

# Rubric for 18.434 chalk talks

February 7, 2020

## **Mathematical correctness (35%)**

- 5 The math and its motivation are correct and demonstrate a solid understanding of the material; terminology and notation are used correctly; any errors are minor and are quickly caught and corrected. (Such self-identified errors may reduce the clarity grade, but not the math grade.)

## **Clarity (35%)**

- 5 The entire presentation is crafted to help all classmates to learn the required material. For example, the well chosen structure, examples, figures, explanations, and use of formality guide most of the audience to understand both the content and its relevance; and the presentation complements any readings assigned to the audience by providing all audience members with insights for approaching particularly challenging or subtle parts of the reading. Carefully structured board work and/or slides complement vocal delivery by emphasizing important points and helping the audience absorb subtle points, without distracting. Delivery is carefully prepared and the language is appropriately precise.
- 4 The presentation communicates at least as clearly as does the source, but duplicates rather than complements the assigned reading. Awkwardnesses of delivery, visuals, or development may be distracting or cause confusion for short periods of time, but do not interfere substantially with audience understanding of the presentation as a whole. Or the presentation exhibits the characteristics of a 5, but a single flaw (e.g., speed) interferes substantially with audience understanding.
- 3 Issues with delivery, visuals, or development interfere substantially with audience understanding of the presentation as a whole.
- 2 Those who already understand the material are able to discern what was intended, but serious problems with delivery, visuals, or development prevent understanding by most of the target audience.

## **Audience Engagement (20%)**

- 5 The presentation is carefully crafted to be mathematically engaging for the target audience. For example, the well chosen content, examples, remarks, etc., entice the audience to engage with the assigned material; the presentation is tightly focused around the most relevant aspects of the topic while less important points are de-emphasized or omitted; the delivery is insightful, with relevant connections made within the talk, to other talks, and to other disciplines; and the presenter adapts well to audience reactions.

- 4 Throughout most of the talk, it is easy for self-motivated audience members to pay attention: awkwardnesses of motivation, delivery, visuals, or development may cause boredom or confusion about relevance for short periods of time, but do not interfere with interest in the presentation as a whole.
- 3 Relevance of details is occasionally provided, but major sections are overly detailed or lacking in relevance and substantially interfere with the audience's ability to pay attention.

### **Process (10%)**

- 5 The practice presentation was carefully crafted (e.g., with an earlier practice) and represented the best capabilities of the presenter; the presenter ensured that he or she understood the provided feedback and the reasons for it, and the revision successfully took into account but was not limited to the provided feedback.
- 4 The practice presentation was carefully planned and the revision successfully incorporated the most important feedback.
- 3 The practice presentation was planned but contained substantial flaws obvious to the presenter, so feedback largely repeated the presenter's own observations: it was difficult for feedback to help the presenter to improve beyond his or her own initial capabilities. Or the most important feedback was ignored.
- 2 The practice presentation was hastily planned or most feedback was ignored.