

Learning Outcomes		fail	6	7	8	9	10
1. Theoretical knowledge & understanding	<b>Theoretical knowledge</b>	Does not understand and can not reproduce directly relevant theory at the level of MSc textbooks	Understands and can reproduce directly relevant theory at the level of MSc textbooks	Understands and can reproduce directly relevant theory at the level of MSc textbooks	Understands and can reproduce directly relevant theory at the level of MSc textbooks and scientific literature	Has independently collected, processed and integrated theory from different fields or sources	Has independently developed a new piece of theory
	<b>Application of theory</b>	Is not able to relate theory to the performed research	Has difficulties applying this theory to the performed research	Can apply this theory to the performed research, after being shown how to do so	Has independently applied this theory to the performed research	Has independently and very skillfully applied this theory to the performed research	Has independently integrated existing theory from different fields or sources into a new original theoretical description.
2. Method and scientific approach	<b>Responsibility</b>	Showed no responsibility for the proper progress and completion of the project	Showed little responsibility for the proper progress and completion of the project	Did take and show responsibility for the proper progress and completion of the project	Was project manager of his/her research project	Was project manager of his/her research project and was actively involved in related projects and initiatives	Was project manager of his/her research project initiated new related projects and initiatives
	<b>Own contribution</b>	Was not able to execute a prescribed research program, following methods and approaches suggested by the supervisor	Has executed a prescribed research program, following methods and approaches suggested by the supervisor	Did occasionally take initiative to extend or modify the research plan or to suggest an alternative method or approach	Did have a significant own input into research plan or the followed method and approach	Research plan, followed method and approach were essentially selected and defined by the student	Problem formulation, research plan, followed method and approach were selected and defined by the student
	<b>Communication</b>	Did not or seldom communicated the progress of the project with the supervisor	Adequately communicated about the progress of the project with the supervisor	Actively communicated about the progress of the project with various members of the research group	Actively sought for information, contacts and advice with various experts inside and outside of the research group	Has created new contacts or has collected new information not previously available to the research group	Has created new contacts and has collected new information not previously available to the research group
	<b>Literature study</b>	Can not study literature as suggested by the supervisor	Has studied literature as suggested by the supervisor	Has found some new literature, in addition to the literature suggested by the supervisor	Has independently found and studied a significant amount of relevant literature	Has independently performed a thorough literature study	Has independently performed a thorough literature study at the level of a comparative literature review
	<b>Critical attitude</b>	Has no critical attitude towards own results	Limited critical attitude towards own results	Sufficient critical attitude towards own results, limited critical attitude towards literature and specialists	Sufficient critical attitude towards own results, literature and specialists	Well-balanced critical attitude towards own results, sufficient critical attitude towards literature and specialists	Well-balanced critical attitude towards own results, literature and specialists
	<b>Time planning</b>	Is not able to make a time planning; nominal project time was exceeded by more than 70%	Time planning should be improved, nominal project time was exceeded by more than 50%	Time planning could be improved, nominal project time was exceeded by more than 30%	Good time planning, nominal project time was exceeded by no more than 20%	Very good time planning, nominal project time was exceeded by no more than 10%	Excellent time planning, nominal project time was exceeded by no more than 5%
3. Competence in doing research work	<b>Extension/generation of methods</b>	Has not verified nor extended knowledge, data or methods available in the group	Has extended or verified knowledge, data or methods available in the group	Has extended existing knowledge, data or methods available in the group	Has produced new methods, insights or understanding not previously available in the group	Has produced new methods, insights or understanding not previously available in the world	Has produced new methods, insights and understanding not previously available in the world
	<b>New ideas</b>	Has not made any original contribution to the project	Has not really made an original contribution to the project	Has not really made an original contribution to the project	Has had at least one original contribution to the project not initiated or thought of by the supervisor	Has had several original ideas not initiated or thought of by the supervisor	Has surprised us all with some brilliant new ideas
	<b>Performing experiments</b>	Should improve considerably on practical (experimental/computer) skill, but is always aware of safety and operate accordingly	Should improve on practical (experimental/computer) skill, but is always aware of safety and operate accordingly	Could improve on practical (experimental/computer) skills, but is always aware of safety and operate accordingly	Good practical (experimental/computer) skills. Works safe, careful and precise.	Very good practical (experimental/computer) skills; is always aware of safety issues.	Exceptional practical (experimental/computer) skills; is always aware of safety issues.
