

## Part 1: Assessment Form Double Bachelor Physics & Chemistry (NS-330B)

Use of this form, including assessment score form (Part 2), is mandatory for all bachelor thesis research projects. It must be filled out and signed by both the project supervisor and the second reviewer, and handed in at the administration office JI (BBg 7.72).

Student	
First and last name	
Student number	
Telephone	
Email address	
Research Project	
Project title	
Number of EC (22.5 for regular project)	
Honours project (yes, no)	
Project supervisor (first reviewer)	
Name and title (must be a staff member of either the Chemistry or Physics Department holding or in training for BKO) <sup>1</sup>	
Email address	
Second reviewer (see guidelines for second reviewer in Part 3, Supplemental Information)	
Name and title (must be a staff member of either the Chemistry or Physics Department holding or in training for BKO)	
Email address	
Experts: if internal or external experts have been consulted, please note them here	
Name and title	
Affiliation	
Email address	

<sup>1</sup> There must be one examiner of each department.

<b>Name and title</b>	
<b>Affiliation</b>	
<b>Email address</b>	

**Assessment in words**

Describe the project and assess the performance of the student using the protocol as set up in Part 2 of this form. Determine the strong and weak points of the student's work. Please address the three main aspects of the project, i.e. Research skills and results, Thesis knowledge/content, and Oral presentation. The final grade should be determined on the basis of the assessment criteria listed in Part 2 and along the rules described in Part 3 to ensure an equalized assessment of the research projects and to offer clarity to the students and board of examiners about the assessment.

Additional points that affect the assessment but do not become apparent in the assessment of Part 2 should be thoroughly motivated by the first reviewer. The final grade may deviate from the 'target final grade' (see Part 3, supplemental information) by a maximum of  $\pm 0,5$  points.

**Category grades and final grade**

<b>Research skills:</b>		<b>Thesis:</b>		<b>Oral presentation:</b>	
<b>Final grade:</b>		(this grade will be recorded in OSIRIS and included in the student's grade list)			

**Signatures**

<b>Project supervisor / first reviewer</b>	<b>Date:</b>	
<b>Herewith the first reviewer confirms that this assessment has been discussed with the student.</b>	<b>Name:</b>	
	<b>Signature:</b>	

<b>Second reviewer</b>	<b>Date:</b>	
<b>Herewith the second reviewer confirms that he/she found no indication that the assessment was not done thoroughly or not according to the rules.</b>	<b>Name:</b>	
	<b>Signature:</b>	

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## Part 2a: Category grades first reviewer

### Grade A: Research skills and results (60%)

Grade: Comment/subgrade<sup>2</sup>: 

#### A1: Background knowledge

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>missing or unrelated to the project</li> </ul>	<ul style="list-style-type: none"> <li>an appropriate overview of prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>excellent overview of prior knowledge</li> <li>new concepts and techniques are understood and the broader context is seen</li> </ul>

#### A2: Research question(s)

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>missing or is not related to the research field and/or approach.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate formulation of research question(s)</li> </ul>	<ul style="list-style-type: none"> <li>excellent and clear</li> <li>follow logically from given state of the art knowledge.</li> </ul>

#### A3: Design and execute research plan

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>Executes only plans devised by the supervisor.</li> <li>Has problems comprehending and executing plans devised by the supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes new valid calculations or measurements based on previous results.</li> <li>Has creative ideas.</li> </ul>	<ul style="list-style-type: none"> <li>"Owns" the project.</li> <li>Proposes many new, relevant calculations or measurements</li> <li>Student has original, creative ideas.</li> </ul>

#### A4: Experimental/theoretical approach

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>there are significant shortcomings.</li> <li>the approach is inappropriate/illogical.</li> <li>Fails to produce meaningful results.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate implementation of the approach</li> <li>it is clear that the research questions can be addressed</li> </ul>	<ul style="list-style-type: none"> <li>excellent implementation of the approach</li> <li>alternative approaches are considered and the chosen approach is the most appropriate to address the research questions</li> <li>potential difficulties/problems are seen and avoided/solved in a smart/ingenious way.</li> </ul>

#### A5: Data analysis and interpretation

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>Depends on supervisor for correct interpretation of results.</li> <li>Invalid statistical analysis</li> </ul>	<ul style="list-style-type: none"> <li>Provides correct analysis and interpretation of results.</li> </ul>	<ul style="list-style-type: none"> <li>Provides correct analysis and interpretation of results from the start of the project.</li> <li>Recognizes implications of his results in a broader scientific and societal</li> </ul>

<sup>2</sup> The examiner is strongly encouraged to supply a written comment (one word is sufficient) or a subgrade for each item, as feedback to the student and to supplement the 'assessment in words' in Part 1.

