

Assessment form Bachelor Assignment AT

Name student:..... Student no.

Course code: 193999010.....

B-Assignment committee: chairperson:

Daily supervisor:

External member:

Additional member(s):

Date:

Final grade Bachelor Assignment:

Signatures Bachelor Assignment Committee:

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Category	What went well / what could be improved	Grade
Scientific content (quality of research or design)		40%
Report & Presentation		30%
Work process during assignment		30%

Assessment standards for the Bachelor Assignment

These guidelines for the assessment of the Bachelor Assignment have the following purpose:

- **Accountability.** The board of examiners is responsible for the quality of assessments within the bachelor program. Also, assessment standards are required for accreditation of the program.
- **Harmonization.** Students should be assessed on the same terms.
- **Support for examiners.** The document provides the examiners with guidelines for the assessment, which should lead to consistent justification and final grades.
- **Support for students.** The document also shows the students what is expected.

Assessment standards

Starting point for the **assessment standards** are the learning objectives of the bachelor assignment.

The learning objectives are organized into 3 categories that are assessed separately: scientific quality, communication and organization. This grouping allows the examiners to put emphasis where appropriate.

The weights of the three categories in the final grade are:

- **Scientific quality** 40%,
- **Communication** 30%
- **Organization** 30%

Learning Objectives

The main objective of the BSc Assignment is for the student learning to apply a suitable research methodology under supervision. More specifically the student is able to:

1. **Perform technological research at BSc-level:** has the basic knowledge and skills for doing research in Advanced Technology; problem analysis, theoretical and experimental approach, execution and analysis of the results (*Scientific quality*);
2. **Communicate with specialists in the chosen field and other stakeholders:** can write a scientific report, give an oral presentation and defend the research (*Communication*);
3. **Can organize the work:** is self-sufficient in organizing the work, can collaborate with specialists in the chosen field and other stakeholders (*Organization*);

Assessment Guidelines and grade harmonization

Starting point for the grade harmonization is the official meaning of the grades: 1: very bad, 2: bad, 3: very insufficient, 4: insufficient, 5: almost sufficient, 6: sufficient, 7: amply sufficient, 8: good, 9: very good, 10 : excellent

The bachelor assignment is executed in a research chair. Under supervision a bachelor student should be able to transform a complex problem into specific research questions, formulate an approach to solve the problem and execute this.

In order to avoid 'grading the suggestions of the supervisor', the amount of work that goes into suggestions and corrections is taken into account, assuming this gives a good indication of the quality of the students' own input.

A BSc Assignment is considered to part of the ongoing work in a research group. The daily supervisor is member of the group and has the role of both supervisor and assessor. If everything goes well there will be a stimulating interaction between supervisor and student where the individual contributions of either will not be strictly distinguishable. Nevertheless, the amount of supervision and feedback that is needed to arrive at a good result can be taken as an indication of the quality of the work.

Examples (and guidelines)

In the following examples for specific grades and their motivation are presented. These can be used as a guideline in the assessment process. The motivation can also be used as an inspiration for the motivation of the grade and feedback to the student.

Scientific Quality

Grade	Motivation
1-4	There are errors or omissions that could have easily been prevented by using standard theory at the level of bachelor courses.
5	There are errors or omissions that could have been prevented by using standard theory at the level of the bachelor courses.
6	Work has been done at the level of the bachelor courses, but this has not led to new insights.
7	Work has been done at the level of the bachelor courses, and this has had led to new insights in the field of the assignment.
8	Work has been done at the level of the bachelor courses, and additional (fundamental) theory has been used from literature/external sources. Regarding the topic of the assignment, new insights have been gained that are useful in the chair's current research.
9	Theoretical work goes beyond the level of the bachelor courses, and/or cross-disciplinary insights have been used. The result is very useful for research in the chair and can (eventually) be used for a non-trivial publication.
10	Brilliant work. The beginning of a new research theme in the chair.

Communication

Grade	Motivation
1-4	The report was essentially 'written' by the supervisors. The supervisors did not recognize the work in the presentation.
5	Several report versions have been necessary. The first version was unacceptable. Presentation was badly structured.
6	Several versions of the report have been necessary to arrive at an acceptable result. The first version needed substantial corrections. The presentation made sense to the supervisors, but others had a hard time following it.
7	The first version of the report needed only minor corrections in structure and was already quite readable. The presentation was a valid representation of the work.
8	The first version of the report was well structured. Some changes were required in formulations, charts, etc. The presentation was enjoyable for both experts and others.
9	The first version of the report was very readable and only marginal corrections were needed. The presentation gave new insights to both experts and non-experts.
10	The first version of the report can serve as teaching material or a publication. The presentation was pure entertainment, while leaving everybody feeling that they learned a lot.

Organisation

Grade	Motivation
1-4	The supervisors tried to give guidance to the process, but this has apparently been ignored by the student.
5	The supervisors tried to give guidance to the process, but the student has not picked this up.
6	Significant guidance was necessary, and the supervisors have had to raise these issues before action was taken.
7	Guidance was necessary, but has been sought by the student.
8	The student showed a lot of initiative, was able to adjust his/her own schedule and figured out most practical issues by him/herself.
9	The supervisors are happy that they were allowed to be involved in this assignment.
10	The supervisors themselves have learned something.