

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 proving and applying trigonometric identities by critiquing student approaches/solutions to make connections through a short mini-lesson because students frequently are able to take certain steps in a proof but may find themselves feeling stuck. Whether this is because they have made an error or just cannot see the next step, showing these approaches to their peers can help students make connections between the work they did and that of others, as well as critique steps that are different.
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 proving and applying trigonometric identities by confronting student misconceptions because students may expect that each proof will progress in the same format, or that identities will always appear in the same way. Every proof is different and showing students that identities can be applied in a variety of ways may help them feel freed from looking for specific instances of the identities.
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 understand concepts more quickly and explore them in greater depth than other students. For example, prove and apply trigonometric identities because when students see the patterns and process clearly, we should allow them to challenge themselves at their own pace to try increasingly more challenging proofs.