

Mathematics identity refers to the dispositions and deeply held beliefs that individuals develop about their ability to participate and perform effectively in mathematics to change the conditions of their lives.

A mathematics identity encompasses a person's self-understandings and how they are seen by others in the context of doing mathematics.

Therefore, a mathematics identity is expressed in narrative form as a negotiated self, is always under construction, and results from the negotiation of our own assertions and the external ascriptions of others.

*(Martin, D. (2006a). Mathematics Learning and Participation as Racialized Forms of Experience: African American Parents Speak on the struggle for Mathematics Literacy, Mathematical Thinking and Learning, 8, 197-229.)*