Evaluation form <u>second examiner</u> bachelor thesis computer science

This evaluation form must be filled in by the _second examiner_ (_second reader_) of the bachelor thesis.

- Fill in all categories and give a grade based on this. A _short motivation_ is required in the categories when you mark a dimension with "insufficient" or "excellent", or need to divert from the proposed phrase of the corresponding rubric.

- Your evaluation is independent from the evaluation by the first examiner, who uses a separate evaluation form. You evaluate only the product and the oral presentation of the student.

- If you need to include further criteria that are not part of the rubrics, then you can enter them on this page.

- In the last step (_not on this form_), you propose together with the first examiner a final verdict. The examinator consults both parties and determines the actual final grade.

Student:	
Student number:	
Second examiner:	
Date:	
Grade:	
Signature:	

Extra explanation (if necessary)

Dimension	insufficient	sufficient	fair	good	excellent

Bachelor Thesis / Content

First examiner and second examiner evaluate the thesis (and perhaps other products) independently.

Dimension	insufficient	sufficient	fair	good	excellent
Problem definition and research questions	Problem definition, research questions or goals are missing or are unclear or not embedded in a proper context.	Problem definition, research questions and goals are present, but in an elementary way.	Problem definition, research questions and goals are present and related to each other.	Problem definition, research questions and goals are present and related to each other. They match with the problem domain.	Problem definition, research questions and goals are present. They relate to each other, and this is well explained. They match with the problem domain and the 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.
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.
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.
Reflection	Reflection about research question, goal, method or results is missing or is flawed.	Reflection about research question, goal, method or results is present. Individual results are discussed.	Reflection about research question, goal, method or results is present. Individual results are discussed and related with one another.	Reflection about research question, goal, method or results is present. Individual results are discussed and related with one another and the research question.	Reflection about research question, goal, method or results is present. Individual results are discussed, related and analysed with respect to each other. These results are related with the research question.
Literature	Too few peer-reviewed citations in the list of references. Grey literature is not properly referenced. References in the text are missing or incorrect.	Very few peer-reviewed citations and mostly non-reviewed citations in the list of references. Grey literature is properly referenced. The text has no missing or incorrect references.	The relevant peer-reviewed citations are present, as well as mostly non-reviewed citations or less relevant citations. Grey literature is properly referenced. The text has no missing or incorrect references.	Most literature is peer-reviewed (use of specialised books is allowed). Grey literature is properly referenced. 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). Grey literature is properly referenced. All references are relevant. The text has no missing or incorrect references.

Motivation is required if at least one of the above rubrics is graded as insufficient or excellent.

Dimension	insufficient	sufficient	fair	good	excellent

Bachelor Thesis / Presentation

First examiner and second examiner evaluate the thesis (and perhaps other products) independently.

	insufficient	sufficient	fair	good	excellent
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 chapters are ordered logically.	Text is comprehensible, chapters are internally and externally consistent, and chapters are ordered logically.	Text is comprehensible, chapters are internally and externally consistent, and chapters are ordered logically. Terminology is correct and academic.
Argumentation	Is missing or is 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 uses references in the expected and appropriate situations.	Is present and correct and uses scientific references and knowledge in the expected and appropriate situations.
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.

Motivation is required if at least one of the above rubrics is graded as insufficient or excellent.

Dimension	insufficient	sufficient	fair	good	excellent

Oral Presentation

Two persons evaluate the oral presentation; preferably these are the first examiner or daily supervisor and second examiner. Alternatively, it is one of them and the bachelor thesis coordinator.

Dimension	insufficient	sufficient	fair	good	excellent
Transfer of core	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. Audience can understand the essence of the thesis. Transfer is exemplary.
Tuning to audience level	Student makes no attempt to connect with the audience or their level of knowledge.	Student is aware to connect with the audience, and has considered 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	Style of presentation or tools (e.g. Powerpoint) distract from presentation.	Style of presentation and tools match with the presentation, but is unbalanced (too little or too much explanation, too little or too much text, etc.)	Style of presentation and tools match with the presentation, and is balanced.	Style of presentation and tools match with the presentation, is balanced, and supports and enriches it.	Style of presentation and tools match with the presentation, is balanced, and supports and enriches it. All graphs, text, and other means are optimised to transfer the core concepts.
Performance	Presentation suffers from timing issues (too short or too long). Student is not in control of the presentation. The presentation is hard to follow due to issues with audibility, talking speed, pronunciation, or flow.	Presentation has minor timing issues that are fixed by the student during the presentation. The student is mostly in control of the presentation. The presentation has a few minor issues with audibility, talking speed, pronunciation, or flow.	Presentation has no timing issues. The student is in control of the presentation. The presentation has a few minor issues with audibility, talking speed, pronunciation, or flow.	The timing of the components of the presentation is well tuned. The student's control is in control of the presentation. The student has no issues with audibility, talking speed, pronunciation, or flow.	The timing of the components of the presentation is well tuned. The student's control of the presentation has added value. The student has no issues with audibility, talking speed, pronunciation, or flow.
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 in a clear and persuasive way, showing that she is in control of the research project.	Student answers all questions in a clear and persuasive way, showing that she is in control of the research project.

Motivation is required if at least one of the above rubrics is graded as insufficient or excellent.