If subgrades are specified, the grade is not necessarily equal to the arithmetic mean of the subgrades.

		context
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**A6: Professional attitude**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Fails to work independently (e.g. cannot perform simple tasks or calculations without constant input).</li> </ul>	<ul style="list-style-type: none"> <li>• Works independently to solve well defined problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Works independently</li> <li>• Solves most problems him/her-self</li> </ul>

**A7: Social skills**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Does not act as a member of a research group. Not responsive to advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Works well together and takes initiative, becomes easily part of a group. Asks others for advice and helps others when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional social skills</li> </ul>

**A8: Integrity**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Data manipulated or left out.<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Accurate, reliable and trustworthy.</li> <li>• Shows awareness of confidentiality of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptionally accurate, reliable and trustworthy.</li> </ul>

**A9: Critical attitude**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Critical attitude is absent.</li> </ul>	<ul style="list-style-type: none"> <li>• Has critical attitude towards (published) research.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical attitude is based on intellectual depth and profundity.</li> </ul>

**Grade B: Thesis (30%)**Grade: Comment/subgrade<sup>1</sup> **B1: Background information**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• missing or unrelated to the project</li> </ul>	<ul style="list-style-type: none"> <li>• an appropriate overview of prior knowledge is given.</li> </ul>	<ul style="list-style-type: none"> <li>• excellent overview of prior knowledge</li> <li>• new concepts and techniques are explained and put in a broader context</li> </ul>

**B2: Research question(s)**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• missing or is not related to background information and approach.</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate formulation of research question(s)</li> </ul>	<ul style="list-style-type: none"> <li>• excellent and clear</li> <li>• follow logically from given background information.</li> </ul>

<sup>3</sup> In case of fraud or plagiarism, the reviewer will inform the Board of Examiners.

**B3: Experimental/theoretical approach**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>•there are significant omissions.</li> <li>•the approach is inappropriate/illogical.</li> <li>• Fails to reveal how results were obtained.</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate description of the approach</li> <li>• it is clear that the research questions can be addressed</li> </ul>	<ul style="list-style-type: none"> <li>• excellent description of the approach</li> <li>• it is clear why the chosen approach is the most appropriate to address the research questions</li> <li>• Crucial steps are identified and highlighted.</li> <li>• context is provided w.r.t. alternative approaches.</li> </ul>

**B4: Presentation of the results**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>•unclear whether results are useful to address research question</li> <li>•missing or inadequate treatment of errors and uncertainties.</li> </ul>	<ul style="list-style-type: none"> <li>• clearly visible that the results relate to the research question</li> <li>• appropriate treatment of uncertainties and errors</li> </ul>	<ul style="list-style-type: none"> <li>• excellent presentation of results</li> <li>• results are appropriate to gain deeper conceptual understanding of some aspects related to the research question</li> <li>• excellent treatment of uncertainties and errors</li> </ul>

**B5: Discussion and conclusions**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>•basic knowledge of physics is insufficient</li> <li>•inappropriate and wrong conclusions</li> <li>• Data inadequately discussed, sticking rigidly to existing concepts or using invalid arguments.</li> <li>• Conclusions weak or not supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates sufficient knowledge and understanding</li> <li>• demonstrates sufficient understanding of techniques and concepts</li> <li>• Relation data and research question discussed adequately, using valid arguments.</li> <li>• Conclusions in line with presented evidence</li> </ul>	<ul style="list-style-type: none"> <li>• excellent in depth discussion of data in relation to research question.</li> <li>• Critical discussion in the light of the specified errors and uncertainties</li> <li>• • Excellent discussion of how the data relate to current knowledge of the subject, and suggestions for future research.</li> </ul>

**B6: Quality of the references**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• missing or unrelated to the content<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• appropriate to make the point</li> </ul>	<ul style="list-style-type: none"> <li>• excellent/varied choice of literature</li> </ul>

**B7: Structure**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Clear structure is absent or the content of the sections is often inappropriate (e.g. Details of the method explained in the result section, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>•Clear structure visible with following mandatory sections: Abstract, Introduction, Method, and Result/Discussion section(s)</li> <li>•Content in the sections is generally appropriate</li> <li>• References are provided in a consistent style</li> </ul>	Additionally: <ul style="list-style-type: none"> <li>•Content in the sections is always appropriate and is presented in an exceptionally well-considered way.</li> </ul>

**B8: Tables and Figures**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Figures and tables missing, irrelevant, or ill-presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Figures and tables can be understood without additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Figures and tables are clearly presented and self-explaining.</li> <li>• The layout of figures and tables is of high quality (publishable).</li> </ul>

**B9: Writing Style**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Style too wordy or too concise.</li> <li>• Severe and numerous spelling or grammar mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of language, grammar and spelling sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and style support legibility of the document.</li> <li>• Writing flows smoothly.</li> </ul>

**Grade C: Oral presentation (10%)**

Grade:

Comment/subgrade<sup>1</sup>

**C1: Content and structure**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• The presentation is not easy to follow and conclusions do not always follow from data. No or weak discussion of the results.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a reasonable view of the research, but the presentation can be clearer. Line of reasoning and how the conclusions were reached are not always clear. Fitting the research into a broader framework is not adequate at all points.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent structure, relevant introduction which connects with the aims of the study, fascinating results, good graphics, excellent discussion, clear implications with perspectives on future research.</li> </ul>

**C2: Presentation skills**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Poor slides, no contact with audience, cannot answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to retain the interest of listeners. Slides provide the audience with necessary information</li> </ul>	<ul style="list-style-type: none"> <li>• Professional presentation in all aspects.</li> </ul>

## Part 2b: Category grades second reviewer

### Grade B: Thesis (30%)

Grade:
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Comment/subgrade <sup>1</sup>
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#### B1: Background information

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>missing or unrelated to the project</li> </ul>	<ul style="list-style-type: none"> <li>an appropriate overview of prior knowledge is given.</li> </ul>	<ul style="list-style-type: none"> <li>excellent overview of prior knowledge</li> <li>new concepts and techniques are explained and put in a broader context</li> </ul>

#### B2: Research question(s)

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>missing or is not related to background information and approach.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate formulation of research question(s)</li> </ul>	<ul style="list-style-type: none"> <li>excellent and clear</li> <li>follow logically from given background information.</li> </ul>

#### B3: Experimental/theoretical approach

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>there are significant omissions.</li> <li>the approach is inappropriate/illogical.</li> <li>Fails to reveal how results were obtained.</li> </ul>	<ul style="list-style-type: none"> <li>appropriate description of the approach</li> <li>it is clear that the research questions can be addressed</li> </ul>	<ul style="list-style-type: none"> <li>excellent description of the approach</li> <li>it is clear why the chosen approach is the most appropriate to address the research questions</li> <li>Crucial steps are identified and highlighted.</li> <li>context is provided w.r.t. alternative approaches.</li> </ul>

#### B4: Presentation of the results

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>unclear whether results are useful to address research question</li> <li>missing or inadequate treatment of errors and uncertainties.</li> </ul>	<ul style="list-style-type: none"> <li>clearly visible that the results relate to the research question</li> <li>appropriate treatment of uncertainties and errors</li> </ul>	<ul style="list-style-type: none"> <li>excellent presentation of results</li> <li>results are appropriate to gain deeper conceptual understanding of some aspects related to the research question</li> <li>excellent treatment of uncertainties and errors</li> </ul>

