

| 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. |
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| essential, necessary, expansive....another way of naming the standards...good idea | I found that many teachers had the same explanation or opinion. | I always have to look at the supporting standards when planning a lesson. However, I want to look more at expanding the knowledge for those who can handle it. |
| Many teachers feel student learning is hindered when basic skills are ignored for the sake of learning "higher" level math. | We're all thinking the same thing, but no changes have been made. | Yes. It helps in classifying test and quiz items on how deep the content goes. |
| Give students real life examples. | A lot of students didn't have good foundation of math. | Yes, I do. |
| Some of the responses to the question that "shows whether or not a student understands the conceptually" used examples where they applied their answer to a real world situation. I thought those examples were helpful. | There has not been many comments about the use of technology. | Yes, I think connecting it to real world problems will be the way to accomplish that goal. |
| The different ways teachers interpret the major ,supporting and additional standards but they are all agreeable and acceptable. | That there are somethings they are doing but seem ineffective for them but effective for other teachers. | Yes,so that i can be well-guided in my lesson planning. |
| Real World applications for my classes work the best. | Not willing to change. Thinking that students need to learn the teachers way instead of teacher adapting to new ways to teach. | Yes. I believe if you get students to master Conceptual then the rest is easy. It takes multiple approaches to teach the concept. |
| Correlation with real world and Critical thinking skills | That there are teachers that refuse to use FOIL method but repeated distribution. I like knowing I am not the only one. Plus I tell my students it does not cancel out when solving equations but it goes to 1 or 0 depending on operation. | Yes, because it will help aid my students to become better thinkers and problem solvers. |

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| <p>A statement at the beginning of the document 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 type of information be helpful for you and/or your students?</p> | <p>Describe at least one practical way a remediation guide could be used when planning your lessons.</p> |
| <p>Focusing on the skills that support the standard will fine tune the learning.</p> | <p>I would use it when planning my unit. As I plan, I can make sure to catch any deficiencies my students have in the supporting standards.</p> |
| <p>If a student has trouble with a particular topic, it points out the areas where the student may be struggling.</p> | <p>For group work, have certain groups work specifically on areas that help reinforce the standard.</p> |
| <p>I can expect that students should mastered those standards. I can connect Algebra 1 skill and Algebra 2 skill.</p> | <p>Using a remediation guide for the review and connecting new concept.</p> |
| <p>I found it very confusing.</p> | <p>Again, the most practical thing I saw was ways to use real world situations for the concepts. For example the equivalent ratios used to calculate how long it would take to mow additional lawns if you know that it took 7 hours to mow 4 lawns would possible really get the attention of high school boys that might be considering summer jobs. When they see how learning a concept might "really apply" to them then you may gain their interest and they might see real value in the "learning" process.</p> |
| <p>So that I can use these for my future planning and remediation activities.</p> | <p>It could be a part of my warm-up/bellringer or an exit question.</p> |
| <p>When the standards are identified it becomes easier to find lessons for individual standards. Teachers can individualize students needs and teach to each student instead of the group.</p> | <p>To identify weakness</p> |
| <p>Because if a student is struggling with one of the Algebra 2 standards then we can go back to the Algebra 1 standard to build them up to the standard we need them to learn.</p> | <p>This will guide us into taping into their prior knowledge and even a quick review.</p> |

| 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-lssm-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? |
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| Supporting Standard | Conceptual Understanding, Procedural Skill and Fluency | Interpreting the equation. Seeing that the slope and y-intercept actually mean something | I think we don't use enough real world application when teaching the slope-intercept equation. Using real world situations when writing equations may help student understand how the graph is effected. |
| Supporting Standard | Conceptual Understanding, Procedural Skill and Fluency | 8.EE.B.5 | It requires more than simple recall and classification |
| Supporting Standard | Conceptual Understanding, Procedural Skill and Fluency | It depends on. | N |
| Supporting Standard | Conceptual Understanding, Procedural Skill and Fluency | I think it might be understanding proportional. | I see continually year after year students struggling with fractions. Thus, when a concept involves using fractions (proportions) they seem to put up a brick wall about tackling the concept. Maybe we allow students to use calculators too soon because we are in a rush to cover all the concepts required. |
| Supporting Standard | Conceptual Understanding, Procedural Skill and Fluency | Ratio and order of operations | Lack of strong foundation in their previous years |
| Major Standard | Conceptual Understanding | Never heard of this standard | They haven't heard of it either |
| Supporting Standard | Conceptual Understanding, Procedural Skill and Fluency | 8.ee.b.5 and 8.f.a.3 Comparing proportional relationships in two different ways. | For instance a graph and table. |

| <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> |
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| <p>Using proper vocabulary when talking about relations and functions is important when graphing equations. Learning about domain, range and functions is a stepping stone to graphing and interpreting graphs.</p> | <p>Yes, I think teaching these concurrently is appropriate. Students will need to know how to write equations in different forms to see parts of the graph.</p> | |
| <p>A student needs to know what a function is before he can be expected to understand how to graph one.</p> | <p>F-BF.B.3 should be taught concurrently because the ability to shift graphs helps in understanding the graphs. F-IF.C.8 deals more with the abstract idea of a function instead of an actual graph, and could therefore be taught later.</p> | <p>None</p> |
| <p>Students must know that X value and Y value (Algebra concept) in equation can be represented in x-y plane(Geometry concept).</p> | <p>Yes</p> | |
| <p>You must be able to understand the domain and range before you can comprehend what the graph is demonstrating. The purpose of the graph is "lost."</p> | <p>Yes, when students see the effect of a change on the domain or on the range they may really grasp the purpose of the graph. Technology can really help here because the calculations can be done more quickly and more time can be spent interpreting the outcomes.</p> | <p>Some of these questions would be easier to brainstorm in small groups rather than individually.</p> |
| <p>One is understanding the concept of what a function is and the other one is graphing the functions.</p> | <p>Yes because they are supporting each other.</p> | <p>n/a</p> |
| <p>They are 5 less and 6 less than 7.</p> | <p>Yes. They both start with F.IF.</p> | |
| <p>???? I am only seeing F.IF.A.1 to be taught before F.IF.C.7 in the guide. If the students knows how to find the domain and range of a function then that will help the students to identify the domain and range of each proportional relationship to analyze what is the same and different.</p> | <p>I feel that BF.3 should be taught concurrently because of the k value. but I am not sure about the IF.8</p> | <p>Thank you for this PD. It will help me in my new classes I will be teaching in January. Algebra I for the challenge</p> |