

DATA & GRAPHS

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
Alexander	1	1	1		1	1	1	1								
Valeria	0	$\frac{1}{2}$	$\frac{1}{2}$		0	0	$\frac{1}{2}$	1								
Jaekwon	1	1	1		1	1	1	1								
Chantal	1	1	1		1	1	1	1								
Marco	$\frac{1}{2}$	$\frac{1}{2}$	1		0	$\frac{1}{2}$	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	$\frac{1}{2}$	$\frac{1}{2}$		$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$									
Sophie	$\frac{1}{2}$	1	1		$\frac{1}{2}$	1	1	1								
Miguel	1	1	1		1	1	1	1								
Grace	1	1	1		1	1	1	1								
Marcel	1	1	1		$\frac{1}{2}$	1	1	1								
Salim	1	1	1		1	1	1	1								
Misha	0	$\frac{1}{2}$	1		0	$\frac{1}{2}$	$\frac{1}{2}$									
Diego	1	1	1		1	1	1	1								
	1	1	1		1	1	1	1								
	$\frac{1}{2}$	1	1		$\frac{1}{2}$	1	1	1								
	1	1	1		1	1	1	1								
	$\frac{1}{2}$	$\frac{1}{2}$	1		0	$\frac{1}{2}$										
	1	1	1		1	1	1	1								

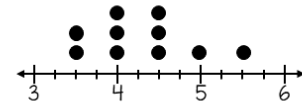
4th
GRADE

Name:

DATA & GRAPHS 4.9A & 4.9B #11

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

Pencil Lengths



Length in Inches

1. Complete the frequency table to represent the data in the dot plot.

Length (in.)	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5	$5\frac{1}{2}$	6
Number of pencils							

2. How many pencils are 4 inches or longer in length?

Name:

DATA & GRAPHS 4.9A & 4.9B #12

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

Cups of Water Consumed by Players During Practice



Cups of Water

1. Complete the dot plot with the data shown in the frequency table.

Cups of Water	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5	$5\frac{1}{2}$	6
Number of Players	4	2	3	3	1	1	0

2. What is the difference between the greatest cups of water consumed by a player and the

Name:

DATA & GRAPHS 4.9A & 4.9B #1

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

Student Heights in Inches

Stem	Leaf
4	38
5	0 1 4 7 7
6	0 1 1 4

4|8 means 48 inches

1. List all the student heights represented on the stem and leaf plot.

2. What is the difference in inches between the tallest and shortest student?

14 Exit Tickets give you a Quick Daily Snapshot of student learning

Name: _____

DATA & GRAPHS 4.9A & 4.9B #1

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

Student Heights in Inches

Stem	Leaf
4	3 8
5	0 1 4 7 7
6	0 1 1 4

4|8 means 48 inches

- List all the student heights represented on the stem and leaf plot.
- What is the difference in inches between the tallest and shortest student?

Name: _____

DATA & GRAPHS 4.9A & 4.9B #1

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

Student Heights in Inches

Stem	Leaf
4	3 8
5	0 1 4 7 7
6	0 1

4|8 means 48 inches

- List all the student heights represented on the stem and leaf plot.
- What is the difference in inches between the tallest and shortest student?

Name: _____

DATA & GRAPHS 4.9A & 4.9B #10

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

Baby Shark Lengths

Length in feet

- Make a dot plot representing the lengths of baby sharks shown in the frequency table.

Length (ft.)	3	4	5	6	7	8
Number of sharks	2	5	4	1	1	1

Name: _____

DATA & GRAPHS 4.9A & 4.9B #11

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

Pencil Lengths

Length in Inches

- Complete the frequency table to represent the data in the dot plot.

Length (in.)	3	3½	4	4½	5	5½	6
Number of pencils							

- How many pencils are 4 inches or longer in length?

Name: _____

DATA & GRAPHS 4.9A & 4.9B #10

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

Baby Shark Lengths

Length in feet

- Make a dot plot representing the lengths of baby sharks shown in the frequency table.

