

Rubric for Research Project Part 1

Master's students are expected to be able to do good work, the score "good" thus represents what can be normally expected from a student, it does not imply above-average results.

Students are assessed using the scale below (including indicative grades for each level):

Insufficient: below 5.5

Sufficient: 6 - 7

Good: 7 - 8

Very Good: 8 - 9

Excellent: 9 – 10

Process				
Independence in Execution – Ability of the student to work independently when designing and implementing their project				
Insufficient	Sufficient	Good	Very Good	Excellent
<ul style="list-style-type: none"> • No input and little commitment to the project. • Depends on others for correct interpretation of results. • Fails to apply techniques independently. 	<ul style="list-style-type: none"> • Proposes new directions for research, but not always feasible or well researched. • Provides some correct analysis, but still relies on others for most of data interpretation. • Regularly requires assistance when using techniques. 	<ul style="list-style-type: none"> • Proposes valid directions for research . • Provides correct analysis and interpretation of results with some assistance from others. • Applies techniques mostly independently. 	<ul style="list-style-type: none"> • Proposes new, creative, and relevant directions for research. • Designs some aspects of the project. • Provides correct analysis and interpretation of results with very little assistance. • Applies techniques independently. • Improves existing procedures. 	<ul style="list-style-type: none"> • Takes full ownership of the project. • Designs most of the project and decides directions of future work. • Provides correct analysis and interpretation of results with no assistance. • Independently applies techniques and assists others as well. • Finds and masters new technical approaches.
Independence in Writing – Ability of the student to find and write about topics relevant to the project				
<ul style="list-style-type: none"> • Relies on supervisor's instructions only. • Content superficially handled; depth is lacking. 	<ul style="list-style-type: none"> • Takes initiative (initially) after stimulation. • Limited input needed during literature search. 	<ul style="list-style-type: none"> • Part of ideas/content conceived independently. • Takes initiative during literature search. 	<ul style="list-style-type: none"> • Content is generated independently. • Little help is needed to find relevant literature. 	<ul style="list-style-type: none"> • Content is generated independently and contains surprising elements. • New and relevant literature is found independently.
Planning and Meeting Deadlines – Ability of the student to plan and meet deadlines				
<ul style="list-style-type: none"> • Fails to meet deadlines and appointments. 	<ul style="list-style-type: none"> • Meets most deadlines and keeps appointments. 	<ul style="list-style-type: none"> • Meets deadlines and keeps appointments. 	<ul style="list-style-type: none"> • Sets own deadlines and adheres to them. • Schedules appointments when necessary. 	<ul style="list-style-type: none"> • Nvt
Communication – Ability of the student to participate in discussions about their research project				
<ul style="list-style-type: none"> • Hardly participates in discussions. • Is unprepared for meetings. 	<ul style="list-style-type: none"> • Is present and pays attention during discussions, doesn't participate much. • Sometimes uses the time available to solve simple 	<ul style="list-style-type: none"> • Participates in discussions. • Comes prepared for meetings. 	<ul style="list-style-type: none"> • Is critical during discussions. • Is well prepared for meetings and uses the time available well. 	<ul style="list-style-type: none"> • Occasionally leads during discussions.

	issues that could have been done alone.			
Integrity and Responsibility – Ability of the student to interact and communicate with others and take personal responsibility for their actions.				
<ul style="list-style-type: none"> • Thinks he/she is the only worker in the group. • Does not take responsibility for their actions. • Data manipulated or left out. • Does not respect the confidentiality of information. 	<ul style="list-style-type: none"> • Is not fully aware of surroundings and the work of colleagues. • Needs to be (initially) stimulated to take responsibility for their (lab)work. 	<ul style="list-style-type: none"> • Takes (needs of) colleagues into account. • Communicates with colleagues, e.g. to share equipment, knowledge. • Shows awareness of confidentiality of information. 	<ul style="list-style-type: none"> • Knows when to ask questions. • Makes positive contributions to the group. • Accepts, communicates and learns from own failures. 	<ul style="list-style-type: none"> • Can work independently and responsibly. • Is aware of the work of colleagues and will assist others if needed.
Critical and Reflective Attitude – Ability of the student to be critical and reflective of their own work and of (published) research				
<ul style="list-style-type: none"> • Self-reflection is absent. • Critical attitude is absent. • Loses motivation when research fail(s). 	<ul style="list-style-type: none"> • Shows little self-reflection and critical attitude. 	<ul style="list-style-type: none"> • Shows self-reflection . • Has a critical attitude towards (published) research. • Tries again when research fails. 	<ul style="list-style-type: none"> • Shows self-reflection and has a critical attitude towards literature and their own research. • Looks for different approaches until result is obtained. 	<ul style="list-style-type: none"> • Critical attitude is based on intellectual depth and profundity. • Perseveres, but knows when to stop.

