

Master's Dissertation: Assessment Rubric

Master of Science in Engineering, Master of Science in Engineering: Architecture, Master of Science in Urbanism and Spatial Planning

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
General Assessment (issued by the assessment committee, in consensus)							
Skills / knowledge concerning the field of study (master's level)	The student is not at all familiar with the field of study.	The student is not familiar with the field of study.	The student, to a minor extent, is familiar with the field of study.	The student is familiar with the field of study.	The student is very familiar with the field of study.	The student is very familiar with the field of study. He/she is able to apply the literature in the field.	The student adds new insights to the field of study.
Creative and solution-oriented thinking	The student does not understand the research question and is unable to formulate his/her own answers or reach or apply (creative) solution-oriented strategies.	The student understands the research question but is not able to formulate his/her own answers or to apply the (creative) solution-oriented strategies offered by the supervisors.	The student understands the research question and, with assistance from the supervisors, is partially able to formulate his/her own answers or (creative) solution-oriented strategies.	The student is able to define and interpret the research question and, with assistance from the supervisors, is able to formulate his/her own answers or the partial application of (creative) solution-oriented strategies.	The student defines and interprets the research question and is formulates his/her own answers, or solution-oriented strategies that demonstrate creative or solution-oriented thinking.	The student is able to define and interpret research gaps and is able to formulate own answers or (creative) solution-oriented strategies, based on different methods and/or approaches in the field.	The student exceeds the research question and defines and analyses complex situations individually. The student reaches new insights in the field and formulates own answers or applies (creative) solution-oriented strategies in an excellent manner.
Dedication	The student shows very little interest or motivation and does not take	The student shows little interest or motivation and does not take any initiative. He/she	The student is motivated but takes little initiative. He/she is not always	The student is motivated and takes initiative. The student is able to meet	The student is motivated and takes initiative. The student is able to meet	The student is very motivated and takes a lot of initiative. The student works	The student is very motivated and takes a lot of initiative. The student works

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	any initiative. He/she is not able to meet deadlines and tries to find excuses.	is not able to meet deadlines and tries to find excuses.	able to meet deadlines but accounts for it.	deadlines.	deadlines and reports to the supervisors about the progress made.	efficiently and reports to the supervisors about the progress made.	extraordinarily efficiently and reports to the supervisors about the progress made.
Critical point of view	The student does not interpret the literature in the field or the results of the research.	The student hardly interprets the literature in the field or the results of the research.	The student is fairly able to interpret the results of the research. The student makes use of and shows understanding of the literature in the field.	The student is fairly able to interpret the results of the research. The student makes adequate use of and shows understanding of the literature in the field.	The student is able to interpret the results of the research. The student makes adequate use of and shows understanding of the literature in the field.	The student is able to interpret and process critical reviews of the results of the research. The student makes use of the literature in the field in a critical way.	The student is able to continuously process the insights gained regarding the research question and the aims of the research, and is able to define them accurately.

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Autonomy	The student only complies with the supervisors' requirements. The student does not take his/her own decisions and does not exert control over the project.	The student complies with the supervisors' requirements. The student takes his/her own decisions but does not exert control over the project.	The student makes use of the coaching and supervision of his/her supervisors and, therefore, is able to act fairly independently.	The student makes use of the coaching and supervision of his/her supervisors and is able to act independently.	The student is able to act independently and has discussed his/her ideas with the supervisors of the dissertation.	The student takes responsibility and exerts control. He/she can act independently and has presented his/her own ideas to the supervisors of the dissertation.	The student takes responsibility and exerts control. He/she acts independently and is in charge of the project.
Assessment of the Dissertation / Product (issued by the assessment committee, in consensus)							

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
Scientific quality ¹	The dissertation lacks all possible scientific qualities.	The dissertation lacks well-formulated research questions and well-defined conclusions.	The dissertation contains short and insufficient research questions, a limited literature review and lacks well-defined conclusions based on research results.	The dissertation contains adequate research questions, a literature review and conclusions, partially based on research results.	The dissertation contains well-formulated research questions, an adequate literature review and conclusions, based on research results.	The dissertation contains clear and well-formulated research questions, a thorough literature review and clearly-defined conclusions, based on definite research results.	The dissertation contains clear and well-formulated research questions, an exhaustive literature review and compelling, well-founded conclusions, based on definite, innovative research results.
Creative and design quality ¹	There is no reason , whatsoever, to categorise the product or dissertation as a creative creation.	Reasons can be found to categorise the product or dissertation as a creative creation, but it has been insufficiently conceptualised. It is without substance.	Sufficient reasons can be found to categorise the product or dissertation as a creative creation of minor substance.	Sufficient reasons can be found to categorise the product or dissertation as a creative creation. The concept is interesting but not innovative.	Sufficient reasons can be found to categorise the product or dissertation as a creative creation. The concept is interesting and innovative.	The product or dissertation has been well-developed and adds new, innovative ideas to the theme or research field.	The product or dissertation is ground-breaking and is distinctively creative, experimental and/or adds new, pioneering ideas to the theme or research field.

¹ Scientific quality and/or creative and design quality: depending on whether the Master's dissertation can be categorised as a scientifically appropriate thesis or a creative thesis with a focus on design (or both), the commission is to use the appropriate sections in the rubric during assessment.

