

# Developing Mathematical Thinking (MATH 1070)

## Presentation rubric, 2015

Name: \_\_\_\_\_

/20

Superior = 4 (marks), Adequate = 3, Minimal = 2, Inadequate = 1

**1. Delivery.** This scale focuses on the transmission of the message. It is concerned with *volume*, *rate*, and *articulation*. Examples of poor articulation include mumbling, slurring words, and exhibiting disfluencies, such as 'uhm' and 'you know'.

Rating	Description
Superior	The speaker uses delivery to emphasise and enhance the meaning of the message. The speaker delivers the message in a lively, enthusiastic fashion. The volume varies to add emphasis and interest. Pronunciation and enunciation are very clear.
Adequate	The rate is not too fast or too slow. Pauses are not too long or at inappropriate spots. The pronunciation and enunciation are clear.
Minimal	The volume is too low or too loud. The rate is too fast or too slow. Pauses are too long or at inappropriate spots. The pronunciation and enunciation are unclear. The delivery is monotone. The speaker exhibits many disfluencies.
Inadequate	The volume is so low that you cannot understand most of the message. The rate is so fast that you can not understand most of the message. The pronunciation and enunciation are so unclear that you cannot understand most of the message.

**2. Language.** This scale deals with the language used to convey the message. It is concerned with *grammar* and *choice of words*.

Rating	Description
Superior	The speaker makes very few grammatical mistakes. The speaker uses language in highly effective ways to emphasise or enhance the meaning of the message. As appropriate to the task, the speaker uses a variety of language techniques such as vivid language, emotional language, humour, imagery, metaphor, simile.
Adequate	The speaker makes few grammatical mistakes. The speaker uses language that is appropriate for the task, e.g., descriptive language when describing; clear and concise language when giving information and explaining; persuasive language when persuading.
Minimal	The speaker makes many grammatical mistakes. The speaker uses simplistic, bland language.
Inadequate	The grammar and vocabulary are so poor that you cannot understand most of the message.

**3. Organisation.** This scale focuses on how the content of the message is structured. It is concerned with *sequence* and the *relationships* among the ideas in the message.

Rating	Description
Superior	The message is overtly organised. The speaker helps you understand the sequence and relationship of ideas by using organisational aids such as announcing the topic, previewing the organisation, using transitions, and summarising.
Adequate	The message is organised. You do not have difficulty understanding the sequence and relationships among the ideas in the message. You do not have to make assumptions about the sequence and relationships of ideas.
Minimal	The organisation of the message is somewhat mixed up. You have some difficulty understanding the sequence and relationships among the ideas. You have to make some assumptions about the sequence and relationships of ideas.
Inadequate	The message is so disorganised that you cannot understand most of the message.

**4. Content.** This scale focuses on the specific things that are said. It is concerned with the amount and relevance of the content to the task, and the adaptation of the content to the listener and the situation.

Rating	Description
Superior	The content is superior in meeting the requirements of the task. The speaker provides a variety of types of content appropriate for the task, such as generalisations, details, examples, and various forms of evidence.
Adequate	The speaker provides enough content to meet the requirements of the task. The speaker focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and to the situation. The speaker uses words and concepts that are appropriate for the knowledge and experience of the intended audience.
Minimal	The speaker does not provide enough content to meet the requirements of the task. The speaker includes some irrelevant content. The speaker adapts poorly to the listener and the situation. The speaker uses words and concepts that are inappropriate for the knowledge and experiences of the listener (e.g. slang, jargon, technical language).
Inadequate	The speaker focuses on irrelevant content. The speaker appears to ignore the listener and the situation.

**5. Visual aids.** This scale focuses on the special visuals that are used to enhance the presenter's message. It is concerned with the manner and degree to which the visuals highlight the important points of the presentation as well as enhance the listener's understanding of the message. Visual aids should reinforce the major points, stimulate the audience, and work well in the physical setting of the presentation.

Rating	Description
Superior	The visuals are superior in meeting the requirements of the task. The speaker provides a unified, professional look that is easy to read (large font, limited number of words and lines, no clutter, balanced organisation). The visual aids effectively illustrate and emphasise the speaker's major ideas.
Adequate	The visuals provide enough content to meet the requirements of the task. The visuals focus primarily on relevant content. Slides are generally organised with a balance between words and graphics. Some slides lack readability — either fonts are too small, some slides have too many words or lines, some margins are not adequate, some colour choices lack contrast.
Minimal	The visuals do not provide additional content or explanation to enhance the presentation. The speaker reads the exact content of the slides. The speaker covers up portion of the slide while presenting or occasionally blocks the audience's view. The content of the visuals is not relevant to the speaker's message. The speaker chooses visual aids that are not effective in the physical setting of the presentation.
Inadequate	The visual aids are lacking or detract from the presentation. The slides are cluttered, use too small a font, have poor contrast, are repetitive, lack variety, have irrelevant content, etc. The speaker does not present the visuals in an organised manner. The speaker hides the content of the slides, or blocks the view of the audience. The speaker chooses visual aids that are inappropriate in the physical setting of the presentation.

This presentation rubric has been adapted from a rubric used in the Department of Engineering at Harvey Mudd College.