Length (ft.)	3	4	5	6	7	8
Number of sharks	2	5	4	1	1	1

Name: _____

DATA & GRAPHS 4.9A & 4.9B #11

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

Pencil Lengths

Length in Inches

- Complete the frequency table to represent the data in the dot plot.

Length (in.)	3	3½	4	4½	5	5½	6
Number of pencils							

- How many pencils are 4 inches or longer in length?

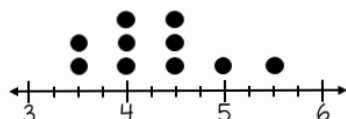
Data Tracking Made Easy

Easily form intervention groups while grading exit slips!

DATA & GRAPHS 4.9A & 4.9B #11

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

Pencil Lengths



Length in Inches

1. Complete the frequency table to represent the data in the dot plot.

Length (in.)	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5	$5\frac{1}{2}$	6
Number of pencils	0	2	3	3	1	1	0

2. How many pencils are 4 inches or longer in length?

5 pencils



SMALL GROUP

Students

Valeria
Leroy
Sophie

Ming
Evan

INTERVENTION NOTES

Date: 4/6

No. of Minutes: 15

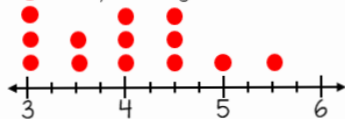
What we did:

Rolled fraction dice to build dot plots and frequency tables.

DATA & GRAPHS 4.9A & 4.9B #12

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

Cups of Water Consumed by Players During Practice



Cups of Water



SMALL GROUP

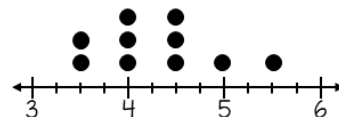
Students

Name: Jared

DATA & GRAPHS 4.9A & 4.9B #11

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

Pencil Lengths



Length in Inches

1. Complete the frequency table to represent the data in the dot plot.

Length (in.)	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5	$5\frac{1}{2}$	6
Number of pencils	0	2	3	3	1	1	0

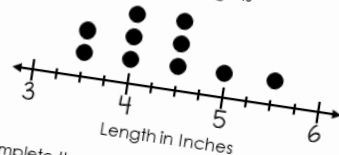
2. How many pencils are 4 inches or longer?

Name: Catalina

DATA & GRAPHS 4.9A & 4.9B #12

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

Pencil Lengths



Length in Inches

1. Complete the frequency table to represent the data in the dot plot.

Length (in.)	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5	$5\frac{1}{2}$	6
Number of pencils	0	2	3	3	1	1	0

2. How many pencils are 4 inches or longer?

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 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

4th Grade DATA & GRAPHS TEKS Tracking Sheet

4.9A Represent Data on a frequency table, dot plot or stem-and-leaf plot marked with whole numbers and fractions.
4.9B Solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.

	Stem-and-Leaf Plots with 2-Digit Whole Numbers		Stem-and-Leaf Plots with 3-Digit Whole Numbers		Stem-and-Leaf Plots with Decimals		Stem-and-Leaf Plots with Fractions		Dot Plots with Whole numbers		Dot Plots with Fractions		Dot Plots with Decimals	
Exit Slip # →	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alexander	1	1	1		1	1	1	1						
Valeria	0	$\frac{1}{2}$	$\frac{1}{2}$		0	0	$\frac{1}{2}$	1						
Jaekwon	1	1	1		1	1	1	1						
Chantal	1	1	1		1	1	1	1						
Marco	$\frac{1}{2}$	$\frac{1}{2}$	1		0	$\frac{1}{2}$	1	1						
Enrique	1	1	1		1	1	1	1						
Lillian	1	1	1		1	1	1	1						

Name:

DATA & GRAPHS 4.9A & 4.9B #3

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

Money Raised

Stem	Leaf
9	5 9
10	0 0 0 0 5
11	0 5

9|9 means 99

1. List all the numbers represented on the stem-and-leaf plot.

Name:

DATA & GRAPHS 4.9A & 4.9B #6

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

Mass in kg

Stem	Leaf

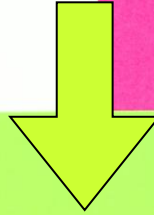
5|6 means 5.6

1. The masses in kg of ten objects are listed:

4.7, 4.2, 3, 5.6, 5.2, 3.3, 3.9, 4.9, 4.9, 3.8

Represent this set of data on the stem-and-leaf plot.

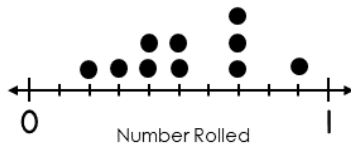
TEKS Aligned Exit Tickets



Name: _____

DATA & GRAPHS 4.9A & 4.9B #13

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



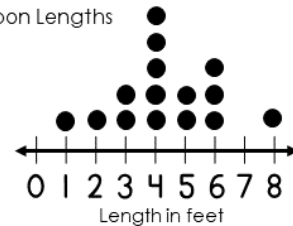
1. Jenna and Mariana rolled decimal dice and recorded the numbers rolled on the dot plot. List the 10 numbers Jenna and Mariana rolled.
2. How many times did the girls roll a number with a value less than six tenths?

Name: _____

DATA & GRAPHS 4.9A & 4.9B #9

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

Ribbon Lengths



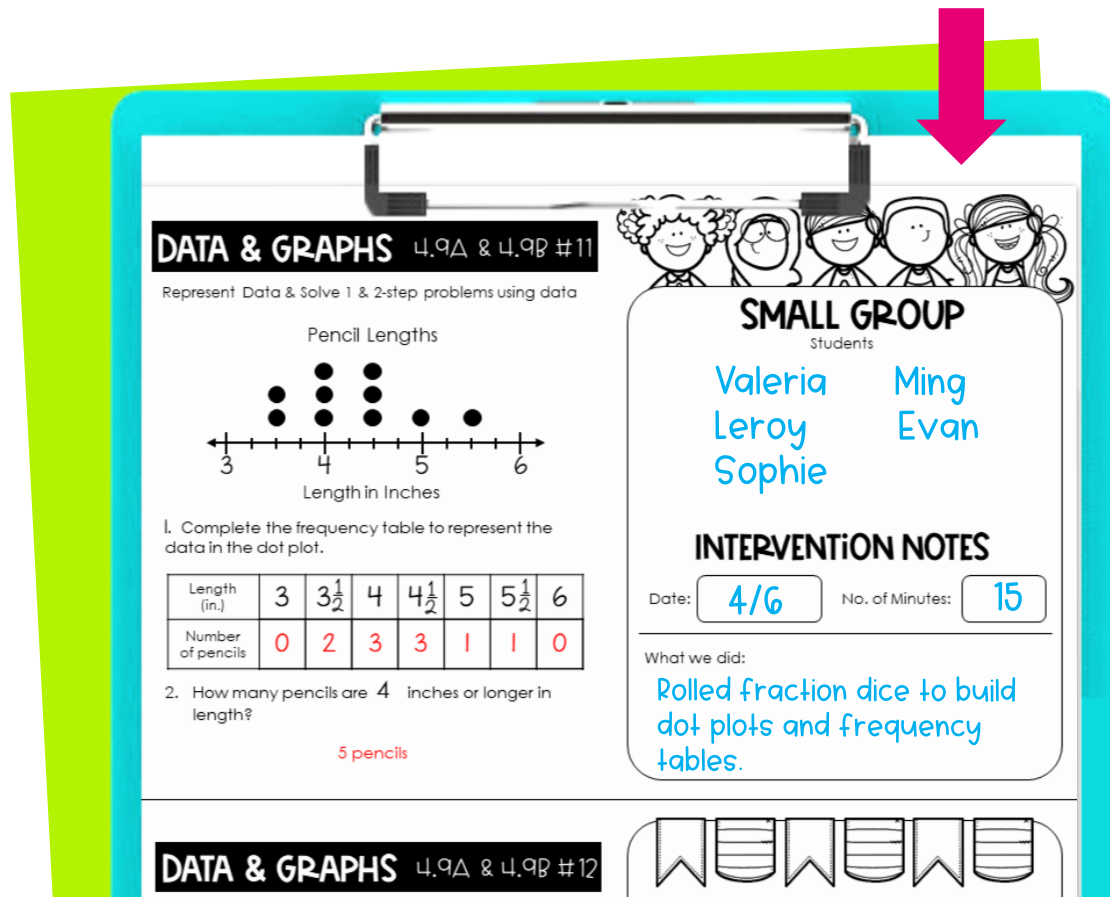
1. Make a frequency table representing the lengths of the ribbons shown.

