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<i>Level of Intensity</i>	<i>Essential Question</i>	<i>Examples</i>
Targeted	What formative assessment data (e.g., tasks, exit tickets, observations) will help identify content needing to be revisited during a unit?	For example, students may benefit from re-engaging with content during a unit on performing arithmetic operations on polynomials, by examining tasks from a different perspective through a short mini lesson because students need to understand the parts of the expression that are related to the outcome (i.e. Sum, difference, product, quotient). Given the outcome and one of its parts, students can find the other part. Example: $(4x + 6) + ? = 8x - 10$
Intensive	What assessment data will help identify content needing to be revisited for intensive interventions?	For example, some students may benefit from intensive extra time during and after a unit performing arithmetic operations on polynomials by offering opportunities to understand and explore different strategies because some students may need support strategies, such as using colored pencils to color code like terms, using algebra tiles to perform operations on polynomials, or the use of calculators to assist in the adding or subtracting of integers.
Extension		
<i>Essential Question</i>		<i>Examples</i>
What type of extension will offer additional challenges to 'broaden' your student's knowledge of the mathematics developed within your HQIM?		Some learners may benefit from an extension performing arithmetic operations on polynomials because students need to expand their algebraic thinking to gain a deeper understanding of polynomials by generating their own equivalent expressions. Students' understanding of integer sums, differences, products and quotients will be reinforced when students are asked to use reasoning to generate their own equivalent expressions.