

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 revisiting during a unit?	For example, students may benefit from re-engaging with content during a unit on building new functions from existing functions by revisiting student thinking through a short mini-lesson because students will be able to activate prior learning on functions and make the connection between the content.
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 building new functions from existing functions by offering opportunities to understand and explore different strategies because providing students with various strategies allows for further depth in understanding and further delving into the depth of the content.
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 such as the opportunity to explore links between various topics when building new functions from existing functions because their learning potential is increased, and prior knowledge activation is improved upon and built upon.