

# 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. Thesis

	<b>Insufficient</b>	<b>Sufficient</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Problem definition</b>	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.
<b>Research content</b>	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.
<b>Structure and content</b>	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.
<b>Range of results</b>	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.
<b>Argumentation</b>	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.
<b>Justification of results</b>	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.

	<b>Insufficient</b>	<b>Sufficient</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Reflection</b> (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.
<b>Style</b>	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.
<b>Presentation</b>	Hampers the reading process.	Does not hamper the reading process.	Supports the reading process.	Stimulates the reading process.	Is exemplary.
<b>Literature</b>	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**

	<b>Insufficient</b>	<b>Sufficient</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>Scientific skill</b>	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.
<b>Scientific attitude and level of abstraction</b>	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.
<b>Reflection</b>	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.
<b>Integrity</b>	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. Further Remarks**

Optional: Please use this field to provide further information on your evaluations in B, C, and D. For example, explain what could have been improved for items rated "fair" or lower, or why certain items were rated as "excellent". You can also comment on other products of this work than the thesis itself, such as a software or dataset.

## **F. Grade**

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

**Mandatory**: Provide a motivation for your grade. This should include a brief summary of the most important strong and weak points of the work.