



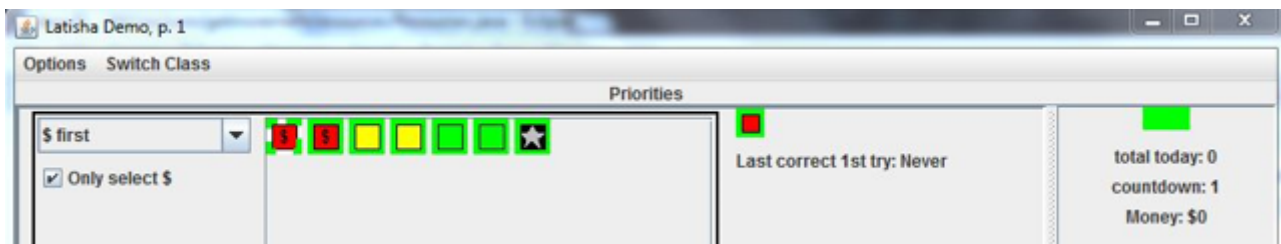
## Introduction to Priorities

It is through the daily use of **Priorities** that teachers are able to attain student mastery and retention. Here's how it works.

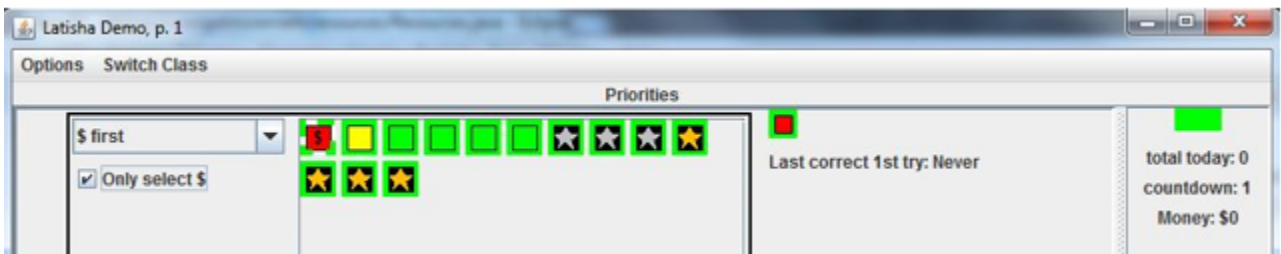
Get More Math keeps track of every type of problem assigned and creates a cumulative list called **Priorities**. At the beginning of the school year, students have very few Priorities, but as the year goes on the number of Priorities skills increases. (See the document "**Adding and Pruning Priorities**" for tips on managing that number.)

The illustrations below demonstrate what a student sees in **Priorities** mode as the year goes on. Each square represents a different type of problem. (Notice the gradual increase during September alone.)

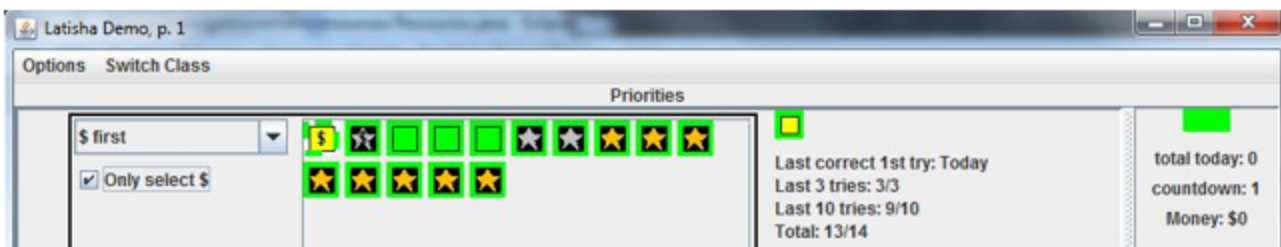
### September 7



### September 14



### September 18



## October 15

Options Switch Class

Priorities

\$ first

Only select \$

Last correct 1st try: 171 days  
Last 3 tries: 1/3  
Total: 2/7

total today: 0  
countdown: 1  
Money: \$0

## November 1

Options Switch Class

Priorities

\$ first

Only select \$

Last correct 1st try: 2 days  
Last 3 tries: 1/3  
Last 10 tries: 3/10  
Total: 22/40

total today: 0  
countdown: 1  
Money: \$0

## December 1

Options Switch Class

Priorities

\$ first

Only select \$

Last correct 1st try: Never

total today: 0  
countdown: 1  
Money: \$0

## January 21

Options Switch Class

Priorities

weakest to strongest

Only select \$

Last correct 1st try: 33 days  
Last 3 tries: 3/3  
Last 10 tries: 7/10  
Total: 106/137