	<b>Scientific significance</b>	Work is not reliable and should be redone before results can be communicated to the outside world	Work should be checked and possibly redone before results can be communicated to the outside world	Work has to be checked before it can be included in external reports or publications	Results can be communicated without hesitation to the outside world. Work has significantly contributed to a conference paper, a journal publication, a patent or a new computational or experimental technique not previously available in the group	We are proud to communicate the results to the outside world. The work has directly led to a conference paper, a journal publication, or a patent	We are proud to communicate the results to the outside world. Work has directly led to a publication in a top journal, or a patent
4. Report	<b>Quality of the report</b>	Report does not fulfill basic requirements or contains large scientific errors;	Report fulfills basic requirements and is free of large scientific errors	Report fulfills all basic requirements and is free of scientific errors	Report is free of scientific errors and fulfills all requirements in terms of contents, structure and clarity	Very good report in terms of contents, structure and clarity	Excellent report in terms of contents, structure and clarity
	<b>Independence in writing</b>	Is not able to write a report without significant support of the supervisor.	Significant corrections made by supervisor, in various iterations	Important corrections made by supervisor	Report was written by the student with limited corrections by supervisor	Report was written by the student with virtually no corrections by supervisor	Report was written by the student without any corrections by supervisor
	<b>Usefulness of the report</b>	Report is not suited to used as input for other research students	Report is not suited to be sent directly to customers or third parties	Report could be sent out to third parties	(parts of) The report can be incorporated into a PhD thesis or scientific publication with little modification	(parts of) The report can be incorporated into a PhD thesis or scientific publication with virtually no modification	(parts of) The report can be incorporated into a PhD thesis or scientific publication without modification
5. Presentation & defence	<b>Quality of presentation</b>	Presentation at the level of a very poor speaker at national conferences	Presentation at the level of poor speakers at national conferences	Presentation at the level of average speakers at national conferences	Presentation at the level of average speakers at international conferences	Presentation at the level of the better speakers at international conferences	Presentation at the level of the best speakers at international conferences
	<b>Handling questions</b>	Is hardly able to deal with the most basic questions	Is able to deal with basic questions, depends on supervisor for advanced questions	Is able to deal with part of the advanced questions, rarely depends on supervisor	Deals with advanced questions efficiently and comfortably, interacts very well with questioners	Offers new insights during discussion Scientific debate worthy of a conference	Sparkling scientific debate
	<b>Depth of argumentation in oral defense</b>	Is hardly able to provide basic arguments	Is able to provide basic arguments, absence of detailed argumentation	Provides detailed argumentation only for a limited set of questions	Detailed argumentation for most questions, interesting scientific meeting	In-depth argumentation, leading to a very interesting scientific meeting	Excellent scientific meeting
6. Competences	<b>Level of English</b>	The English writing skills have to be improved considerably; English speaking skills need to be improved considerably	Adequate English writing skills Adequate English speaking skills	Sufficient English writing skills Sufficient English speaking skills	Good English writing skills Good English speaking skills	Very good English writing skills Very good English speaking skills	Excellent English writing skills Excellent English speaking skills
	<b>Independency</b>	Needs continuous steering and supervision	Needs very regular steering and supervision	Performs well with regular steering and supervision	Can work independently, with little steering or supervision	Needs no steering	Needs no steering and supervision
	<b>(Inter)personal skills</b>	Has difficulties functioning in a team; has conflicts with coworkers	Has difficulties functioning in a team	Has no difficulties functioning in a team	Is a good team player	Is a very good team player or an excellent individualist	Excels as team player or is an exceptionally competent individualist
	<b>Creativity</b>	Not creative	Not very creative	Some creativity	Creative researcher	Very creative researcher	Exceptionally creative researcher
	<b>Open-mindedness</b>	Non-responsive to criticism, or responds to criticism in an aggressive, defensive way, or gets demotivated by criticism	Non-responsive to criticism, or responds to criticism in a defensive way, or loses motivation by criticism	Responds to criticism in a defensive way	Can handle criticism in a positive way	Uses criticism to improve him/herself	Is actively seeking for criticism to improve him/herself

Note: the minimum requirements (grade 6) allows **one** learning outcome (1 till 6) to be marked as a 5. The grade does not have to be the mathematical average of the criteria. A precision of .5 is allowed.