

Facilitation Guide

This guide provides an overview of common scenarios and questions that may arise during the implementation of the nudge, along with strategies to support its success.

MLR Nudge 3 Rate and Rewrite

Recap

This nudge helps students engage in error analysis, correct mistakes, and make connections between multiple solution methods. It builds understanding of the problem-solving process while promoting attention to precision, encouraging careful reasoning, and correcting common errors.



Situation: Students struggle to identify the errors and revise the strategy correctly.

Have students work with a partner to make it 5-star worthy. Use the following sentence starters to engage the partner pair in discussions and help them get started.



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Situation: My students just want to write the correct answer without any explanation.

If students only write the correct answer, but they are unsure how to make it 5-star worthy, consider using the following prompts to have them explain the mistake in words or compare it to the correct approach.



What was the mistake?

Why do you think this person made the error?

For incorrect strategies:
How do you know what the mistake was?

How can you fix the mistake using the same strategy?

For incomplete strategies:
Was the problem solved all the way through?

How could you continue to solve the problem using this same strategy?

Is there a different strategy that could help avoid this mistake? If so, describe the strategy and how it would help.



Recommended places in instruction for this nudge:



Use the nudge as a bell-ringer or warm up. Focus on an example from content that has already been covered.

Use the nudge in place of an exit ticket. Implementing the nudge can serve as your formative assessment for the day.

Use the nudge during test review. Implementing the nudge during test review actively engages students in test prep.

These strategies embed error analysis into existing instruction without impacting your pacing guide. They also build problem-solving skills, helping students avoid mistakes on high-stakes exams.

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How do I know that my worked example is meaningful?

Consider the following criteria to determine if the example is meaningful:

- Is this a common misconception? Would multiple students make this mistake?
- Does it reflect a misunderstanding of a key concept rather than a simple arithmetic mistake? Will students have to analyze rather than just dismiss an obvious mistake?
- Does it raise a discussion of clarity or communication (separate from mathematical correctness) that is important for my students to consider?
- Is it relevant? Does it connect directly to a concept students need to master?



Situation: A student immediately gives a 5-star rating without analyzing the work.

Consider using the following questions to encourage deeper thinking:

