

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.
I need to make sure my work for my students compliments the test. I need to make sure there is rigor in our problems to help prepare them.	That not many teachers are taking the time to think about these questions, their students, etc. and share their ideas with their peers. Yes, we have a lot on our plates. But, we have to think about our students. We have to prepare them for high school.	Yes, I do. My students need to become better problem solvers. So, I need to make sure my lessons include the needed rigor.
Foldables may be more useful in note taking	That we are all struggle with the same problem of lack of foundation.	Yes. It will help me to more precisely extract exactly what I need to teach my students and what may not be so important for them to master right now.
Amen to the person that said it is nice to be able to collaborate this way since time is difficult.	None	Rigor is application. Most student can learn the calculation but have a difficult time applying them.

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 Grade 7 math 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 helps us to see what students should already have learned and what we need to focus our bell ringers and JTE/Rtl classes on to fill in the gaps.	I use the guide to help me plan my Rtl classes and bell ringers. I can see what skills I need to hit in order to help my students be successful with the lessons I am planning.
It helps me to plan more accordingly for my mini lesson and accurately assess what they should know before teaching them new concepts.	It could provide me with hooks & bell ringer work which would help me assess whether or not they have the previous knowledge to master the skill being taught.
A guide of a place to start helping students.	It would help you know common errors that students encounter.

In which of the following categories is 7.EE.4?	Looking at the Rigor document, what level(s) of rigor is(are) associated with 7.EE.4? ( <a href="http://caddomath.org/assets/uploads/2016/09/grade-7-issm-alignment-to-rigor.pdf">http://caddomath.org/assets/uploads/2016/09/grade-7-issm-alignment-to-rigor.pdf</a> )	Regarding the 6th grade standards listed in the "Previous Grade(s) Standards" column of the Remediation Guide for 7.EE.4, what do you think is typically the most difficult thing for 6th grade students to understand?	Why do you think 6th grade students tend to struggle with the topic you mentioned in the prior question?
Major Standard	Conceptual Understanding, Procedural Skill and Fluency, Application	the concept of letter/variables representing numbers and their integer rules	They don't learn their integer rules and the use of variables is still too abstract for them at this time.
Major Standard	Conceptual Understanding, Procedural Skill and Fluency, Application	How to correctly write expressions.	Variables are not a difficult concept for them to grasp.
Major Standard	Conceptual Understanding, Procedural Skill and Fluency, Application	The most difficult one the phrase six less than twice a number. They want to subtract at the beginning.	They don't look to see if their answer is reasonable.

<p><b>7.NS.3 is listed on the Remediation Guide as a standard taught prior to 7.EE.4. Describe the relationship between those two standards. Why are they shown to be connected?</b></p>	<p><b>Referring to the last column of the Remediation Guide, do you agree that 7.RP.2 should be taught concurrently with 7.EE.4? Explain your answer.</b></p>	<p><b>Please provide any other comments you have at this time. Your input (positive or negative) is greatly appreciated!</b></p>
<p>Students must have a knowledge of their integer rules so they can apply what they know to real-world problems. If they do not know their rules and how to add, subtract, multiply, and divide and even a basic reading comprehension ability, then they will not be able to set up problems and look for the unknowns when problem solving.</p>	<p>Yes, I do. Solving proportions is solving algebraic equations. Teaching them both at the same time helps to build support for each other. Plus, there are lots of problems where you can apply proportional reasoning to get your answer. Students need practice with them both.</p>	<p>Once again, thanks for this opportunity to share with our peers. It's nice to have the chance to think about things in a non-threatening atmosphere and share our ideas with others.</p>
<p>7.EE.4 is solving multi step equations just as 7.NS.3 except it EE uses variables</p>	<p>No, I do not see the correlation with the two. It is already to teach them one concepts that builds on another &amp; they definitely are not going to grasp the conceptual understanding of skills that do not seem to be related.</p>	
<p>They must be able to determine and apply the appropriate calculations before adding an unknown.</p>	<p>Yes they go together perfectly. They help in preparing them for graphing equations in Algebra.</p>	<p>None</p>