

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.
Other teachers thoughts about what conceptual understanding is for each of the standards. We all believe it was a standard that they needed to master but how was a bit different.	Nothing was really surprising. We just have different ways of explaining conceptual thinking.	Yes, because I am always trying to get my students to think on a different level.
One obvious thing was that another teacher emphasized several times how important the upcoming concepts will be for testing.	I feel that the answers to what it means for a student to conceptually understand 8.G.3 are the most surprising by their variety. There seemed to be less of a continuity between responses on that question than on the others.	Thank you for asking this question! I knew there was a document we had used and was having trouble finding it but now know where it is, so will be able to use it. Yes, I am planning to use it. My frustration, however, is that my students have so Much content they need to learn even in the major clusters. I feel the inadequacy of the time that remains to teach it all.

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 8 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.
This is a great document to help us know the targeted areas we need to focus on and the supporting standards that will help them with the new one.	The teacher can see what standards in the previous grade they showed have mastered that will help with the new standard, and other supporting standards that they may have already learn.
It is helpful to pinpoint areas where students may have knowledge gaps and it's helpful to know what students are supposed to have already covered.	It could be used to guide in choices of a few telling questions to give as a "probe" to find out how well students remember/have learned material they need to work on the current expected knowledge level.

In which of the following categories is 8.EE.6?	Looking at the Rigor document, what level(s) of rigor is(are) associated with 8.EE.6? (http://caddomath.org/assets/uploads/2016/09/grade-8-issm-alignment-to-rigor.pdf)	Regarding the 7th grade standards listed in the "Previous Grade(s) Standards" column of the Remediation Guide for 8.EE.6, what do you think is typically the most difficult thing for 7th grade students to understand?	Why do you think 7th grade students tend to struggle with the topic you mentioned in the prior question?
Major Standard	Conceptual Understanding	Finding the constant rate (unit rate).	Difficulty finding the unit rate and understanding fractions
Major Standard	Conceptual Understanding	7RPA2 b, c, and d	I think that 7th grade students tend to struggle with the topics mentioned because, experientially, my 8th grade students struggle with them; because they involve higher-level thinking that is more on a conceptual level rather than on a concrete level; and because they are so multi-faceted. A student can easily get lost in the maze of Not-Understanding just because there are so many walls and barriers and technical understandings, plus a lot of jargon. How do you get through the maze if you can't read the road signs very well?

<p>8.G.5 is listed on the Remediation Guide as a standard taught prior to 6.EE.7. Describe the relationship between those two standards. Why are they shown to be connected?</p>	<p>Looking at the last column of the Remediation Guide, do you agree that 8.EE.5 should be taught concurrently with 8.EE.6? 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>I do not see the standard 6.ee.7</p>	<p>I believe they should be taught concurrently since they are both discussing the $y=mx+b$ format and finding the slope. Once I teach a topic and move on to the next my students tend to forget how to do it and I end up teaching it again. If we taught them concurrently then they will be able to apply the knowledge they have and continue to build on it.</p>	
<p>I'm having trouble finding these on the Remediation Guide. Is it supposed to be 8.EE.7 that 8.G.5 is connected with? If so, I'm having trouble seeing the connection myself.</p>	<p>I do agree. To me, the standards are closely interrelated and one of them helps a student to understand the other one in complementary ways. The two standards help to explain each other. 8.EE.5 gives more of the practical application and 8.EE.6 gives more of the theoretical and mathematical understanding and explanation.</p>	<p>Thank you so much for extending the timing on this. The last week of school was overwhelming. The charts that are available and that you have had us look through do look like good supportive material to help us understand better how to help our students.</p>