

Student name: _____ Student number: _____ Your name: _____ u/z number: _____

General Performance (65%)

FIRST ASSESSOR: you should score all categories. If a daily supervisor is involved other than you, please score all three categories with help of the daily supervisor. It is important that your name is on the form and that you agree with the evaluation.

SECOND ASSESSOR: you should score only the report and presentation (if relevant).

EXTERNAL INTERNSHIP: If the external daily supervisor is approved examiner (check this with student), they can upload the form with all categories scored. The RU/RUMC examiner then only needs to fill out the scores for the report and oral presentation

	Insufficient	Sufficient	Good	Excellent
1) Knowledge and understanding				
a. Knowledge	Not read all recommended material. Unable to summarize literature or justify choices.	Read recommended material... Able to summarize literature...	... and additional sources for orientation... ... and defend/justify literature choices.	... and for problem solving during research. ... and actively shared relevant findings/sources.
b. Understanding	Misunderstanding of project goal. No partaking in discussions.	Understanding of project goal and challenges... Passive in discussions: understanding shown, no suggestions given for own or other projects.	... and milestones... Contributed to discussions: full understanding shown, some suggestions given.	... and main challenges. Actively contributed to discussions: full understanding shown, useful suggestions given.
2) Applying knowledge and understanding				
a. Lab skills	Unable to use techniques/models unsupervised. Worked unsafe, unclear and/or unstructured.	Could use some techniques/models after instruction... Worked safely and tidy...	... use all techniques, and optimize some protocols... ... and accurately...	... and develop new techniques/models. ... and was active in lab maintenance.
b. Organisation (Time management)	Time-inefficient, unaware of time management. Frequent unnecessary delays/repeats.	Used work days efficiently... Good short-term (week-base) planning...	... without losing oversight combining steps... ... and long-term (month-base) planning...	... and easily adjusted planning when needed. ... never lost oversight of project status/progress.
c. Research design	Heavily reliant on supervisor, frequent major mistakes.	Occasional correction of mistakes by supervisor. Attention to details of experiments...	Mainly tweaks by supervisor. ... aware of need for consistency...	Supervision only for overall strategy. ... and ensured comparisons are possible.
3) Making judgements				
a. Critical reflection and progress control	No reflection/reorientation, unrealistic ideas about project status, unclear research focus.	Reflection/reorientation realistic... Positive results often unquestioned... (Fairly) realistic idea about project status...	... weaknesses identified... ... also positive results questioned... ... and aware of current focus/bottleneck...	... and implications of weaknesses addressed. ... and relevant controls for confirmation done. ... and able to outline future steps.
b. Initiative and creativity	No initiative, direct instructions needed. No solutions offered.	Showed some initiative, much help needed. Limited creativity, solutions at times unrealistic.	Showed initiative, little help needed. Solutions often realistic, sometimes creative.	Took ownership of project. Solutions realistic and creative.
4) Lifelong learning skills				
a. Involvement, independence and perseverance	Project seen as assignment. Lack of commitment. Very sensitive to setbacks.	Some intrinsic motivation Progress relied mostly on supervisor... Able to overcome minor setbacks...	Intrinsically motivated ... worked towards independence... ... and larger setbacks...	... and shared motivation with others. ... resulting in full independence at the end. ... and focussed on longevity of project.
b. Reflection and handling of feedback	Difficulties identifying own strengths/weaknesses. Feedback often ignored.	Able to identify own strengths/weaknesses. Feedback was often considered.	... and aware of strengths/weaknesses... Feedback was always considered.	... and able to utilize feedback to improve them. ... and actively sought.
5) Communication				
a. Meetings and targets/deadlines	Communication lacking, even when urged. Lacking preparations for meetings. No targets set by student, even when asked.	Communication often initiated by supervisor. Prepared for meetings... Targets were communicated by student...	Communication often initiated by student. ... was clear and to the point, but lacked jargon. ... and targets/deadlines were met...	Communication initiated by student. ... knew jargon, focused on mutual understanding. ... and were set with consideration of others.
b. Cooperation	Difficulty sharing materials/space. Meetings regarded as task.	Mindful while sharing materials/space... Meetings used to ask for help...	... and actively discussed with colleagues. ... and discussing hypotheses.	... and actively helpful towards colleagues. ... and sharing new ideas/suggestions.
c. Data management	Data unstructured, student clarification needed. Lab journal incomplete, replication impossible.	Data structured... Lab journal only lacking small details.	... consistent and clear. Lab journal complete, main findings clear.	... and optimized for future users. ... and repetition by others directly possible.
Comments:				Suggested grade:

Report (25%)

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	Insufficient	Sufficient	Good	Excellent
6) Report presentation				
a. Language, vocabulary and writing style	>3 mistakes/page, hard to comprehend. Writing colloquial, too elaborate or unclear.	>1 mistake/page, grammar comprehensible. Writing mostly clear, few obvious colloquialisms...	<1 mistake/page, grammar smooth. ... scientific and to the point, no colloquialisms...	(Nearly) flawless. ... near level of academic paper.
b. Layout visuals (figures, tables)	Figures irrelevant, not self-explanatory. Layout inconsistent	Figure support text, not all self-explanatory... Layout (mostly) consistent.	... self-explanatory. ... and adapted to improve visibility/clarity...	Publishable figures, original illustrations. ... and appeal.
7) Structuring				
a. Main sections	Abstract, Experimental incomplete. Discussion missing or trivial. Conclusions partially unsubstantiated. Appendices irrelevant or under/overutilized.	Abstract, Experimental complete... Discussion shows strengths/weaknesses... Conclusion substantiated... Appendices mostly relevant...	... concise and clear... ... and explores implications... ... and reflects on goals. ... no misplaced information and appeal/allow easy replication. ... and reflects on literature/theory. Discussion and conclusion precise and concise. ... and used to improve readability of main text.
b. Substructure and paragraphs	Structuring at all levels (report sections, within sections and paragraphs) confusing or missing.	Sub-structuring of main sections clear, but at paragraph level at times confusing or missing.	Sub-structuring clear and focussed. Most paragraphs focussed.	... some of publishable quality. ... and logically organized.

Presentation (10%)

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General comments (mandatory):	Suggested overall grade:
	Final grade: