University of Antwerp

Assessment form: Simulation

Student:

Promotor:

Jury member:

Jury member:

Assistant:

Title:

Pass [10 .. 13[

Is the phenomenon that will be studied described precisely?	Yes / No / No reply
Is the simulation model described clearly?	Yes / No / No reply
Are prognoses being made? (Are predictions of what will happen in certain situations being made on the basis of the simulation?	Yes / No / No reply
Are conclusions being drawn? (Why are the predictions useful?)	Yes / No / No reply

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

Distinction [13 .. 15[

Is the question “why a simulation” answered convincingly? (Why is the problem relevant, why it can be abstracted and that it has important characteristics?)	Yes / No / No reply
Is there an overview of the factors that influenced the problem? (Is there also an explanation of why certain factors were NOT included in the model?)	Yes / No / No reply
Is there a convincing motivation for the choice of the simulation? (Is the the choice of included phenomena as a function of the performance measures explained?)	Yes / No / No reply
Is the simulation repeatable? (Are enough details given so that outsiders can reproduce the simulation model/experiment?)	Yes / No / No reply
Are the conclusions convincing? (Are the predictions correct/relevant? What insight was acquired?)	Yes / No / No reply

If the thesis committee answers “no” on two or more criteria, the thesis will receive a PASS grade. The fine-grained criteria will then determine the exact grade.

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Great distinction [15 .. 17[

Is the problem well situated within its context? (Is there a precise explanation of the greater problem within which the thesis needs to be situated? 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 presented of the factors that influence the problem? (Is there an explanation of why the listed factors are complete?)	Yes / No / No reply
Can the simulation be re-used? (Is there an explanation of which class of problems can make use of the simulation?)	Yes / No / No reply
Is the simulation representative? (Is there an explanation of why the simulation is applicable to an entire class of problems?)	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 thesis 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