



Fourth Grade Math Exit Tickets

A Full Year of Standards-Based Exit Tickets

DIVISION Exit Ticket

Standard	Objective	Ticket Number

PLACE VALUE, ADDITION & SUBTRACTION Exit Tickets

Standard	Objective	Ticket Number
4.NBT.2		

OPERATIONS WITH FRACTIONS Exit Tickets

Standard	Objective	Ticket Number
4.NF.3a	Add: Subtracting Parts of a Whole	1
	Add: Like Denominators	2
	Sub: Like Denominators	3
		4

DIVISION Recording Sheet

Student Name	4.NBT.1	4.NBT.1 & 4.NBT.6	4.NBT.6		4.OA.2	4.OA.3
	1	2	3	4	5	6

4.NF.3c Adding & Subtracting Fractions

Name: _____

PLACE VALUE Recording Sheet

Student Name	4.NBT.2			4.NBT.3			4.NBT.4			4.OA.3		4.OA.5						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

4.NF.3c Adding Mixed Numbers: Associative Property

Name: _____

4.NF.3b Mixed Numbers/ Improper Fractions

Name: _____

4.NBT.2 Digit Values

Name: _____

4.NBT.2 Number Forms

Directions: Write the number in each form.

8,234,567 expanded form _____

4TH GRADE MATH EXIT TICKETS

INCLUDES A FULL YEAR OF 150+ STANDARDS-BASED EXIT TICKETS

Answer Key

4.NBT.2

MD.1 Measurement Systems: In., ft., yds. Exit Ticket 1

Determine if the length of each real-life item should be measured in inches, feet, or yards.

1. feet 2. inches 3. yards

A dump truck is about 18 feet long. How many inches long is a dump truck?

1 foot = 12 inches
18 x 12 = 216

18 feet = 216 inches
A dump truck is 216 inches long.

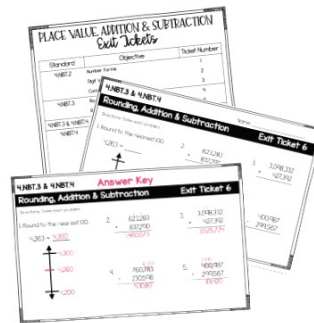




TEACHER DIRECTIONS

WHAT IS INCLUDED:

- Exit tickets for each 4th Grade Common Core standard, (52 tickets total)
- A guide for each group of exit tickets that shows the skill, the covered standard, and the corresponding ticket number
- Answer keys for each exit ticket
- A chart to track which tickets you have used along with student progress



OPTIONS FOR USING EXIT TICKETS

- Use daily or weekly at the end of the class to assess students' understanding of a newly taught skill
- Assign to students to complete individually
- Remind students that exit tickets are not a test or a quiz, rather a quick check for understanding
- Have students hand you their exit ticket as they are lining up, and review each one immediately
- Use at the beginning of the class period to see how much students retained and understand from the previous lesson
- Alternatively, you can use these tickets as a preview of new material to see what students already know about a new topic
- Use the data from exit tickets to plan future instruction and prepare small group lesson plans

PLACE VALUE, ADDITION & SUBTRACTION Exit Tickets	
Standard	Objective
4.NBT.2	Number Forms
	Digit Values
	Comparing Numbers
4.NBT.3	Rounding
	Rounding
4.NBT.3 & 4.NBT.4	Rounding, Addition
4.NBT.4	Addition Standard
	Addition Standard
	Addition Give & Take
	Addition Give & Take
	Subtraction Standard
	Subtraction Standard
	Subtraction Estimation

DIVISION Exit Tickets	
Objective	Ticket Number
D's, 100's, and 1,000's	1
T's, 100's, and 1,000's	2
Dividends	3
Dividends	4
with Equal Groups	5
with Arrays	6
Remainders	7
with Remainders	8
with Partial Quotient	9
with Partial Quotient	10
with Partial Quotient	11
	12
	13
Divisors	14
Divisors	15



Get started right away with teacher directions and an at a glance for each unit


GEOMETRY Exit Tickets


Standard	Objective	Ticket Number
4.G.1	Classifying Lines	1
	Parallel & Perpendicular Lines	2
	Types of Angles	3
	Benchmark Angles	
	Classifying Lines	
4.G.2	Right Triangles	
	Classifying Shapes	
	Classifying Shapes	
4.G.3	Lines of Symmetry	
	Lines of Symmetry	
4.MD.6	Measuring Angles	
	Measuring & Classifying Angles	

4.G.3 Lines of Symmetry Exit Ticket 9

Name: _____

Directions: Determine if the shape is symmetrical. If yes, draw a line of symmetry.