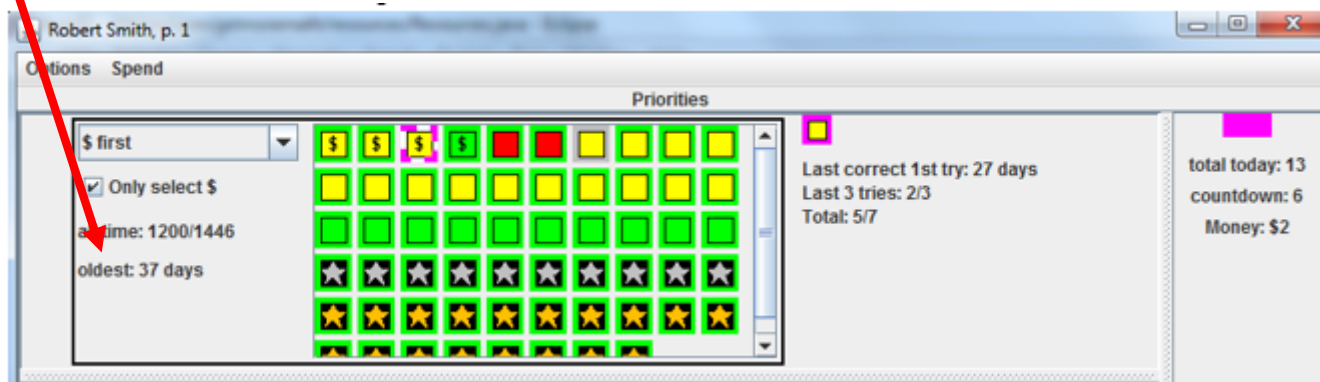
total today: 0  
countdown: 1  
Money: \$0

## Teaching Tips for Using Priorities:

**Daily Priorities Practice:** Every day when students enter the class, give them time to work **Priorities** problems to ensure a daily dose of mixed review. After class instruction, students will work problems in **Assignment** mode, focusing on the skill that was just taught, until they have completed their assignment. At this point, Get More Math will automatically switch them into Priorities mode.

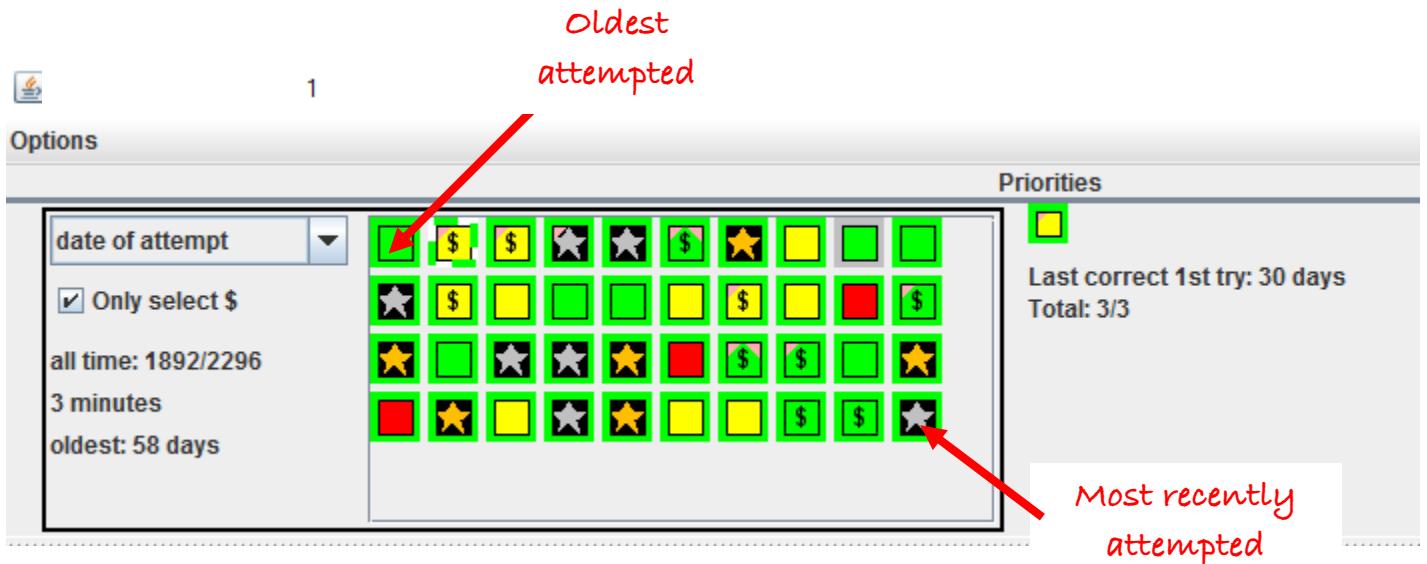
**Keep it Manageable:** Try not to introduce problem types into **Priorities** mode so quickly that the number of **red squares** increases alarmingly on a student's screen. Most squares in Priorities should reflect success on first attempts, because these are skills that the students are reviewing.

Occasionally pruning the number of Priorities enables students to cycle through all of these skills frequently. In the illustration below, notice the **"Oldest"** indicator to the left of the squares.



This number indicates how long it has been since a student has cycled through ALL of the problems (i.e., of all the problems, the one that hasn't been worked out for the longest time was last attempted 37 days ago). Having too many Priorities to work on will prevent students from rehearsing all of them frequently.

**Empower Students:** Students can obtain information about their performance in Priorities and can learn to manage their Priorities for fruitful review. Using the drop-down menu to the left of the squares, students will select **"date of attempt"** in order to see their Priorities ordered from oldest to most recent attempts.



The student in this example can now choose among the problem types to review the skills that she has not revisited recently.

**\*\*END\*\***