Rubric for Presentation #2 with Slides

Note what is in bold on the rubric, as it differs from the blackboard presentation. There are two new key emphases for this presentation:

1) Identify 1-2 main points you want to convey in your presentation before starting to make the slides. Use this to inform the title and outline of your presentation
2) Think about how figures and examples can enhance your presentation in one of the following ways (or possibly other ways):
    a) Demonstrating a tricky definition
    b) Giving intuition for why we want to take a seemingly random step in a proof
    c) Giving intuition for why a step in a proof is valid.

You are welcome but not required to schedule a practice presentation with me or Matt.
Matt's guidance on slides:
https://canvas.mit.edu/courses/41041/files/6971980?module_item_id=1706277

AI Policy.
The purpose of this presentation is for you to learn how to:

- Distill the main ideas in text
- Convey the main ideas to your peers
- Use visuals in slides to demonstrate challenging mathematical concepts
- Use slide software (Google slides, powerpoint, Keynote, Beamer, or other) to assemble an easy-to-follow presentation

Where you may want to use AI:
AI can be a helpful assistant in helping you understand the text and creating visuals, but you should be heavily involved in the process. For example, to generate an example, you might ask AI questions like "can you give me an example of a hypothesis class where the SSP lemma is not tight", and then converse to refine the example. Or, you might say "Can you create a figure showing why this particular inequality holds".

Where you may not use AI:
You may NOT use AI to make the slides themselves. You may copy-paste (with a citation) a figure generated using AI into your slide, or ask AI for formatting help which you execute yourself. You should interface with the software yourself so that you can learn what tools are available. I've found that content created by AI is much harder to present because it does not follow your own intuitions for the flow of how to convey ideas.

	Exceeds (100%)	Meets (80%)	Below (40%)
Preparation (4/20)	It is clear that the presenter understood the texts' main ideas, and these **1-2 main ideas were clearly conveyed using titles, emphasis, and repetition.** Included connections to other talks when possible.	The presenter understood the main ideas but they were initially hard for the listener to distill.	Hard to follow main ideas of presentation
Organization (3/20)	Outline, summary, and additional verbal cues marked transitions to keep the listener on track. **Each slide had a clear title conveying its purpose**. **Key Information was recalled (copied onto new slide) appropriately.**	Used some of the "exceeds" organizational tools, but sometimes hard for the listener to understand where we were or where we were going.	Lack of organization made talk hard to follow.
Math Correctness and Completeness (4/20)	Stated definitions and theorems fully, fully defined notation, and proofs were correct. Any omitted steps or lemmas were clearly pointed out.	Some missing details or errors, but were able to fill these in when asked.	Missing information or errors made the talk hard to follow.
Easy to follow math including visual (5/20)	Clearly explained proof steps and motivations, and used used **figure(s) with a clear purpose** (eg. is demonstrating a definition, giving intuition for why we might want to take a step, or justify why a step holds)	Clearly explained proof steps and why they were valid, and used at least 1 figure.	Copied proof from notes with no additional explanations or figures.
Pacing + Engaged with Audience (4/20)	Made eye contact, is aware if the audience is following, paused for questions and answered clearly. Used **well-paced slides where content was revealed at a digestible pace (eg. by using animations)**	Most of "exceeds" with some engagement or pacing challenges.	Did not engage with the audience, or the pacing of slides made the presentation too hard to follow.