**MSc in Electrical Engineering/Systems & Control**

**Assessment form Individual Project (201600187)**

|  |  |
| --- | --- |
| **Student Name:** |  |
| **Student Number:** |  |
| **MSc Programme/Specialization:** |  |

Partial grades do not have to be integers

|  |  |  |
| --- | --- | --- |
| **Assessment Criteria** | **Strong points, and suggestions for improvement** | **Grade** |
| **Scientific Quality (50%)*** Interpret the problem and translate it to more concrete research questions.
* Find and study relevant literature and hardware/software tools. Discuss their merits with supervisor.
* Work in a systematic way and effectively journalize (keep a logbook of) all aspects of your work, including all ideas, all derivations, drawings, scribbles, and of course your findings.
* Work in correspondence with the level of the master’s courses.
* Original work of enough depth, relevant to research in the chair
 | * ..
* ..
 |  |
| **Organization, planning, collaboration (20%)*** Seek assistance if required and beneficial for the project.
* Benefit from the guidance of your supervisor(s) by scheduling regular meetings, providing progress reports and initiating topics to be discussed.
* Organize work by making a project plan, executing it, adjusting it when necessary and handling unexpected developments, and finish in time.
* Discuss criteria for grading and consequences of missing deadlines with supervisor
 | * ..
* ..
 |  |
| **Communication (30%)*** The report motivates the work in a context and communicates the work and its results in a clear, well-structured way to peers.
* Give a presentation with similar qualities as the thesis, targeting both fellow students and chair members.
 | * ..
* ..
 |  |
| **Final Grade based on 50/20/30 % weighting:****(Integer or half points]** |  |  |

**Date:** Klik of tik om een datum in te voeren.

**Confidential:** Kies een item.

|  |  |  |
| --- | --- | --- |
|  | **Name** | **Signature** |
| **Staff member:** |  |  |
| **(Daily) Supervisor:** |  |  |

Please right click the signature region to digitally sign it. You may consult [this page](https://support.microsoft.com/en-us/topic/add-or-remove-a-digital-signature-in-office-files-70d26dc9-be10-46f1-8efa-719c8b3f1a2d) about digitally signing a Word document and [this page](https://support.microsoft.com/en-us/office/obtain-a-digital-certificate-and-create-a-digital-signature-e3d9d813-3305-4164-a820-2e063d86e512) about creating a digital signature.

**Basis for Grade Assessment and Normalization**
Individual project aim: under the guidance of a supervisor, a student is able to transform a broad problem into a specific research question, and to formulate and execute an approach to solve the research problem.

Remarks for grading:

* Mainly judge the ‘first version’ of the report (avoid grading suggestions/corrections of the supervisor).
* For assignments with a strong design component, please assess the scientific aspects of the design.

General indication of grades 4-10:

4: insufficient 5: almost sufficient 6: sufficient 7: amply sufficient 8: good 9: very good 10: excellent

**Specific indication of grades 4-10 (can be used as starting point for discussion):**

**Scientific Quality (50%)**

4: there are errors or omissions that could easily have been prevented by using standard theory at the level of MSc courses.

5: there are errors or omissions that could have been prevented by using standard theory at the level of the MSc courses.

6: work has been done at the level of the MSc courses, but this has not led to new insights.

7: work has been done at the level of the MSc courses, and this has had a clarifying effect in the area of the assignment.

8: work has been done at the level of the MSc 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 treatment goes beyond the level of the master’s 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 results. More could not be expected from any MSc student.

**Organization, planning, collaboration (20%)**

4: The supervisors have tried to give guidance to the process, but this has apparently been ignored by the student.

5: The supervisors have tried to give guidance to the process, but the student has not picked this up.

6: Significant guidance has been necessary, and the supervisors have had to raise these issues before action was taken.

7: Guidance has been necessary, but this 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 him/herself.

9: The student has managed his/her ow research progress very well; meetings were mainly to inform the supervisors.

10: The supervisors themselves have learned something.

**Communication (30%)**

4: The report was essentially written by the supervisors. The supervisors did not recognize the work in the presentation.

5: The first version of the report was not acceptable. Even after several versions the report still contains parts that have not been improved despite feedback. Presentation was badly structured.

6: The first version of the report was not acceptable. Several versions have been necessary to arrive at a decent result. The presentation was (sometimes) difficult to follow.

7: The first version of the report needed substantial corrections. Several versions have been necessary, but the result is good. The presentation was a valid representation of the work.

8: The first version of the report was structured well. Required changes were mostly text, 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 was already fine. The presentation was pure entertainment, while leaving everybody feeling that they learned a lot.