Assessment Form: Master Thesis Science, Management & Innovation

Name of student:

Student ID number:

Date of defense:

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| # | Criterion | Assessment | Notes |
| 1 | Problem selection | I – S – G – VG |  |
| 2 | Problem formulation | I – S – G – VG |  |
| 3 | Conceptual framework | I – S – G – VG |  |
| 4 | Methodology | I – S – G – VG |  |
| 5 | Analysis | I – S – G – VG |  |
| 6 | Conclusions | I – S – G – VG |  |
| 7 | Recommendations | I – S – G – VG |  |
| 8 | Reflection | I – S – G – VG |  |
| 9 | Writing | I – S – G – VG |  |
| 10 | Process | I – S – G – VG |  |
| 11 | Defense | I – S – G – VG |  |
| 12 | Creativity | I – S – G – VG |  |

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| Name:  Grade:  Grading criteria:  I = insufficient; S = sufficient; G = good; VG = very good | Role:  □ University supervisor / 1st assessor  □ Host organization supervisor  □ Reader / 2nd assesor |
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| 1 | Problem selection | The student selects a research problem that fits the objectives of the Science, Management & Innovation track: the problem thus has societal and scientific relevance. |
| 2 | Problem formulation | The student describes the research problem clearly and consistently, drawing on both the societal and scientific relevance of the research problem. |
| 3 | Conceptual framework | The student discusses theories, models and literature relevant to the problem and, in this way, builds a theoretical or conceptual framework relevant to understanding the research problem. |
| 4 | Methodology | The student researches the problem in a suitable way, using appropriate methods for the problem to be researched, and clearly describing these methods in terms of the sources used, the data selected, and the mechanisms of analysis employed. |
| 5 | Analysis | The student analyzes the problem critically, using relevant theories, models and literature, and comes to original insights into the problem. |
| 6 | Conclusions | The student answers the research questions, and these answers follow from the analysis. |
| 7 | Recommendations | The student makes practical recommendations that can help solve the problem and/ or can direct further research into the central problem of the thesis. |
| 8 | Reflection | The student evaluates his/ her theoretical framework, methods and conclusions, showing an understanding of which choices have been made during the research process and of the consequences of those choices. |
| 9 | Writing | The student properly reports the results of research, indicated by an adequate structuring of the text in chapters, sections and paragraphs, correct use of language, and complete and consistent references. |
| 10 | Process | The student works on the thesis project independently, structures the work in such a way that it can be completed in a reasonable amount of time, and reflects on her or his functioning as a researcher. |
| 11 | Defense | The student presents the results of the research in a structured way, explaining the rationale of the study's design and highlighting the key conclusions. In the discussion, the student shows mastery of the subject researched. |
| 12 | Creativity | The student shows exceptional independent and/ or inventive thinking in the process of research and/ or in the results presented in the thesis. |

**Grading formula**

The university supervisor (in consultation with the host organization supervisor) and reader assess the master thesis project and arrive at a tentative grade in the following way.

* **6**. If the student scores sufficient on the first six criteria; theses that score an insufficient on one of the first six criteria cannot be defended and will not be graded.
* **7**. If the student scores good on four of the first six criteria.
* **8**. If the student scores good on all of the first six criteria, or if every sufficient score on the first six criteria is compensated with a very good score on another criterion.
* **9**. If the student scores very good of the first six criteria and at least good on the other criteria.
* **10**. If the student scores very good on all of the first eleven criteria.

Supervisors and reader jointly arrive at a final grade. Criterion 12 may be used to adapt grades slightly upwards or downwards. If it turns out to be impossible to reach an agreement, the grade will be established based on a weight of 75% for the grade by the university supervisor and 25% for the grade given by the reader.