#### B5: Discussion and conclusions

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>basic knowledge of physics is insufficient</li> <li>inappropriate and wrong conclusions</li> <li>Data inadequately discussed, sticking rigidly to existing concepts or using invalid arguments.</li> <li>Conclusions weak or not supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates sufficient knowledge and understanding</li> <li>demonstrates sufficient understanding of techniques and concepts</li> <li>Relation data and research question discussed adequately, using valid arguments.</li> <li>Conclusions in line with presented evidence</li> </ul>	<ul style="list-style-type: none"> <li>excellent in depth discussion of data in relation to research question.</li> <li>Critical discussion in the light of the specified errors and uncertainties</li> <li>Excellent discussion of how the data relate to current knowledge of the subject, and suggestions for future research.</li> </ul>



**B6: Quality of the references**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• missing or unrelated to the content<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• appropriate to make the point</li> </ul>	<ul style="list-style-type: none"> <li>• excellent/varied choice of literature</li> </ul>

**B7: Structure**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Clear structure is absent or the content of the sections is often inappropriate (e.g. Details of the method explained in the result section, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Clear structure visible with following mandatory sections: Abstract, Introduction, Method, and Result/Discussion section(s)</li> <li>• Content in the sections is generally appropriate</li> <li>• References are provided in a consistent style</li> </ul>	Additionally: <ul style="list-style-type: none"> <li>• Content in the sections is always appropriate and is presented in an exceptionally well-considered way.</li> </ul>

**B8: Tables and Figures**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Figures and tables missing, irrelevant, or ill-presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Figures and tables can be understood without additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Figures and tables are clearly presented and self-explaining.</li> <li>• The layout of figures and tables is of high quality (publishable) .</li> </ul>

**B9: Writing Style**

Insufficient (<6)	Satisfactory (7-8)	Excellent (>8)
<ul style="list-style-type: none"> <li>• Style too wordy or too concise.</li> <li>• Severe and numerous spelling or grammar mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of language, grammar and spelling sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and style support legibility of the document.</li> <li>• Writing flows smoothly.</li> </ul>

## Part 3: Supplemental information

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### Rules for obtaining the final grade

1. The assessment criteria in Part 2 and the guidelines to obtain the final grade are set up according to the learning goals of the bachelor research project (BONZ) and (partially) on the final qualifications of the Physics Bachelor programme (Eindkwalificaties Bacheloropleiding Natuurkunde). The final grade is a combination of the subgrades (A,B, C and D):

A:	Research skills	weight 60%
B:	Thesis	weight 30%
C:	Oral presentation	weight 10%

2. The subgrades are determined using Part 2 of the assessment form (first reviewer Part 2a, second reviewer Part 2b).

3. The category grades 'Research skills and results', 'Thesis', 'Oral presentation' (to be specified in Part 1 of the assessment form) are calculated according to:

$$\text{Grade}_{\text{Research skills}} = A_{\text{first reviewer}}$$

$$\text{Grade}_{\text{Thesis}} = 0.5 * B_{\text{first reviewer}} + 0.5 * B_{\text{second reviewer}}$$

$$\text{Grade}_{\text{Oral presentation}} = C_{\text{first reviewer}}$$

5. The minimum grade necessary to pass is 5.5 for 'Research skills and results', and 5.0 for 'Thesis' and 'Oral presentation'.

6. A target final grade is calculated according to:

$$\text{target final grade} = 0.6 * \text{Grade}_{\text{Research skills}} + 0.3 * \text{Grade}_{\text{Thesis}} + 0.1 * \text{Grade}_{\text{Oral presentation}}$$

7. The final grade may deviate from the target final grade by 0.5 points. Any deviation from the target final grade must be explained in the written motivation for the final grade (Part 1)

8. Significant disagreement in grades between 1<sup>st</sup> and 2<sup>nd</sup> reviewer must be addressed in the 'Assessment in words' section in part 1 of this form.

9. In the case of a retake or repair (herkansing), the maximum grade for any of the insufficient part(s) (corresponding to Grades A, B and C) is 6.5.

### Guideline for second reviewer

- The investment in terms of work-load should be approximately 1-2 hours.
- The second reviewer is expected to quickly read (parts) of the written thesis and to complete Part 2b of the assessment form.
- The second reviewer may want to informally talk to the first reviewer and/or the student, to get a clear view whether the assessment of the bachelor research was done along the lines as explicated in this assessment form.