1. 

2. 

4.G.2 Classifying Shapes Exit Ticket 7

Name: _____

Directions: Determine if the shapes in the table have parallel lines, perpendicular lines, or both. Put a checkmark in the table to mark your answer.

	Parallel	Perpendicular	Both
1. 			
2. 			
3. 			


GEOMETRY Recording Sheet


Student Name: _____

	4.G.1					4.G.2			4.G.3					4.MD.6					4.MD.7		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
Samuel Reed	5/6	4/4	5/5	6/4	4/4																

4.G.2 Right Angles Answer Key Exit Ticket 6

Directions: Determine if the triangle shown is a right angle. Write yes or no on the line.

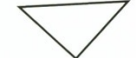
1.  yes


2.  no


4.G.2 Right Triangles Exit Ticket 6


Name: Samuel Reed

Directions: Determine if the triangle shown is a right triangle. Write yes or no on the line.

1.  Yes

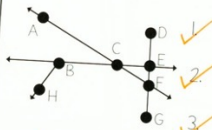
2.  no

3.  no

4.  yes

4.G.1 Classifying Lines Exit Ticket 4

Directions: Use the figure below to answer the questions.




1. Is DG a line, line segment, or ray? line segment

2. Identify one ray. ray CH

3. Is BE a line, line segment, or ray? line

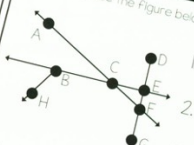
4. Use the space below to draw a set of parallel lines.

Great job! 4/4



4.G.1 Classifying Lines Answer Key Exit Ticket 5

Directions: Use the figure below to answer the questions.




1. Is DG a line, line segment, or ray? line segment

2. Identify one ray in the figure. ray CA

3. Is BE a line, line segment, or ray? line

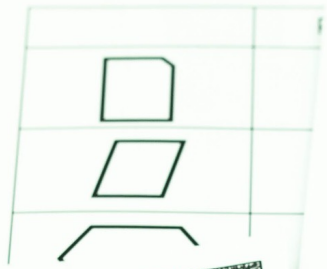
4. Use the space below to draw a set of parallel lines.




Exit tickets print 2 per page for quick printing and zero paper waste

Classifying Shapes

Exit Ticket 7



GEOMETRY Recording Sheet

Student Name	4.G.1					4.G.2			4.G.3			4.MD.6				4.MD.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Samuel Reed	5/6	4/4	5/5	6/4	4/4													

Name: Samuel Reed

Exit Ticket 6

triangle. Write yes or no on the line.

2.



no

4.

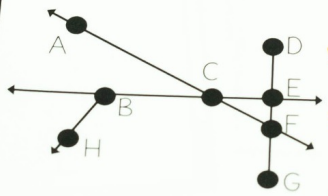


yes

4.G.1

Classifying Lines

Directions: Use the figure below to answer the questions.



- 1. ✓ Is DG a line, line segment, or ray?
- 2. ✓ Identify one ray in the figure.
- 3. ✓ Is BE a line, line segment, or ray?

4. ✓ Use the space below to draw a set of parallel lines.



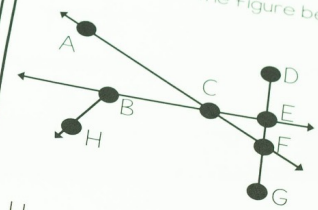
Great job! (4/4)

4.G.1

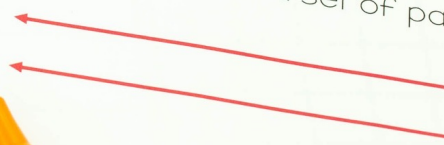
Classifying Lines

Answer Key

Directions: Use the figure below to answer the questions.



- 1. Is DG a line, line segment, or ray?
- 2. Identify one ray in the figure.
- 3. Is BE a line, line segment, or ray?
- 4. Use the space below to draw a set of parallel lines.



Grading is simple with easy reference answer keys for all 152 exit tickets.