Proposal				
Structure and Clarity – How well is the research question formulated, and how well is the text structured?				
Insufficient	Sufficient	Good	Very Good	Excellent
<ul style="list-style-type: none"> • Research question absent or lacks focus. • Relevance of the research question unclear. • The line of thought is unclear. • Text is badly structured. 	<ul style="list-style-type: none"> • Research question is present, but could be better defined. • Proposal is readable but some parts are less structured. 	<ul style="list-style-type: none"> • Research question is well defined and focused. • Relevance of research question clarified. • Line of thought mostly clear. • Structure supports legibility of text. 	<ul style="list-style-type: none"> • Substantiated research question with clear focus. • The line of thought is easy to follow and supported by the structure. 	<ul style="list-style-type: none"> • Research question has the potential to contribute useful new knowledge to the field. • The proposal reads easily and is structured following the standard of the field.
Discussion of Related Work – Is important literature included and is it properly referenced?				
<ul style="list-style-type: none"> • Incomplete or inaccurate overview of literature. • Fails to place research topic in context. • References are insufficient, incomplete or incorrect.* • Reference list is formatted inconsistently • References cannot be retrieved. 	<ul style="list-style-type: none"> • Key references are discussed, but limited literature was found independently. • Correct application of a single referencing system. • References can be traced. 	<ul style="list-style-type: none"> • Adequate overview of relevant literature. • Places research topic in context within the immediate subject area. • References are complete and correct. 	<ul style="list-style-type: none"> • Complete, concise overview of relevant literature. • Places research topic in context within the subject area. • (Key) references have been found independently. 	<ul style="list-style-type: none"> • Complete overview with unexpected but relevant literature. • Literature is discussed from a new standpoint. • Places research topic in the context of the field and in broader context.
Completeness and Correctness of Arguments – How well are arguments constructed and supported?				
<ul style="list-style-type: none"> • Many claims and conclusions remain unsubstantiated. • Limitations and caveats are not indicated. • Critical attitude is absent or is not well founded. • Minimal improvement based on feedback. 	<ul style="list-style-type: none"> • Arguments are mostly complete and correct. • Limitations and caveats are discussed, but lacking. • Feedback led to some improvements, but not fully incorporated. 	<ul style="list-style-type: none"> • Shows critical attitude towards (published) research. • Accurate, reliable and trustworthy. • Feedback led to reasonable improvements. 	<ul style="list-style-type: none"> • All claims and conclusions are well substantiated. • Limitation and weaknesses of methods are clearly stated . • Feedback was well incorporated. 	<ul style="list-style-type: none"> • Critical attitude is based on intellectual depth and profundity. • Response to feedback yielded excellent improvements.

English Usage – Was the student able to write properly in English? **				
<ul style="list-style-type: none"> • Style too wordy or too vague. • Distracting spelling and/or grammar mistakes. 	<ul style="list-style-type: none"> • Proper grammar usage. • No major errors present detected by spellcheckers. 	<ul style="list-style-type: none"> • Grammar and style enable clear understanding of the information. 	<ul style="list-style-type: none"> • Grammar and style support legibility of the document. • Writing flows smoothly. 	<ul style="list-style-type: none"> • Grammar and writing style reflects level seen in scientific literature.
General Appearance – How was the report readability overall?				
<ul style="list-style-type: none"> • No discernible organization. • Looks messy. • The layout is poorly related to the structure of the text. 	<ul style="list-style-type: none"> • Decently organised. • Is generally readable, but could be made more so. 	<ul style="list-style-type: none"> • Looks organized. • Thoughtful layout. • Text is mostly structured according to standards in the field. 	<ul style="list-style-type: none"> • Well organised. • The layout helps to discern the structure of the text. 	<ul style="list-style-type: none"> • Pleasant to the eye. • Text is structured according to standards in the field.