Re-Teach		
Level of Intensity	***Essential Question***	***Examples***
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 Build new functions from existing functions by critiquing student approaches/solutions to make connections through a short mini lesson because by having students critiquing their work or others they are able to make connections which they can use to help them build new functions.
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 the unit building new functions from existing functions by addressing conceptual understanding because this will inform the teacher what the student understands and why it is important to understand why building new functions from existing functions is useful.

Extension	
Essential Question	***Examples***
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 such as the opportunity to build new functions from existing functions because some students can do the assignments but sometimes do not fully understand the concept. This will allow them to focus on the concept in greater depth and not just on finishing the problems.