

<p><b>Describe at least one "take-away" from the response data (i.e., something that may help you to better serve your students).</b></p>	<p><b>What did you find most surprising from the other teacher responses in last week's Google Form?</b></p>
<p>I can see I am not the only teacher who struggles at times. It is nice to know that there are others who have their good and bad days. It is nice to see that they are doing a lot of what I am doing. The important thing is not to give up. If what you are doing isn't working, try something else.</p>	<p>That some teachers complained about having to do this extra work is surprising. Yes, it is extra stuff, but it is nice to be able to collaborate this way. It is hard to find time to get together a lot of the time.</p>
<p>It was nice to see that others struggle with the same concepts.</p>	<p>The person that mentioned the foldables. Great idea.</p>
<p>It is important to make sure students have a conceptual understanding of the concept before asking them to complete real world problems. Without the conceptual understanding students cannot apply the procedural skills.</p>	<p>The problems for conceptual understanding. Students need to see more rigorous problems.</p>
<p>Foldables may be one way to organize note taking a problem solving instead of regular paper and pencil on line paper</p>	<p>None of the responses surprised me.</p>

In which of the following categories is 7.RP.3 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 7.RP.3?	What do the components of rigor tell you about this standard?
Major Standard	Students need to not only understand the concept, but they must be able to apply it in real life situations.	Procedural Skill and Fluency, Application	It is important. Students need to be able to apply it in real life problems, not just simple recall.
Supporting Standard	The majority of the focus is on that standard.	Conceptual Understanding	The are mostly conceptual not application for 7.RP.3
Major Standard	That standard requires students to use previous skills and is considered a major building block in their mathematical learning. Without those skills the student cannot progress proficiently into higher math.	Procedural Skill and Fluency, Application	The conceptual understanding should be built in previous grades, so our focus should be on fluency and procedural skills of calculating percents and then applying those skills to solve Multi-step word problems.
Major Standard	These standards are of high importance so teachers should spend extra time making sure students master these concepts. They will require more thought process and these major standards build on future higher grade level topics. Students will see these standards again in the next grade level and are expected to master these skills so there will be less gaps to fill in.	Procedural Skill and Fluency, Application	These type of questions require students to conceptually understand a math concept (not just recalling basic facts). Students may also be required to demonstrate understanding by justifying (describing an error made in a problem, showing work, etc) their solution.

In which of the following categories is 7.EE.2 included?	What component(s) of rigor are assigned to 7.EE.2?	What do the components of rigor tell you about this standard?	Describe what it means for a student to understand 7.EE.1 "conceptually".
Supporting Standard	Conceptual Understanding	It is a basic introduction to this skill. They will not be applying their knowledge till the following year.	They must understand how to add, subtract, multiply, divide, and do order of operations. This understanding will help them in the years following as they apply their knowledge to real-life situations in class and life.
Major Standard	Conceptual Understanding, Procedural Skill and Fluence, Application	Lots of application.	Students must understand the properties that allow them to solve problems before applying them.
Major Standard	Conceptual Understanding	Students should understand how to find equivalent expressions. This should be with the use of all rational numbers. It is important to build the conceptual understanding of this in 7th grade, so they apply it in 8th grade when they begin to write linear functions.	Students should be able to understand the "why" of what they are doing. They need to see why we use the properties. This often is found by having students explain their process. It is important to remember that students may need background info on properties. I find that Eureka lessons best help me teach this concept. This is a great standard to have students show multiple strategies for arriving at answers.
Major Standard	Conceptual Understanding	Students must be able to write expressions in various equivalent forms. Example. $x + 0.02x$ is the same as $1.02x$ which may mean an increase of (markup, tax) 2% of a certain item.	<ul style="list-style-type: none"> <li>- Factor expressions like <math>5X + 15</math> to make equivalent expressions <math>5(X + 3)</math></li> <li>- Being able to find equivalent expressions using the distribution property especially with rational numbers (fractions and decimals)</li> </ul>

Describe what it means for a student to understand 7.EE.4 "conceptually".	Describe what it means for a student to understand 7.EE.4a "conceptually".	Describe what it means for a student to understand 7.EE.4b "conceptually".	Please provide any other comments you have at this time. Your input (positive or negative) is greatly appreciated!
Students can pick out and use variables to represent given information. Students must have an understanding of vocabulary and reading comprehension to pick out important info.	Students must understand how to add, subtract, multiply, and divide. They must understand the word evaluate. They must understand how to plug in numbers for variables.	Students must know how to add, subtract, multiply, and divide. They must know how to use a number line. They must have a general understanding of one or two-step equations.	Thank you, again. it is great to be able to think about things and talk about them with my peers.
Students have to understand how to solve these problems first.	Using the properties to solve before application.	Understand how to find the answer before word problems.	I am enjoying being able to do these PDs at my leisure.
Students should be able to write two-step equations and inequalities using variables to represent real world or mathematical situations. This should build on previous knowledge from 6th grade where students wrote one-step equations and inequalities.	Students should be able to explain their process for solving two-step and multi-step equations. Students should demonstrate each step of the process and then be able to apply their knowledge in word problems. They should be able to understand each part of the equation and how those parts combine to form the equation or inequality. This becomes a crucial standard for students to use to build on in 8th grade when working with linear functions.	Students should understand how to set up an inequality given a set of information. It is also important in this standard that students can interpret the solution and understand what a graph of that solution looks like. The interpretation of the inequality sign becomes a key factor in the conceptual understanding of this standard.	Remember to use the State Guidebook to find rigorous problems that meet each standard fully!
Being able to read, interpret, write, and solve an equation or inequality from the word problem. Then interpret the solution in context of the problem.	Students must be able to not only recall previous information learned but apply the information to formulate an equation from that word problem that can be solved where the answer is reasonable.	Once students set up and solve their inequality. They must make sure their solution to the problem is reasonable and answers the question asked. For example the solution to the word problem above is not equal to $16\frac{2}{3}$ because any number more than $16\frac{2}{3}$ sales satisfies the inequality.	