

MOST VALUABLE POINT (MVP)

Purpose

Too often we fail to ask students to reflect on their learning; we do not encourage students to elaborate on what they think are the most important concepts they are studying. Having students identify and explain the Most Valuable Point (MVP) from their own notes, lists, or classroom products is a way to engage students in deeper and more critical thought about mathematical concepts.

Overview

When using the MVP technique, the teacher starts by presenting (or reviewing) a topic and giving students time to go over their notes. As students look over their notes, they think about the important and essential elements of the topic and zero in on what they believe is the MVP. The teacher then has students elaborate on their chosen MVP and explain their selection by writing for five minutes. Students then share their MVP selections within small groups or with the entire class.

MVP is easily implemented into any lesson where students generate notes, lists, drawings, or other written or visual products. Although MVP is a concise and effective way for students to analyze and consider their own notes and work, MVP also works very well in conjunction with the Memory Box and Math Review Games tools (see pp. 25–27 and 164–170). By putting all three tools together (Memory Box, MVP, and Math Review Games), teachers can create a powerful memory and review process in which students collect their prior knowledge (Memory Box), identify and elaborate on the most essential information and share their elaborations with their peers (MVP), and then exercise what they have learned and memorized in a competitive review game (Math Review Games).

Building Common Core Thinking

MVP helps students reflect on and refine their thinking, leading students to prioritize their notes and justify their conclusions. MVP supports the following Standards for Mathematical Practice (MP):

- (MP 1) *Sense*: analyzing and explaining aspects of a concept to oneself
- (MP 3) *Argument*: supporting and justifying conclusions
- (MP 6) *Precision*: developing accurate vocabulary and formulating careful explanations

Steps

1. Have students complete an activity in which notes, pictures, and/or lists are generated as part of the process.
2. Allow students time to review their notes.
3. Ask students to think deeply about their work before highlighting what they feel is the MVP.

4. Have students explain their selections for MVP by writing for 5 minutes.
5. Encourage students to share their choices for MVP with their peers, either in small groups or together as a class.

Examples

Following is an MVP, accompanied by a set of notes that a high school student composed after a lecture on the connections between geometry and art.

Figure 1.17 Student's MVP for *Geometry and Art*