PLACE VALUE Recording Sheet

Student Name	4.NBT.2				4.NBT.3				4.NBT.4					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14

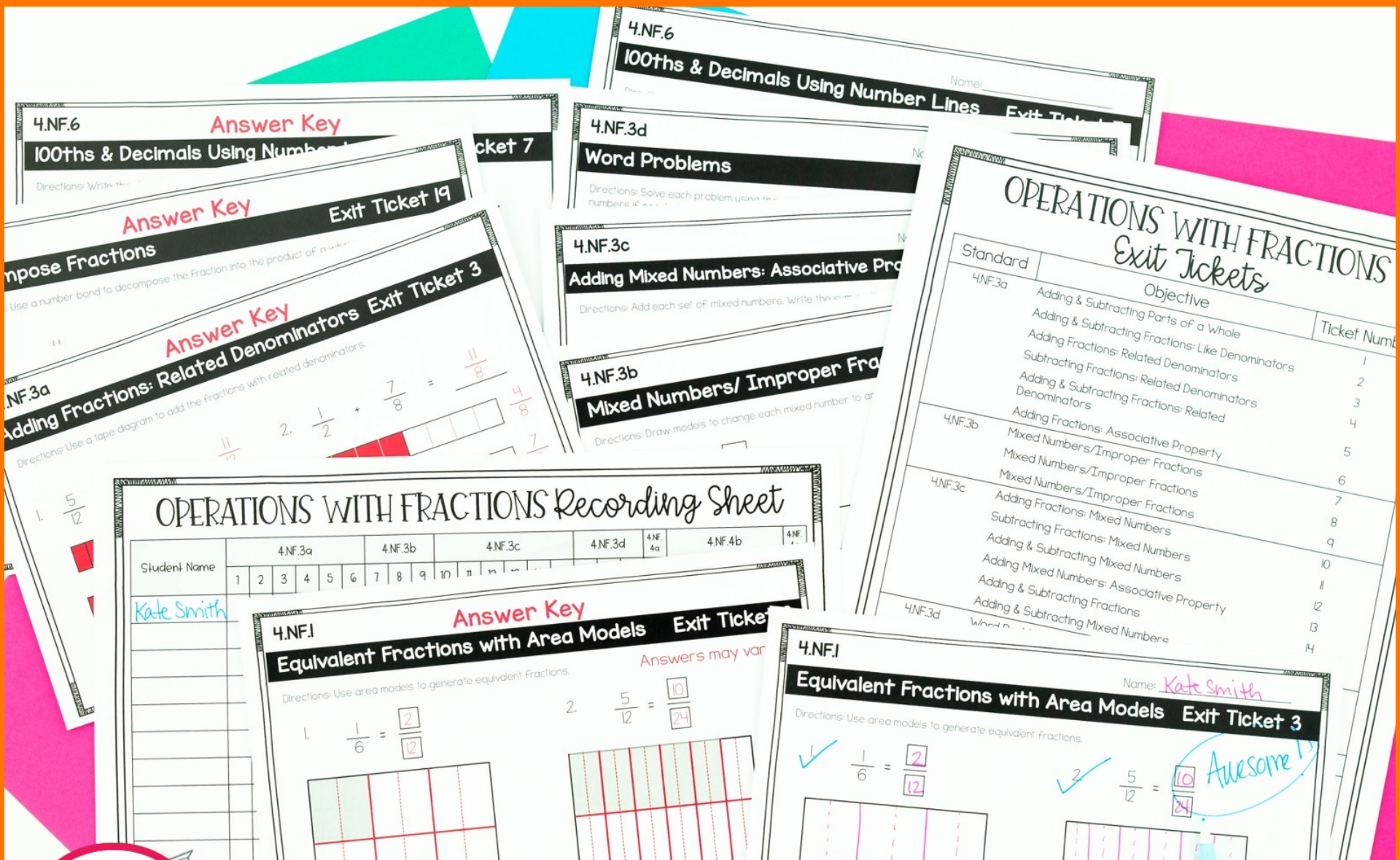
MULTIPLICATION Recording Sheet

Student Name	4.NBT.5															4.OA.1 & 4.OA.2			4.OA.2		4.OA.3		4.OA.4		4.OA.4 & 4.OA.5	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	

MEASUREMENT & DATA Recording Sheet

Student Name	4.MD.1									4.MD.2			4.MD.3		4.MD.4		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Keep tabs on learning and track student data with included recording sheets



Perfect for use as assessment, review, or small group work.