

# Mathematics Presentations

*Mathematics presentations are expository in nature, not experimental. Appropriate projects should either be of a level beyond what the student is currently studying or on an enrichment topic.*

## **FULFILLMENT OF PURPOSE -**

- a) Did the presentation have focus?
- b) Considering the topic and time allowed, was the scope of the presentation suitable?
- c) Did the student use appropriate mathematical vocabulary?
- d) Did the student show depth of understanding of mathematical concepts and principles?

## **CONTENT**

- a) Did the presentation have specific and illustrative content?
- b) Was the presentation free from mathematical errors?
- c) Is there a practical application or any correlation or interaction with other disciplines?
- d) Did the student use correct mathematical notation?

## **DEVELOPMENT**

- a) Was there unity, coherence and inherent logic in the sequence of ideas?
- b) Does the student show insight?
- c) Does the student show sufficient examples or counter-examples?
- d) Can the student make suggestions as to related topics needing further investigation?

## **PRESENTATION**

The presentation should, preferably, be in the form of a free talk employing good oral communication skills. The time restrictions in the rules necessitate planning and rehearsal.

- a) Is the talk well organized and flowing in a logical pattern?
- b) Do the audiovisual aids enhance the audience's understanding?
- c) Is the quality of exposition of a high degree?

- d) Is the student's competency with the principles such that he can answer questions with clarity, and elaborate where necessary to make a point?

**JUDGE'S OPINION**

This criterion is an overall subjective evaluation of the student's work considering age level, depth, complexity of the subject matter, as well as the student's success in achieving his purpose or objective.