Length (ft.)								
Number of Ribbons								

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

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

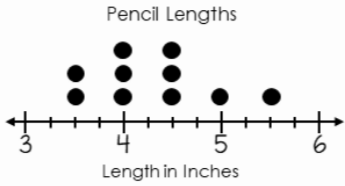
Track interventions and have data to share at RTI meetings, parent conferences and with your administration



DATA & GRAPHS 4.9A & 4.9B #11

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

Pencil Lengths



Length in Inches

1. Complete the frequency table to represent the data in the dot plot.

Length (in.)	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5	$5\frac{1}{2}$	6
Number of pencils	0	2	3	3	1	1	0

2. How many pencils are 4 inches or longer in length?

5 pencils

SMALL GROUP
Students

Valeria Ming
Leroy Evan
Sophie

INTERVENTION NOTES

Date: 4/6 No. of Minutes: 15

What we did:
Rolled fraction dice to build dot plots and frequency tables.

DATA & GRAPHS 4.9A & 4.9B #12

Data Tracking **Made Easy**

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

4.9A & 4.9B #11

problems using data

ths

nes

to represent the

4 1/2 5 5 1/2 6

3 1 1 0

ches or longer in

4.9A & 4.9B #12

problems using data

assumed by

practice

SMALL GROUP
Students

Valeria Ming
Leroy Evan
Sophie

INTERVENTION NOTES

Date: **4/6** No. of Minutes: **15**

What we did:
Rolled fraction dice to build dot plots and frequency tables.

SMALL GROUP
Students

4th Grade
DATA & GRAPHS
TEKS Tracking Sheet

4.9A Represent Data on a frequency table, dot plot or stem-and-leaf plot marked with whole numbers and fractions.
4.9B Solve one- and two-step problems using data in a whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.

Exit Slip # →	Stem-and-Leaf Plots with 2-Digit Whole Numbers	Stem-and-Leaf Plots with 3-Digit Whole Numbers	Stem-and-Leaf Plots with Decimals	Stem-and-Leaf Plots with Fractions	Dot Plots with Whole Numbers	Dot Plots with Fractions	Dot Plots with Decimals
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

Raving Reviews



My students used this resource as daily warm up. I was able to model test taking strategies and expose them to question stems in a quick way. This was great!

-Erika M.



LOVE the exit tickets! So fun and helpful when viewing if students got the concept or not. Great job! Love it SO MUCH!!

-Guadalupe S.

Raving Reviews



I love these exit slips! I use them for entrance tickets also, as a quick pre-assessment.

-Shauna P.



Never disappointed by any of the resources from Marvel Math. Students love them and they are designed to cover teks and have rigor. Thank you!

-Shannon T.

This resource is included in these

Time & Money Saving BUNDLES

Click here

4th Grade Exit
Tickets BUNDLE

Click here

4th Grade TEKS
Data & Graphs
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