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Scientific and/or creative methodology (experiment, simulation, design, trials,...)	There is no structured methodology.	There is an insufficiently structured and ill-documented methodology.	Methodology is correct , but has been insufficiently explained and/or documented.	Methodology is correct , but has been partially explained and/or documented.	Methodology is apt and correct , and has been clearly explained and/or documented.	Methodology is original and correct , and has been explained, documented, applied and validated.	Methodology has been developed and is original and correct. Methodology has been explained, documented, applied and validated.
Form	The dissertation has been written very carelessly.	The dissertation has been written carelessly.	The dissertation has been written with care and contains correct and intelligible figures and/or tables.	The dissertation has been written with care and contains correct, intelligible and apt figures and/or tables.	The dissertation has been written with care and has a proper and appropriate lay-out.	The dissertation has been written with much care and has an accurate and intelligible lay-out.	The dissertation has been meticulously written and has an accurate and intelligible lay-out which elevates the dissertation.
Structure	The dissertation lacks cohesion. It is a mishmash of incoherent ideas and statements.	The dissertation lacks cohesion and logical connectors, essential for a Master's thesis.	The dissertation is rather cohesive but lacks logical connectors, essential for a Master's thesis.	The dissertation is cohesive, but sometimes lacks logical connectors.	The dissertation is well-structured and contains all necessary logical connectors.	The dissertation is very well-structured and the logical flow adds to the legibility of the Master's thesis.	The dissertation is very well-structured and the logical flow adds to the legibility and argumentative structure of the Master's thesis.

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Language	The student does not master the language in which the dissertation is written. There are numerous errors to be found (spelling, grammar, syntax).	The student insufficiently masters the language in which the dissertation is written. There are numerous errors to be found (spelling, grammar, syntax).	The student masters the language in which the dissertation is written. There are many, grave errors to be found which hamper understanding (spelling, grammar, syntax).	The student masters the language in which the dissertation is written. There are no errors which particularly hamper understanding (spelling, grammar, syntax).	The student masters the language in which the dissertation is written well . Language is correct and to-the-point .	The student is proficient in the language in which the dissertation is written. The text is easy to understand and contains no ambiguities .	The student writes well and is very proficient in the language in which the dissertation is written. The dissertation is a joy to read .

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Extended Abstract	The extended abstract is missing or is an ill-structured compilation of pieces of text and figures/tables from the dissertation.	The extended abstract is an insufficiently-structured compilation of pieces of text and figures/tables from the dissertation.	The extended abstract is a structured compilation of pieces of text and figures/tables from the dissertation.	The extended abstract is a synthesis of the dissertation's most important findings.	The extended abstract is a clear and accessible synthesis of the dissertation's most important findings.	The extended abstract is a well-structured synthesis of the dissertation's most important findings and can serve as the basis for a conference paper.	The extended abstract is a very well-structured synthesis of the dissertation's most important findings and can serve as the basis for a paper in a scientific journal.
Assessment of the Oral Defence (issued by the assessment committee, in consensus)							

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Presentation (content, structure, lay-out)	The presentation is ill-structured and confusing . The lay-out of the presentation is poorly (quality of the illustrations, tables...) with overcrowded slides.	The presentation is ill-structured and confusing . The lay-out of the presentation is weak (quality of the illustrations, tables...).	The presentation has a basic structure , but essential aspects (e.g. problem statement, conclusion) are missing .	The presentation has a basic structure , but essential aspects (e.g. problem statement, conclusion) are insufficiently elaborated upon .	The presentation is clear and well-structured . The conclusions of the dissertation are presented and argumentation is provided in a coherent, logical way . The student uses key words and creates space on the slide.	The presentation is clear, coherent and well-structured . The conclusions of the dissertation are presented and argumentation is provided in a very coherent, logical way . The student uses qualitative illustrations or images instead of pure text.	The presentation is captivating and has a coherent structure with a clear beginning, middle and end . The presentation is systematically built up and contains definite conclusions . The presentation has an original sequence, based on relevant visual material instead of pure text.
Presentation techniques	The student does not master the language well enough to tell a coherent story . The audience cannot follow the thread.	The student masters the language in which the dissertation is presented, but is not able to tell a coherent story . The attention to the use of correct terminology is substandard.	The student masters the language , but pays little attention to the use of correct terminology. He/she cannot captivate the audience, adopts a static attitude and shows no involvement in his/her story.	The student masters the language and pays limited attention to the use of correct terminology. The student is only moderately able to captivate the audience.	The student talks fluently, coherently and clearly and knows how to captivate the audience. The timing is well respected.	The student is fluently, is relaxed and speaks clearly. He/she leaves a very good impression on the audience. The student has a good command of voice and adopts an open attitude. The timing is well respected.	The student tells a fascinating story and can convince the jury of his/her final results with great enthusiasm and self-confidence . The timing is perfectly respected.

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Question round	The student does not understand the questions and is not able to answer them adequately.	The student understands the questions but is not able to answer them adequately.	The student understands the questions but is only partially able to answer them adequately or correctly.	The student answers more than half of the questions adequately or correctly.	The student answers almost all the questions adequately or correctly.	The student shows that he/she understands and fully masters the subject of the dissertation.	The student shows that he/she understands and fully masters the subject of the dissertation and is able to think along with the judging panel.