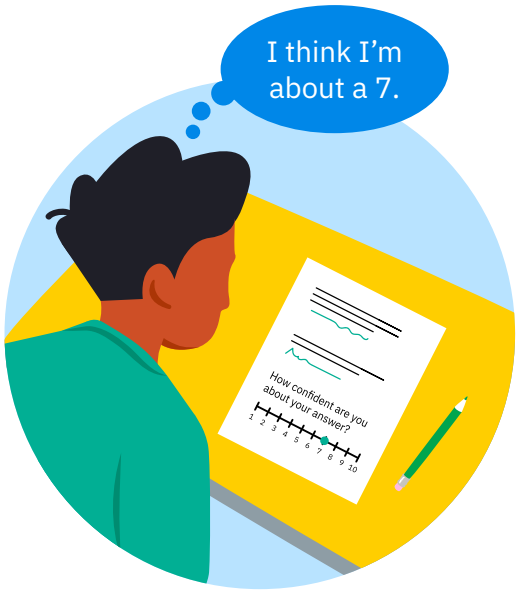
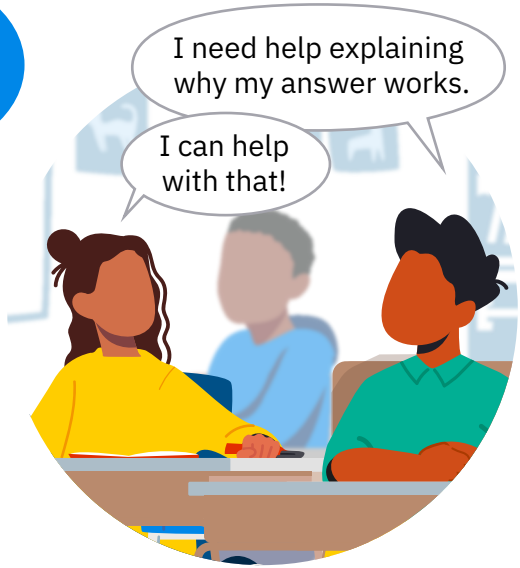
Building Confidence

What do you need?

Ask students to gauge how confident they are in a particular solution strategy or answer they have arrived at. Then, have them describe what would make them feel more confident.





Why Try It

*This nudge **empowers students** to advocate for their needs by identifying what would make them **more confident** and helps teachers address disconnects between confidence and correctness.*

MLR 1: Stronger and Clearer Each Time

This strategy helps students identify what they need to give a stronger and clearer response. It builds confidence in a low-stakes way, encouraging students to believe in themselves and their math ability.

Teacher Notes

- Have students rate the confidence in their solution (e.g., 0-10). If extremely confident, ask how they know they're right or how they could help others increase confidence.
- If not as confident, ask what they need to feel more confident. Suggest options like asking a question, talking to a peer, drawing a picture, clarifying vocabulary, or checking their answer.

Caution

Do not assume that correctness and confidence will always go together. Students' answers to the prompts reflect their personal thoughts and feelings about the problem.

Practice-Driven Professional Development. (2024). *Confidence meter*. https://practicedrivenpd.com/instructional-nudges/confidence-meter/

Zwiers, J., Dieckmann, J., Rutherford-Quach, S., Daro, V., Skarin, R., Weiss, S., & Malamut, J. (2017). *Principles for the design of mathematics curricula: Promoting language and content development*. https://ul.stanford.edu/resource/principles-design-mathematics-curricula-and-mlrs

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