

Evaluation form

MSc Thesis Computing Science (NWI-IMC029) or Information Sciences (NWI-IMK013)

A. Personal Information

| | |
|-----------------------------------------|-------------|
| Student name: | |
| Student number: | |
| Evaluator name: | |
| Study program: | |
| Are you the student's daily supervisor? | yes no |

B. Product

| | Insufficient | Sufficient | Fair | Good | Excellent |
|---------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem definition | Missing, unclear or not embedded in a proper context. | Present, but in an elementary way. | Present, and research questions and goals are related to each other. | Present and related to each other. They match with the problem domain. | Present, related to each other, well-explained, and matching the problem domain & presented background. |
| Research content | Thesis does not contain the relevant theory, or the theory description has substantial flaws. | Thesis contains the relevant theory and is described correctly. The description is not adapted to the problem definition. | Thesis contains the relevant theory and is described correctly. The description is adapted to the problem definition in a modest way. | Thesis contains the relevant theory and is described correctly. The description is completely adapted to the problem definition. | Thesis contains the relevant theory and is described correctly. The description is completely adapted to the problem definition, and the theory is enriched. |
| Structure and content | Text has hot air, superfluous sidetracks, missing chapters or sections. | Text is comprehensible, chapters are internally consistent. | Text is comprehensible. Chapters are internally consistent and ordered logically. | Text is comprehensible. Chapters are internally and externally consistent and ordered logically. | Text is comprehensible. Chapters are internally and externally consistent and ordered logically. Terminology is correct and academic. |
| Range of results | Missing or flawed with respect to problem definition. | Matches problem definition, but is limited to one or a few ad hoc instances of the problem definition. | Matches problem definition and a fair subset of instances of the problem definition. | Matches problem definition and all instances of the problem definition. | Exceeds the instances of the problem definition. |
| Argumentation | Is missing or flawed. | Is present, but is not complete or is elementary. | Is present, correct, but strictly limited to the problem definition. | Is present and correct and references in the expected and appropriate situations. | Is present and correct and uses scientific references and knowledge in the expected and appropriate situations. |
| Justification of results | Is missing, incomplete, or inconsistent. | Is present, but is strictly limited to supporting the problem definition. | Is present, complete, and systematic with respect to the problem definition. | Is present, complete, and systematic with respect to the problem definition and applied scientific method. | Is present, complete, and systematic with respect to the problem definition and applied scientific method. All results have been analysed. |

| | Insufficient | Sufficient | Fair | Good | Excellent |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reflection (on research question, goal, method, and results) | Is missing or is flawed. | Is present. Individual results are discussed. | Is present. Individual results are discussed and related with one another. | Is present. Individual results are discussed and related with one another and the research question. | Is present. Individual results are discussed, related and analysed with respect to each other. These results are related with the research question. |
| Style | Text is badly structured, hard to comprehend, for instance because of language errors. | Text is structured and has no language errors. | Text is structured, has no language errors, and uses jargon correctly. | Text is structured, has no language errors, and uses jargon correctly. The structure of the text supports the comprehension of the thesis. | Text is structured, has no language errors, and uses jargon correctly. The structure of the text supports the comprehension of the thesis. The text is exemplary. |
| Presentation | Hampers the reading process. | Does not hamper the reading process. | Supports the reading process. | Stimulates the reading process. | Is exemplary. |
| Literature | Too few peer-reviewed citations in the list of references. References in the text are missing or incorrect. | Very few peer-reviewed citations and mostly non-reviewed citations in the list of references. The text has no missing or incorrect references. | The relevant peer-reviewed citations are present, but also non-reviewed or less relevant citations. The text has no missing or incorrect references. | Most literature is peer-reviewed (use of specialised books is allowed). There are only a few less relevant citations. The text has no missing or incorrect references. | Almost all literature is peer-reviewed (use of specialised books is allowed, no lecture notes). All references are relevant. The text has no missing or incorrect references. |

