

Re-Teach		
<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 creating equations that describe numbers or relationships by clarifying mathematical ideas and/or concepts through a short mini-lesson because creating equations has such a broad level of application, from linear and proportional to exponential, quadratic, logarithmic, and trigonometric meaning that this has the opportunity to be studied from many different perspectives and the better that is understood about one type of problem, the better it will be understood for the others.
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 creating equations that describe numbers or relationships by addressing conceptual understanding because creating equations is best done in the context of a real-world problem and understanding the underlying relationships of why a particular equation is preferred over another will allow students to more readily choose the appropriate type of equation in the future.
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 that focuses on creating equations that describe numbers or relationships because it would allow them to build the context of why they are building equations and the purposes of what using the equations would allow them to do. For example, they could explore the link between how building an equation to model the cost of a project based on the material costs and size constraints can help when calculating costs in manufacturing and construction.