Speaking Assessment

Correctness

(4) All mathematical statements are correct.

(3) The talk contains some incorrect assertions, but they do not detract from the main ideas.

(2) The talk contains some incorrect assertions that are central to the main ideas.

(1) The talk ontains many incorrect assertions.

Rigor

(4) Nontrivial claims are supported at a level of detail appropriate for the audience.

(3) Detail was sometimes excessive or insufficient for the audience.

(2) Detail was often excessive or insufficient for the audience.

(1) Detail was primarily excessive or insufficient for the audience.

Clarity

(4) The talk takes a direct route while providing ample guidance to the listener.

(3) The talk adequately conveys the main ideas. The talk could be improved by taking a more direct route or providing more guidance to the listener.

(2) The talk is difficult to follow. Considerable revision is needed to achieve clarity.

(1) The structure of the talk is incomprehensible. Total revision may be needed to achieve clarity.

Terminology and Symbolism

(4) Mathematical terminology and symbolism is used to convey ideas precisely without obscuring them.

(3) Communication of secondary ideas could be improved by a change in the usage of mathematical terminology and symbolism.

(2) Communication of central ideas could be improved by a change in the usage of mathematical terminology and symbolism.

(1) Mathematical terminology and symbolism is used inappropriately throughout the proof.

Formatting

(4) Mathematics is properly formatted and slides/board contain an appropriate amount of information.

(3) The talk contains minor formatting errors or dense slides/board.

(2) The talk contains major formatting errors or dense slides/board.

(1) The formatting severely detracts from the clarity of the talk.

Delivery (one point each)

☐ Good eye contact

☐ Good volume and projection

☐ Use of vocal variety

☐ Natural movement and gestures

☐ Appropriate length

Comments