C. Process *If you are the second reader, please skip this section.*

Scientific content

| | Insufficient | Sufficient | Fair | Good | Excellent |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scientific skill | Student does not correctly apply theory / experiments. | Student correctly applies theory / experiments. Theory and experiments originate from external sources only. | Student correctly applies theory / experiments, which originate from external sources but are adapted to match the problem definition. | Student correctly applies theory / experiments and adapts them to match the problem definition. Results are validated and analysed. | Student correctly applies theory / experiments, adapting & extending them to match or exceed the problem definition. Results are validated and analysed. |
| Scientific attitude and level of abstraction | Student does not make assumptions explicit, uses illogical reasoning, does not relate concepts or points of view without the aid of supervisor, or works in a non-systematic way. | Student makes assumptions explicit, reasons logically, can relate concepts and points of view if these have been identified by supervisor, and works systematically when directed by the supervisor. | Student makes assumptions explicit, reasons logically, relates concepts and points of view independently. When directed by the supervisor, student works systematically. | Student makes assumptions explicit, reasons logically, relates concepts and points of view, and works systematically without prompting by supervisor. Results are related to problem definition. | Student makes assumptions explicit, reasons logically, relates concepts and points of view, and works systematically. Results are continuously related and refined to the problem definition. |
| Reflection | Student does not reflect or reflects in a flawed way. | Student can only reflect with aid from the supervisor. | Student reflects independently on their performance in an ad hoc way. | Student actively reflects on parts of their performance. | Student actively reflects on most parts of their performance. |
| Integrity | Student shows no comprehension of scientific integrity, cites sources in a flawed way*, or is unconcerned with ethical aspects of the conducted research. | Student adheres to principles of scientific integrity. Citations can be improved, but are acceptable. | Student understands the principles of scientific integrity, and cites all sources correctly. | Student understands and adheres to the principles of scientific integrity, and cites all sources correctly. | Student understands and adheres to the principles of scientific integrity, cites sources correctly, considers and clearly documents the ethical aspects of the research. |

*This does not include plagiarism or fraud, which must always be reported to the Examination Board and may have as result that the thesis is not graded.

Project management

| | Insufficient | Sufficient | Fair | Good | Excellent |
|----------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting preparation. | Student fails to provide appropriate documentation on time or not at all (such as planning, milestones, thesis versions). | Student provides appropriate documentation on time. | Student provides appropriate documentation on time and clarifies them. | Student provides appropriate documentation on time and clarifies them. The relation with the thesis is always clear. | Student provides appropriate documentation on time and clarifies them. The relation with the thesis is always clear. Student correctly takes the initiative to determine the agenda. |
| Progress control. | Student fails to control the progress, neither with aid from the supervisor. | Student adequately responds to initiatives of the supervisor. | Supervisor only needs to aid after receiving timely signals from the student. | Student controls progress without aid from the supervisor. Supervisor can verify the progress within the thesis project. | Student controls progress without aid from the supervisor. Supervisor can verify the progress within the thesis project. Student keeps supervisor well informed. |
| Communication. | Communication is absent or flawed. | Communication is functional. | Communication is clear and explanatory. | Communication is clear, explanatory, and stimulating. | Communication is clear, explanatory, stimulating, and enriching. |
| Independence. | Student requires detailed and precise instructions. Supervisor must verify if the tasks have been executed. | Supervisor determines the tasks, in detail, and the student executes them without further guidance. | Supervisor determines the tasks, but not in detail, and the student executes them without further guidance. | Supervisor & student mutually determine the tasks, not in detail. The student executes them without further guidance. | Student independently determines the tasks correctly. The supervisor helps, but only if requested. |

D. Oral presentation

| | Insufficient | Sufficient | Fair | Good | Excellent |
|---------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transfer of core concept. | Student fails to transfer the essence of the thesis. | Student transfers the essence of the thesis, but fails to separate major from minor concepts and issues. | Student transfers the essence of the thesis, separates and identifies the major and minor concepts and issues. | Student transfers the essence of the thesis, separates and identifies the major and minor concepts and issues. Audience can understand the essence of the thesis. | Student transfers the essence of the thesis, separates and identifies the major and minor concepts and issues. Transfer of the essence of the thesis is exemplary. |
| Tuning to audience level. | Student makes no attempt to connect with the audience or their level of knowledge. | Student tries to connect with the audience at the correct level but has chosen one that is too low or too high. | Student attempts to connect with the audience, and the level is appropriate most of the time. | Student attempts to connect with the audience, and the level is appropriate all the time. | Student connects with the audience, and adapts to signals (e.g. interruptions). |
| Style and performance. | Style of tools (e.g., Powerpoint) distract from presentation. | Style of tools match with the presentation, but is unbalanced (too little or too much explanation, too little or too much text, etc.) | Style of tools match with the presentation and is balanced. | Style of tools match with the presentation, is balanced, supports and enriches. | Style of tools match with the presentation, is balanced, supports and enriches. All graphs, text, and other means are optimised to transfer the core concepts. |
| Questions. | Student fails to answer most of the questions or does not answer them in a meaningful manner. | Student answers questions that are directly related to the research question and method. | Student answers questions that are directly related to the research question and method in a clear and persuasive way. | Student answers questions that are directly related to the research question and method clearly and persuasively, showing that they are in control of the project. | Student answers all questions in a clear and persuasive way, showing that they are in control of the project. |

E. Final remarks

Optional: Further remarks.

F. Grade

Please enter a grade between 1 and 10 (only half points are allowed):

Any grade <7 or >8 should be motivated.