



5. To what extent did you and your class focus on the following performance goals for students?

	Not at all	Minimal	Moderate	Significant	A major focus
<b>Memorize facts, definitions, formulas</b> (e.g., students recall traditional skills and knowledge and/or learn computational procedures.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Perform procedures/solve routine problems</b> (e.g., students demonstrate practical competence with skills by using them effectively to accomplish a task.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communicate understanding of concepts</b> (e.g., students write or discuss their mathematical understandings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Solve non-routine problems/make connections</b> (e.g., students solve multi-step or open-ended problems with more than one right answer or solution and/or look for relationships between different topics in mathematics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Conjecture, generalize, or prove</b> (e.g., students make, justify, or investigate mathematical conjectures and/or find a mathematical rule to generate a pattern.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent did you and your class focus on the following topics?

	Not at all	Minimal	Moderate	Significant	A major focus
How to construct an algebraic expression of a function.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to construct or interpret tables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to construct or interpret graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to work with graphs of functions with two or more different slopes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to make connections or comparisons across two or more functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to reason across multiple representations (formulas, graphs, tables)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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7. Please indicate the proportion of class time you spent on the following:

Whole class lecture %   
 Teacher demonstration %   
 Whole class discussion %   
 Individual student work %  
 Student pair work %   
 Student small group work %   
 Review %   
 Other: \_\_\_\_\_ %

8. Please indicate your students' engagement with the content.

	Low					High
	1	2	3	4	5	
Low achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Middle achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
High achieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

9. How much time did you spend preparing today's lesson?

Minutes