

Multiplication & Division TEKS

Exit Tickets

4th Grade
Multiplication & Division
TEKS Tracking Sheet

Exit Slip # →	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			
	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													
Grace																
Marcel																
Salim																
Sha																

Name: _____

MULTIPLICATION/DIVISION 4.4D #1

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

1. A school has 18 classes. Each class has 24 students. How many students are at this school?

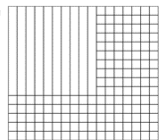
2. Jacob ran 7 laps around the block. Each

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

Name: _____

MULTIPLICATION/DIVISION 4.4D #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?
 $\triangle \times 100 = \diamond$

$\triangle$	$\diamond$
55	5,500
66	6,600
77	7,700

$\triangle$	$\diamond$
55	5,050
66	6,060
77	7,070

C

**4th
GRADE**

MARVEL Math

26 Exit Tickets give you a

Quick Daily Snapshot

of student learning

Name:

MULTIPLICATION/DIVISION 4.4C #1

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

1. What multiplication problem is represented by this model?

$$10 \times 20 = 200$$

$$10 \times 5 = 50$$

- A. 24×15
- B. 20×24
- C. 54×20
- D. 14×25

$$4 \times 20 = 80$$

$$4 \times 5 = 20$$

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 #1

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

1. What multiplication problem is represented by this model?

$$10 \times 20 = 200$$

$$10 \times 5 = 50$$

Name:

MULTIPLICATION/DIVISION 4.4D #4

Multiply up to a 4-digit number by a 1-digit number and a 2-digit number by a 2-digit number

1. A store sold 87 gift cards. Each gift card had a value of \$25. What is the total value of the gift cards the store sold?

2. Camilla and 8 of her friends...

Name:

MULTIPLICATION/DIVISION 4.4D #4

Multiply up to a 4-digit number by a 1-digit number and a 2-digit number by a 2-digit number

1. A store sold 87 gift cards. Each gift card had a value of \$25. What is the total value of the gift cards the store sold?

Name:

MULTIPLICATION/DIVISION 4.4E #1

Represent Quotients with arrays, area models or equations

1. This array shows that the quotient for $123 \div 5$ is:



- A. 27
- B. $24 \text{ r. } 3$
- C. 24
- D. $27 \text{ r. } 3$

Name:

MULTIPLICATION/DIVISION 4.4E #1

Represent Quotients with arrays, area models or equations

1. This array shows that the quotient for $123 \div 5$ is:



- A. 27
- B. $24 \text{ r. } 3$
- C. 24
- D. $27 \text{ r. } 3$

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
Rick
Sophie

Ming
Evan

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

INTERVENTION NOTES

Name: Rashad

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?

Name: Emory

MULTIPLICATION/DIVISION 4.4B #4

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

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

Exit Slip # →	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			
	1	2	3	4	5	6	1	2	3	4	1	2	3	4
Briley	✓	✓	✓	✓			✓	✓						
Andrew	0	1/2	✓	✓			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	✓	✓	✓	✓			✓	✓						
Evelyn	1/2	✓	✓	✓			✓	✓						
Ethan	✓	✓	✓	✓			0	1/2						
Riley	0	1/2	✓	✓			✓	✓						
Amir	✓	✓	✓	✓			✓	✓						
David	✓	✓	✓	✓			1/2	✓						

SMALL GROUP
Students: Jaelyn, Abby, Jose

INTERVENTION NOTES
Date: 2/27 No. of Minutes:
What we did: used small group 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

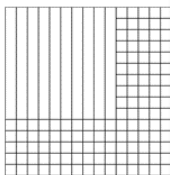
4 th Grade Multiplication & Division TEKS Tracking Sheet	4.4B Product of a number and 10 or 100 using properties of multiplication & place value				4.4C Represent 2x2 mult. using arrays, area models, or equations.				4.4D Solve 2x2 and up to 4x1 standard algorithm, partial products, mental math, and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

Name: _____

MULTIPLICATION/DIVISION 4.4C #3

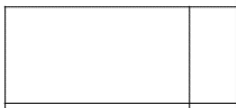
Represent 2x2 multiplication using arrays, area models, or equations, including perfect squares

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 .

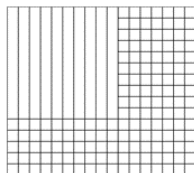


Name: _____

MULTIPLICATION/DIVISION 4.4C #3

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

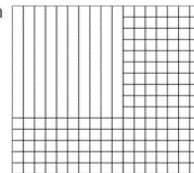
2. Complete

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



TEKS Aligned Exit Tickets

Name:

MULTIPLICATION/DIVISION 4.4B #1

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

1. Which number is 10 times larger than 455?

- A. 45.5
- B. 4,550
- C. 4,505
- D. 45,500

2. A concession stand purchased 325 cases of sports drink. Each case contains 100 sports drinks. What is the total number of sports drinks purchased?

Name:

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

$\triangle$	$\diamond$
55	5,500
66	6,600
77	7,700

B

$\triangle$	$\diamond$
55	5,050
66	6,060
77	7,070

C

$\triangle$	$\diamond$
55	5,005
66	6,006
77	7,007

D

$\triangle$	$\diamond$
55	550
66	660
77	770

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

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

Data Tracking Made Easy

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

ON 4.4B #3

and 10 or 100 using place value

larger than

SMALL GROUP
Students

Valeria Ming
Rick Evan
Sophie

INTERVENTION NOTES

Date: **10/7** No. of Minutes: **12**

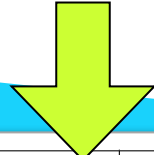
What we did:
Used a place value chart to multiply numbers by 10 and 100

ON 4.4B #4

and 10 or 100 using place value

number sense

SMALL GROUP
Students



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		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
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		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



Loved using these with my small groups!
Great tool for RTI!

-Crystal H.



Great to use for quick assessments to
see if students are grasping concepts.
Love this resource! Thanks :)

-Shannon T.

Raving Reviews



I used this resource with my whole class and then I was able to use each day's activity to pinpoint where my students needed support. I really liked having the page to keep track of the student work. I was able to show it as data for my student growth goals.

-Jamie C.



I love it. A wonderful resource for Texas teachers.

-Ana J.

This resource is included in these

Time & Money Saving BUNDLES

Click here

4th Grade Exit
Tickets BUNDLE

Click here

4th Grade TEKS
Multiplication &
Division 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.



MARVELmath