

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?	In which of the following categories is 6.RP.3 included?	In your own words, what does it mean for a standard to be a major standard?	What is the most common component of rigor related to 6.RP.3, 6.RP.3a, 6.RP.3c, and 6.RP.3d?	Describe what it means for a student to understand 6.EE.1 conceptually.	Describe what it means for a student to understand 6.EE.2 conceptually.	Describe what it means for a student to understand 6.EE.3 conceptually.	Please provide any other comments you have at this time. Your input (positive or negative) is greatly appreciated!
I didn't really take away anything. I may have if I could have read some others' responses.	I'm not sure how to see them.	Major Standard	It means it covers a larger part of the state test at the end of the year and will be continued in the following grade. They need a greater understanding of the major standards.	Procedural Skill and Fluence	They need to understand that exponents does not mean multiplying by that number that means times, but that it means multiplying by itself a given number of times.	They need to understand how to write an expression and understand a variable means there can be infinite number of solutions, dependent on what the variable may equal.	They need to understand that factoring means to take out the greatest common factor and in turn understanding how the distributive property is related to that.	
Some of the teachers Responses gave me some insight into why the students may not understand some concepts.	I am surprised that some teachers think that conceptual is what I view as procedural.	Major Standard	Majority of the information being learned relates to this standard.	Procedural Skill and Fluence	They can apply the concept to the real world problem not just a number problem with an exponent	The students understand that the unknown value is represented by a letter and how to solve for it	Students can understand why distribute property can produce an equivalent expression not just do the procedure but understand why it works	Glad to get see information from other math teachers

using percent triangles and scale models for percents and unit conversions	number of students struggling in problem solving/real world application	Major Standard	It is an important building block for this grade level and adequate time should be spent seeing that the content is mastered.	Application	Conceptual understanding allows a student to apply or adapt some math ideas to new situations. So if they understand exponents, they can apply them to a problem solving situation by writing or solving an equation.	apply it to a problem solving situation	to be able to describe a problem or scenario that applies to that expression and show how it is used to solve	
I am happy to have the examples compiled in one document.	The percentage on using tables being so high.	Major Standard	A great deal of the year is spent on the standard.	Procedural Skill and Fluence	Understand how to compute equation using algebraic method.	Be able to go from number sentences to written words and visa versa.	Apply the properties like distributive, identity, etc.	I am loving this.
I received a better understanding of how to present specific problems to my students.	I was most surprised that other teachers felt the same way as I did about students and the level of learning or lack there of.	Major Standard	Major standards are the meat of the lessons. This is like the top of the mountain and the other standards are supporting the top standard.	Procedural Skill and Fluence	A student understands that a factor is multiplied by itself in a string of numbers and this is the base number.	This means they can find the value of an unknown.	The student can use the distributive property and solve problems with an unknown.	This is a great tool to get teachers involved with dialogue. Thanks.