

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 writing expressions in equivalent forms to solve problems by critiquing student approaches/solutions to make connections through a short mini-lesson because there are a variety of ways to solve problems and looking at the ways that other students are solving the problems can help the students to make connections between their preferred methods and another that could help them become more efficient at solving similar problems in the future.
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 writing expressions in equivalent forms to solve problems by offering opportunities to understand and explore different strategies because different strategies of looking at the equivalent forms are more efficient for certain tasks and exploring when it is most appropriate to use a particular form will help them become more flexible in their problem-solving skills.
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 addressing writing expressions in equivalent forms to solve problems because some students will pick up on the technical mechanics of a particular technique quickly. Having them go more deeply into why it works will help them gain a better understanding of the overall intricacies of the method. For example, factoring using a variety of methods, like factoring by grouping and how it relates to factoring a traditional trinomial into two binomials.