

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.
Focusing on basic triangle relations before moving to trigonometric functions.	Similar issues as my students.	I don't know yet.
That the teachers also want to use different strategies to help their students learn.	That some teachers are having the same problems as others.	By seeing which standards are the rigorous ones and spending more time on them in the classroom.
I missed participating in that PD.	I missed participating in that PD.	I missed participating in that PD.

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 Geometry 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.
Using this I could quickly direct my students to the types of problems that could help them to understand a difficult topic.	It could be used to pick out types of problems to review at the beginning of class or to have as a bell ringer to refresh the topic.
it is a quicker way to get to where you need to go	If there is a student that really needs help I could go to this for quick ways to find remediation.
This guide is specific about the vocabulary and skill needed to master each standard.	The REM Guide can be used to plan activities for teaching a particular standard.

In which of the following categories is G.CO.4?	Looking at the Rigor document, what level(s) of rigor is(are) associated with G.CO.4? (http://caddomath.org/assets/uploads/2016/09/geometry-lssm-alignment-to-rigor.pdf)	Regarding the 8th grade standards listed in the "Previous Grade(s) Standards" column of the Remediation Guide for G.CO.4 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	Rotations.	It's hard for them to visualize the rotation axis.
Supporting Standard	Conceptual Understanding	The distance around a circular arc.	It can be a hard concept for them to get right the first time and they just need practice with it.
Additional Standard	Conceptual Understanding	Recalling whether the rotation, dilation or reflection occurs at the origin or across the x or y axis.	They have not mastered using the coordinate plane. They still struggle with the (-) indication left or down, (+) indicating up or right in relation to the x or y coordinate (finding, labeling coordinates). Being able to accurately label the coordinate plan and its origin is crucial when it comes to effects involving rotation, dilation and/or reflection.

6.CO.1 is listed on the Remediation Guide as a standard taught prior to G.CO.4. Describe the relationship between those two standards. Why are they shown to be connected?	Looking at the last column of the Remediation Guide, do you agree that G.CO.3 should be taught concurrently with G.CO.4? Explain your answer.
You have to know the types of shapes to be able to transform them.	Yes, some quadrilaterals have great qualities for showing transformations.
they both have to do with transformations and moving objects around.	yes i do because they are about the same things and it is easier to teach them both at the same time then trying to do it separately.
I could not locate 6.CO.1 on either document using Control F command???	I do not agree. Geometry is multi-level in rigor in itself. Students should transition concrete to abstract in order to facilitate a deep understanding of the concept.