

**MATH 392: FALL TERM 2011**  
**THE FINAL INTERVIEW**

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**SIGN UP FOR YOUR FINAL INTERVIEW**

- ✓ In progress via email

**WRITE FINAL INTERVIEW PRACTICE QUESTIONS**

- ✓ Write FIVE questions you think best exemplify the work & topics we have studied in this course. Write questions that can be explained verbally and whose solutions can be modeled with toothpicks or algebra pieces.
- ✓ Write the solutions to your five questions
- ✓ EMAIL your questions to Laurie Burton either as the text of an email or as an attached *Word* document by midnight, Wednesday, 11/30.
- ✓ Turn in the solutions to your five questions. You may turn in hand written solutions; solutions are due by Thursday, 12/1 at 1 p.m.

**PRACTICE DURING FINAL INTERVIEW PRACTICE SESSION**

- ✓ Using a combination of your questions and archived questions, we will pair up in teams of 2 or 3 and practice answering questions out loud in class on Thursday, 12/1.

**ANSWER QUESTIONS AT YOUR FINAL INTERVIEW**

- ✓ The final interview is almost all oral. Laurie Burton will ask questions for the interviewee from the topics covered in class. For most questions, the interviewee will verbally explain the answer and support their work with algebra pieces. Generally, there will be no writing, except, perhaps, on graphing questions.

**FINAL INTERVIEW ASSESSMENT NOTES**

- ✓ Each question/response will be assessed during your oral final using the two categories of “Algebra Pieces / Model” and “Explanation”. Each question/response will be rated out of 10 possible points.
- ✓ Algebra Pieces / Model Assessment Components
  - Are the correct algebra pieces used?
  - Are the algebra pieces used correctly?
  - Are the algebra pieces used efficiently and with understanding?
  - Could an upper elementary school or middle school student follow your use of the pieces? Overall, does the use of the pieces make sense?
- ✓ Explanation Assessment Components
  - Is your explanation correct?
  - Is your explanation clearly phrased?
  - Is your explanation complete?
  - Does your explanation match your use of the algebra pieces?
  - Are correct mathematical terms used throughout the explanation?
  - Does your explanation demonstrate complete understanding of the question and the solution path?
  - Could an upper elementary school or middle school student follow your explanation? Overall, does your explanation make sense?