BUILDING CONFIDENCE

TRY IT

After students complete a problem, ask them to rate their confidence in their strategy and describe what would increase it.

WHY TRY IT?

- Empowers students to advocate for their learning needs
- Helps teachers notice gaps between confidence and correctness
- Motivates mathematical justification and revision



TEACHER NOTES

When students are highly confident, ask how they know they are correct or how they could help others feel more confident. When students are less confident, ask what resources or actions would help them move forward. Encourage students to identify concrete supports such as peer discussion, diagrams, or checking their work.

CAUTION Do not assume that correctness and confidence will always go together. Disconnects in either direction can be teachable moments.