Assessment form: Process evaluation

Student:

Promotor:

Jury member:

Jury member:

Assistant:

Title:

Pass [10 .. 13[

Is the problem described precisely?	Yes / No / No reply
Was there a clear and verifiable work plan?	Yes / No / No reply
Is the process described clearly? (When was the plan respected? When were there deviations from the plan? Why?)	Yes / No / No reply
Are conclusions being drawn? (Is the problem solved?)	Yes / No / No reply

If the thesis committee answers "no" on two or more criteria, the thesis will be given a FAIL grade. The fine-grained criteria will then determine the exact grade.

Distinction [13 .. 15[

Is there an overview of the decisive moments in the process? (When was there a search for alternatives, and which alternatives were selected?)	Yes / No / No reply
Is there a motivation for the choice between two or more alternatives?	Yes / No / No reply
Was the process adjusted in time? (Was sufficient initiative taken to hand in solutions within the time limit?)	Yes / No / No reply
Are the conclusions convincing? (Is the problem abstracted sufficiently so that the conclusions are also applicable to similar problems?)	Yes / No / No reply

If the reading committee answers "no" on two or more criteria, the thesis will be given a PASS grade. The fine-grained criteria will then determine the exact grade.

University
of Antwerp

Great distinction [15 .. 17[

Is the problem well situated within its context? (Is there a precise explanation of the greater problem the thesis needs to be situated in? Is there a convincing motivation for the choice of the smaller problem that the thesis intends to solve?)	Yes / No / No reply
Is a broad overview of the popular solution techniques given? (Is the overview of the different solution techniques almost complete?)	Yes / No / No reply
Is there a repeatable weighting of the pros and cons of the popular techniques? (Can the same kind of weighting of the pros and cons be used for a similar problem, without the solution having to be the same?)	Yes / No / No reply
Is the process re-usable? (To what would extent a similar process would lead to a similar solution?)	Yes / No / No reply
Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prognosis toward the future?	Yes / No / No reply

If the reading committee answers "no" on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

Greatest distinction [17 .. 20]

Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?)	Yes / No / No reply
Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?)	Yes / No / No reply

If the reading committee answers "no" to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

Fine-grained criteria

Clarity (text):	Insufficient / Unclear / Average / Good / Excellent / No reply
Presentation (defense):	Insufficient / Weak / Average / Good / Excellent / No reply
Independence:	Insufficient / Small / Average / Good / Excellent / No reply
Workload:	Below average / Average / Above average / No reply