

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?	Do you plan to plan to include the Rigor document in your future instructional planning? Explain your answer.
It was interesting to read various interpretations of rigor and how it can be observed in the classroom.	Nothing in particular was surprising.	Yes, I realized that although I have paid close attention to the standards, I do need to spend more time considering the level of rigor.
Definition of a major standard, "high importance for testing."	Some other versions of conceptually.	Yes, so I will know which part of math to focus a certain topic toward.
Teachers go through the same classroom challenges .	Most teacher give similar responses to the questions given.	Yes.
It helps me to see all the different ways A.REI.11 was described by different teachers.	Everyone mentions reasoning but does every teacher really encourage students to reason.	I try to include rigor in all lessons. Sometimes we get so bogged down in the calculation process that it takes us a while to get to rigor.

A statement at the beginning of the Remediation Guide says, "This chart is a reference guide for teachers to help them more quickly identify the specific remedial standards necessary for every Algebra 1 standard." Why would this information be helpful for you and/or your students?	Describe at least one practical way the remediation guide could be used when planning your lessons.
It is important to know what a student might have missed last year. It is common to have students that had a substitute teacher the majority of the previous year, so I need to know what to remediate.	Review it regularly to see what skills I can use for bellringer problems, which can help them recall and review the material.
Knowing the most important previous topics to the current lesson will help guide students in the right direction to catch up.	Review building topics at the beginning of the lesson or use them as bell ringers.
Yes because this is my guide towards future planning for my lessons and the rigor of my activities.	This would make me understand what most students fail to master and could find ways on how to improve this situation.
It give the teacher a place to start to look at common errors that students. The Algebra I book also is a helpful guide for remediation.	reteaching.

In which of the following categories is F.IF.7?	Looking at the Rigor document, what level(s) of rigor is(are) associated with F.IF.7? (http://caddomath.org/assets/uploads/2016/09/algebra-i-issm-alignment-to-rigor.pdf)	Regarding the 8th grade standards listed in the "Previous Grade(s) Standards" column of the Remediation Guide for F.IF.7, what do you think is typically the most difficult thing for 8th grade students to understand?	Why do you think 8th grade students tend to struggle with the topic you mentioned in the prior question?
Supporting Standard	Conceptual Understanding, Procedural Skill and Fluency	Understanding proportional vs. non-proportional relationships can difficult.	I think it is hard for them to understand that some linear relationships are proportional, but all proportional relationships are linear.
Major Standard	Conceptual Understanding	Comparing the different ways to represent the same function.	The students are used to math having one right answer, but now there are several ways to express the right answer.
Supporting Standard	Conceptual Understanding, Procedural Skill and Fluency	Ratio and order of operations	They probably have a poor background knowledge of 7th or 6th grade grade lessons
Major Standard	Conceptual Understanding, Procedural Skill and Fluency	The use of technology is sometimes difficult because sometimes they have to change the window settings.	Students do not practice enough with the calculator.

<p>F.IF.2 and F.IF.1 are listed on the Remediation Guide as standards taught prior to F.IF.7. Describe the relationship between those standards. Why are they shown to be connected?</p>	<p>Looking at the last column of the Remediation Guide, do you agree that the two standards listed alongside F.IF.7 should be taught concurrently? Explain your answer.</p>	<p>Please provide any other comments you have at this time. Your input (positive or negative) is greatly appreciated!</p>
<p>To understand functions, the student must have a solid understanding of domain as input and range as output.</p>	<p>Yes, they should. For all types of functions taught, the student should understand how different parts of the function have an effect on the graph of the function, and how changing various parts of the function will have an effect on the graph.</p>	
<p>If you don't know input and output, you won't be able to properly graph a function.</p>	<p>I would want to teach the variations to a function after they have mastered F.IF.7.</p>	
<p>One standard is to describe the concept of a function with respect to domain and range, the second one is about evaluating functions and these two are necessary for learning the solutions of a functions by graphing.</p>	<p>I agree because they support each other's standards and requirements.</p>	<p>n/a</p>
<p>First students must be reminded of the order in which they learned algebra. They don't realize they started learning algebra in the first and second grade where their teacher asked questions like "What would I add to three to have a sum of 10?"</p>	<p>They go together and students must see the connection.</p>	<p>None</p>