B #3' and contains two math problems. The bottom section is titled 'SMALL GROUP' and contains a list of student names, a date, and intervention notes. A pink arrow points to the top of the clipboard.

MULTIPLICATION/DIVISION 4.4B #3

Determine Products of a Number and 10 or 100 using properties of operations and place value

1. Which number is 100 times larger than 307?

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B. 30,070
C. 33,700
☒ D. 30,700

2. A bank teller has eighty-three \$100 bills. What is the value of the \$100 bills?

\$8,300

SMALL GROUP
Students

Valeria Ming
Rick Evan
Sophie

INTERVENTION NOTES

Date: 10/7 No. of Minutes: 12

What we did:

Used a place value chart to multiply numbers by 10 and 100

MULTIPLICATION/DIVISION 4.4B #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.

SION 4.4B #3

and 10 or 100 using
place value

es larger than

three \$100 bills.
\$100 bills?



SMALL GROUP
Students

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INTERVENTION NOTES
Date: 10/7 No. of Minutes: 12
What we did:
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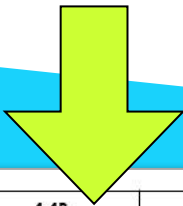
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SMALL GROUP
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Marco	1/2	1/2	1		0	1/2	1	1							
Enrique	1	1	1		1	1	1	1							
Lillian	1	1	1		1	1	1	1							
Elisa	1	1	1		1	1	1	1							
Ming	0	1/2	1/2		1/2	1/2	1/2	1							
Sophie	1/2	1	1		1/2	1	1	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		0	1/2	1/2	1							
Diego	1	1	1		1	1	1	1							
Mia	1	1	1		1	1	1	1							
Rick	1/2	1	1		1/2	1	1	1							

Raving Reviews

Mandie D.



These were extremely helpful when doing a quick check to see if students were mastering concepts being taught. Thank you!

Cheryl R.



These are great! Worded like STAAR and just enough to reveal if the student understands or needs more practice. Love that they follow the TEKS! I bought 3rd, 4th and 5th for all my math classes.

This resource is included in this

Time & Money Saving BUNDLE

Click here

4th Grade TEKS
Year Long 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