Describe at least one "take-away" from the response data (i.e., something that may help you to better serve your students).	What did you find most surprising from the other teacher responses in last week's Google Form?
I love the way one teacher describe the way she taught literal equations. It's similar to what I do , but better.	Nothing
Many students have a lot of conditioned helplessness.	That students still struggle with inequalities so much.
Many of the other teachers struggle with the same standards as I do. It lets me know that is a common problem, not just something I am doing wrong.	I found it surprising that there are so many different types of questions that can be asked to measure a student's abilities for a certain standard.
I enjoy seeing all the ways to teach like split notes. I forget about these.	I wonder why solving equations and inequalities were not both zero.
The fact that myself and other teachers have seen common struggles among our students, it makes me feel more motivated to search for a better way of teaching the same concept in a more understandable way.I discovered that most other math teachers use the same teaching strategies as mine and if this strategy is not working well, then I need to replace and improve my approach.	We go through the same observations from our classes, no matter what school they come from or whoever the teacher is, students face the same mathematical challenges across the curriculum.
comparing and contrasting linear equations and linear inequalities	Nothing surprised me because I am experiencing the same concerns
Instead of repeated board operations, I will make sure to provide them with more practice time. They need to do the operations themselves more than just watching and taking notes.	One of the surprising responses to me was that "teaching tricks was ineffective". I considered this because what some may consider as a trick can actually just be another way to teach a problem. I feel that multiple ways to complete a problem will help the students when they see it in different versions.

In which of the following categories is A.CED.1 included?	In your own words, what does it mean for a standard to be a "major" standard?	What component(s) of rigor are assigned to A.CED.1?	What do the components of rigor tell you about this standard?
Major Standard	Of high importance for testing	Conceptual Understanding, Procedural Skill and Fluency, Application	Students must master this skill
Major Standard	Central to the course and future courses.	Conceptual Understanding, Procedural Skill and Fluency, Application	That students need to be able to use equations in one variable in a variety of ways.
Major Standard	It is a standard that is tested in many ways and questions on the EOC. It is also a standard that is a foundation for other standards.	Conceptual Understanding, Procedural Skill and Fluency, Application	The types of questions that can be asked about the standard. This standard in particular can be tested on multiple levels.
Major Standard	A concept that is in all three categories.	Conceptual Understanding, Procedural Skill and Fluency, Application	Students must understand it and how to apply it to word problems.
Major Standard	I think it means we allow more time and more opportunities to master the major standards because these are the ones the students need to focus more on, not that the other standards are not very important, but simply because these standards require more time, they probably cover deeper components or they are necessary for future topics /standards/content.	Conceptual Understanding, Procedural Skill and Fluency, Application	This means that this standard requires students to form their own equations and inequalities in one variable and then they have to use those equations to solve problems related to linear, quadratic, and exponential functions. students are expected to understand or recognize the concept of solving equations and inequalities, solve or demonstrate procedures and apply their learnings through problem-solving or real-world connection.
Major Standard	This is a standard on which students must thoroughly understand; a majority of instruction should be spent on this standard.	Conceptual Understanding, Procedural Skill and Fluency, Application	All three are equally important.
Major Standard	It means that as a teacher, you have to know that it requires more time to master the information. It also means that more focus should given because it is an in-depth standard.	Conceptual Understanding, Procedural Skill and Fluency, Application	It tells me that the student has to understand how each component works together. The student has to know the concepts to apply to different types of problems. After the concepts the students is still responsible for knowing how to apply the concepts and perform the operations to solve the problems which

In which of the following categories is A.REI.3 included?	What component(s) of rigor are assigned to A.REI.3?	What do the components of rigor tell you about this standard?
Major Standard	Conceptual Understanding, Procedural Skill and Fluency, Application	Students must master this skill
Major Standard	Procedural Skill and Fluency	Students need to be able to perform computational tasks.
Major Standard	Procedural Skill and Fluency	Students only need to be able to perform the steps and will not have to apply them to real world scenarios.
Supporting Standard	Conceptual Understanding	This is something that they have learned repeatedly.
Major Standard	Procedural Skill and Fluency	That this standard requires students to solve linear equations and inequalities that contains one variable, and also those equations with literal coefficients.
Major Standard	Procedural Skill and Fluency	Students should be able to perform simple procedures with accuracy and speed
Major Standard	Procedural Skill and Fluency	It says that the students need to be able to solve problems withing the standard of both linear equations and inequalities.

In which of the following categories is A.REI.12 included?	What component(s) of rigor are assigned to A.REI.12?	What do the components of rigor tell you about this standard?
Major Standard	Conceptual Understanding, Procedural Skill and Fluency, Application	Students must master this skill.
Major Standard	Procedural Skill and Fluency	Students need to be able to graph an inequality on the coordinate plane accurately.
Major Standard	Procedural Skill and Fluency	Students only need to be able to perform the steps and will not have to apply them to real world scenarios.
Additional Standard	Procedural Skill and Fluency	After they have learned how to graph algebra problems with two variables this is easy since there is only one more thing to learn.
Major Standard	Procedural Skill and Fluency	The students are expected to solve and graph linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Major Standard	Procedural Skill and Fluency	Students should be able to perform simple procedures with accuracy and speed
Major Standard	Procedural Skill and Fluency, Application	It says that the student should have an understanding of how to graph and what the solution means to the equations. The students should be able to repeatedly perform the problems

Describe what it means for a student to understand A.CED.3 "conceptually".	Describe what it means for a student to understand A.REI.5 "conceptually".	Describe what it means for a student to understand A.REI.11 "conceptually".	Please provide any other comments you have at this time. Your input (positive or negative) is greatly appreciated!
Students must use mathematical reasoning skills to represent the constraints.	Students must use mathematical reasoning to prove the system	Students must use mathematical reasoning to see the dependence on the x variable.	
Students must understand the idea of inequality and what the various symbols mean and represent.	Understanding what a system is, what a solution to a system is, and how they relate to one another.	Understanding the concept of solution to a system as the intersection of graphs.	
Students must be able to apply their knowledge tor writing equations and inequalities to real-world situations.	Students must be able to create a system to represent real-world situations.	Being able to find the intersection of two lines.	
Know how to solve.	Knowing that you are finding the point of intersection.	Understand that f(x) is the same thing as y.	I am enjoying doing these when I have time and seeing all of the other examples and concepts that others have trouble with.
I think this means that if students can actually solve the problem, they also have to have the right judgment whether the solution they got is sensible or not.In some cases, answers are derived correctly but are not presented logically and do not match the situation described in the problem.Students must be able to judge their answers and identify whether it is a viable or non-viable option.	Students must be able to judge the type of solutions that will be produced based on the system of equation provided.Students must know equivalent systems of equations and use this to acknowledge the similarity of the ir solutions no matter how you write them.	This means that students must learn and understand that a number or value making both equations true is a solution whether they are linear, quadratic, or exponential functions.Students must be able to locate the points of intersection of functions either by graphing or making a table of values.	n/a
being able to apply real world application	understanding the concept of "equivalent equations / expressions"	applying prior knowledge of linear functions to understand nonlinear functions (graphs, constraints, etc.)	
It means that the students should be able to apply their knowledge and understanding of inequalities to represent a real-world situation. Basically they should be able to use the knowledge to all real-world situations.	The student understands that a solution to one equation must be a solution to all of the equations, by utilizing various ways to develop a solution. The solutions here can be found by substitution, elimination, or graph which involves the conceptual understanding of combining equations.	They understand that the graphs are functions of when the x value equals a specific number. So when the intersection is a solution to both graphs.	