## Student Presentations

Starting on Friday, students will present their solutions to problems from previous qualifying exams. Below are some guidelines:

1. You will draw numbers randomly for which problem you will present from each exam. You may not trade numbers with other students.
2. You must be prepared for your first question on Friday. The problems will be solved in random order until all the 2023 exam questionsre done. As soon as we are done with the 2023 exam, you should be prepared to go to the 2022 exam, etc.

| Year | 23 | 22 | 21 | 20 |
| :---: | :---: | :---: | :---: | :---: |
| David | 4 | 1 | 4 | - |
| Joe | - | 2 | 5 | 2 |
| Daniel | 5 | 4 | 3 | - |
| Athul | 1 | - | 1 | 3 |
| Thilini | 3 | 3 | - | 5 |
| Mitch | 2 | 5 | 2 | - |

3. You may present your solution in any format you prefer.
4. You must turn in any materials that you used to present your solution on the day you present it.
5. You may contact me at any time before your presentation if you want to double check your answers, etc.

You should present the main points in about 12 minutes, and then anticipate about 3 minutes of questions, for a total of 15 minutes. It is generally not necessary to go through every step, but show all the important or tricky or difficult questions.

You are teaching others how to do these problems, and as such, you are graded as much or more on how well you present it as you do on what you are presenting. Getting the math right is important, but explaining it in detail is not. In contrast, any type of reasoning you use has to be made very clear.

The next page has an approximate rubric for how you presentations will be graded. I may shift points around slightly based on my perception of what is most important for THAT problem. Feel free to contact me with any questions

| Name: | Test Year: |  |  |
| :---: | :---: | :---: | :---: |
| Category | Item Description | Your Score | Out of |
|  | Clarify what type of problem it is/which method applies |  | 1 |
|  | Which formulas must you memorize or should you memorize to work on this problem |  | 2 |
|  | Math steps you took to progress on the problem |  | 2 |
|  | Logical reasoning to go from one step to the next |  | 2 |
|  | Shortcuts or additional formulas that can save time |  | 1 |
|  | Point out potential stumbling blocks or places you could make a mistake |  | 1 |
|  | Use of helpful formulas given in the problem or at the end of the test |  | 1 |
|  | Was your final answer correct? |  | 2 |
|  | Write your work clearly so everyone can see it |  | 1 |
|  | Speak clearly so everyone can hear the steps |  | 1 |
|  | Look at the class to make sure they are following |  | 1 |
|  | Pause to give people a chance to ask questions |  | 1 |
|  | Answer questions clearly and connect with those asking the question |  | 2 |
| Other | Any other aspects of the problem worth grading |  | 2 |
| Total | Total score |  | 20 |

Comments:

