

Master's Dissertation: Assessment Rubric
 Master of Science in Engineering Technology (IW)

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
Personal Assessment (issued by the assessment committee, in consensus)							
Creative and solution-oriented thinking	The student does not understand the research question and is unable to formulate his/her own answers or reach or apply (creative) solution-oriented strategies.	The student understands the research question but is not able to formulate his/her own answers or to apply the (creative) solution-oriented strategies offered by the supervisors.	The student understands the research question and, with assistance from the supervisors, is partially able to formulate his/her own answers or (creative) solution-oriented strategies.	The student is able to define and interpret the research question and, with assistance from the supervisors, is able to formulate his/her own answers or the partial application of (creative) solution-oriented strategies.	The student defines and interprets the research question and is formulates his/her own answers, or solution-oriented strategies that demonstrate creative or solution-oriented thinking.	The student is able to define and interpret research gaps and is able to formulate own answers or (creative) solution-oriented strategies, based on different methods and/or approaches in the field.	The student exceeds the research question and defines and analyses complex situations individually. The student reaches new insights in the field and formulates own answers or applies (creative) solution-oriented strategies in an excellent manner.
Dedication	The student shows very little interest or motivation and does not take any initiative. He/she is not able to meet deadlines and tries to find excuses.	The student shows little interest or motivation and does not take any initiative. He/she is not able to meet deadlines and tries to find excuses.	The student is motivated but takes little initiative. He/she is not always able to meet deadlines but accounts for it.	The student is motivated and takes initiative. The student is able to meet deadlines.	The student is motivated and takes initiative. The student is able to meet deadlines and reports to the supervisors about the progress made.	The student is very motivated and takes a lot of initiative. The student works efficiently and reports to the supervisors about the progress made.	The student is very motivated and takes a lot of initiative. The student works extraordinarily efficiently and reports to the supervisors about the progress made.
Critical point of view	The student does not interpret the literature in the field or the	The student hardly interprets the literature in the field or the	The student is fairly able to interpret the results of the	The student is fairly able to interpret the results of the	The student is able to interpret the results of the research. The	The student is able to interpret and process critical reviews of the	The student is able to continuously process the insights gained

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
	results of the research.	results of the research.	research. The student makes use of and shows understanding of the literature in the field.	research. The student makes adequate use of and shows understanding of the literature in the field.	student makes adequate use of and shows understanding of the literature in the field.	results of the research. The student makes use of the literature in a critical way.	regarding the research question and the aims of the research, and is able to define them accurately.
Autonomy	The student only complies with the supervisors' requirements. The student does not take his/her own decisions and does not exert control over the project.	The student complies with the supervisors' requirements. The student takes his/her own decisions but does not exert control over the project.	The student makes use of the coaching and supervision of his/her supervisors and, therefore, is able to act fairly independently.	The student makes use of the coaching and supervision of his/her supervisors and is able to act independently.	The student is able to act independently and has discussed his/her ideas with the supervisors of the dissertation.	The student takes responsibility and exerts control. He/she can act independently and has presented his/her own ideas to the supervisors of the dissertation.	The student takes responsibility and exerts control. He/she acts independently and is in charge of the project.
Practical Assessment (issued by the assessment committee, in consensus)							
Scientific approach	The student is not at all familiar with the field of study. Research questions and analyses are irrelevant.	The student is not familiar with the field of study. Research questions and analyses contain major errors.	The student, to a minor extent, is familiar with the field of study. Research questions and analyses are flawed and insufficient.	The student is familiar with the field of study. Research questions and analyses are satisfactory.	The student is very familiar with the field of study. Research questions and analyses are adequate.	The student is very familiar with the field of study, he/she is able to apply the literature in the field. Research questions and analyses have been developed accurately.	The student adds new insights to the field of study. Research questions and analyses have been fully developed without flaw.
Technical execution	The technical execution is yet to be developed	The technical execution has barely been	The technical execution has been developed	The technical execution has been developed	The technical execution leads to new insights	The technical execution leads to many new	The technical execution has been fully developed/is

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
	and/or the experiment has not been executed.	developed and/or the experiment has not been executed completely.	according to the basic standards and/or the experiment has been executed in a basic way.	according to adequate standards and/or the experiment has been executed sufficiently.	and/or the experiment has been executed adequately.	insights and suggestions for further research and/or the experiment has been executed adequately, containing extra materials or testing.	ready to be valorised and/or the experiment has been executed without flaw, taking into account all possible developments and extensions.
Reports about daily work	Reporting has been very poor .	Reporting has been unclear and insufficient .	Reporting has been limited .	Reporting has been adequate .	Reporting has been adequate and well-developed .	Reporting has been relevant and contributed to the ongoing development of the research .	Reporting has been complete, relevant and contributed to the ongoing development of the research .
Results	Reporting on and framing the results was done haphazardly, containing numerous errors .	Reporting on and framing the results was flawed and the results were insufficiently tested .	Reporting on and framing the results was done rather acceptably, but the results were insufficiently tested .	Reporting on and framing the results was done acceptably and the results are tested to a minor extent .	Reporting on and framing the results was done adequately, according to the set requirements, and the results were tested sufficiently .	Reporting on and framing the results was done better than expected and the results were tested thoroughly .	Reporting on and framing the results was done correctly and accurately and the results were tested exhaustively .

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
Innovation	There is no innovation whatsoever.	The student proposes some ideas for further research, but does not conceptualise them.	The student proposes and conceptualises one single innovative idea.	The student proposes and conceptualises some innovative ideas adequately.	The student proposes and conceptualises several new, innovative ideas thoroughly.	The student proposes and conceptualises several new, surprising and innovative ideas thoroughly.	The student proposes and conceptualises several new, surprising and innovative ideas about all aspects of the research. These have been conceptualised exhaustively.
Assessment of the Dissertation / Product (issued by the assessment committee, in consensus)							
Scientific quality	The dissertation lacks all possible scientific qualities.	The dissertation lacks well-formulated research questions and well-defined conclusions.	The dissertation contains short and insufficient research questions, a limited literature review and lacks well-defined conclusions based on research results.	The dissertation contains adequate research questions, a literature review and conclusions, partially based on research results.	The dissertation contains well-formulated research questions, an adequate literature review and conclusions, based on research results.	The dissertation contains clear and well-formulated research questions, a thorough literature review and clearly-defined conclusions, based on definite research results.	The dissertation contains clear and well-formulated research questions, an exhaustive literature review and compelling, well-founded conclusions, based on definite, innovative research results.
Methodology	There is no structured methodology.	Methodology is insufficient.	Methodology is flawed.	Methodology is sufficiently explained and applied.	Methodology is sufficiently and transparently explained and applied.	Methodology is well-defined and has proven to be relevant for the present research project.	Methodology is meticulously reported on, without any flaw. It has proven to be relevant for the present research

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
							project.
Form	The dissertation has been written very carelessly.	The dissertation has been written carelessly.	The dissertation has been written with care and contains correct and intelligible figures and/or tables.	The dissertation has been written with care and contains correct, intelligible and apt figures and/or tables.	The dissertation has been written with care and has a proper and appropriate lay-out.	The dissertation has been written with much care and has an accurate and intelligible lay-out.	The dissertation has been meticulously written and has an accurate and intelligible lay-out which elevates the dissertation.
Structure	The dissertation lacks cohesion. It is a mishmash of incoherent ideas and statements.	The dissertation lacks cohesion and logical connectors, essential for a Master's thesis.	The dissertation is rather cohesive but lacks logical connectors, essential for a Master's thesis.	The dissertation is cohesive, but sometimes lacks logical connectors.	The dissertation is well-structured and contains all necessary logical connectors.	The dissertation is very well-structured and the logical flow adds to the legibility of the Master's thesis.	The dissertation is very well-structured and the logical flow adds to the legibility and argumentative structure of the Master's thesis.
Language	The student does not master the language in which the dissertation is written. There are numerous errors to be found (spelling, grammar, syntax).	The student insufficiently masters the language in which the dissertation is written. There are numerous errors to be found (spelling, grammar, syntax).	The student masters the language in which the dissertation is written. There are many, grave errors to be found which hamper understanding (spelling, grammar, syntax).	The student masters the language in which the dissertation is written. There are no errors which particularly hamper understanding (spelling, grammar, syntax).	The student masters the language in which the dissertation is written well. Language is correct and to-the-point.	The student is proficient in the language in which the dissertation is written. The text is easy to understand and contains no ambiguities.	The student writes well and is very proficient in the language in which the dissertation is written. The dissertation is a joy to read.
Extended abstract	The extended abstract is missing or is an ill-structured	The extended abstract is an insufficiently-structured	The extended abstract is a structured compilation of	The extended abstract is a synthesis of the dissertation's	The extended abstract is a clear and accessible synthesis of the	The extended abstract is a well-structured synthesis of the	The extended abstract is a very well-structured synthesis of the

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
	compilation of pieces of text and figures/tables from the dissertation.	compilation of pieces of text and figures/tables from the dissertation.	pieces of text and figures/tables from the dissertation.	most important findings.	dissertation's most important findings.	dissertation's most important findings and can serve as the basis for a conference paper.	dissertation's most important findings and can serve as the basis for a paper in a scientific journal.
Reflection on Sustainability (based on SDG ¹)	The reflection on sustainability is missing or does not refer to the SDGs .	The reflection on sustainability is insufficiently structured or connects the dissertation perfunctory to the SDGs .	The reflection on sustainability is structured and correctly aligns the dissertation with the SDG principles .	The reflection on sustainability is a structured overview and correctly aligns the dissertation with multiple technological SDGs .	The reflection on sustainability is critically structured and provides an insightful alignment of the dissertation in terms of both technological and non-technological SDGs .	The reflection on sustainability is critically structured and provides an insightful alignment of the dissertation with multiple technological and multiple non-technological SDG .	The reflection on sustainability is visionary and brings new insights to aspects of sustainability in the professional field.
Assessment of the Oral Defence (issued by the assessment committee, in consensus)							
Presentation (content, structure, lay-out)	The presentation is ill-structured and confusing . The lay-out of the presentation is poorly (quality of the illustrations, tables...).	The presentation is ill-structured and confusing . The lay-out of the presentation is weak (quality of the illustrations, tables...).	The presentation has a basic structure , but essential aspects (e.g. problem statement, conclusion) are missing .	The presentation has a basic structure , but essential aspects (e.g. problem statement, conclusion) are insufficiently	The presentation is clear and well-structured . The conclusions of the dissertation are presented and argumentation is provided in a	The presentation is clear, coherent and well-structured . The conclusions of the dissertation are presented and argumentation is	The presentation is captivating and has a coherent structure with a clear beginning, middle and end . The presentation is systematically built up and contains definite

¹ SDG = Sustainable Development Goals, more information <https://www.sdgs.be/en/sdgs>

	VERY POOR	WEAK	PASS	SUFFICIENT	GOOD	VERY GOOD	EXCELLENT
	tables...) with overcrowded slides.			elaborated upon.	coherent, logical way. The student uses key words and creates space on the slide.	provided in a very coherent, logical way. The student uses qualitative illustrations or images instead of pure text.	conclusions. The presentation has an original sequence, based on relevant visual material instead of pure text.
Presentation techniques	The student does not master the language well enough to tell a coherent story. The audience cannot follow the thread.	The student masters the language in which the dissertation is presented, but is not able to tell a coherent story. The attention to the use of correct terminology is substandard.	The student masters the language , but pays little attention to the use of correct terminology. He/she cannot captivate the audience, adopts a static attitude and shows no involvement in his/her story.	The student masters the language and pays limited attention to the use of correct terminology. The student is only moderately able to captivate the audience.	The student talks fluently, coherently and clearly and knows how to captivate the audience. The timing is well respected.	The student is fluently, is relaxed and speaks clearly. He/she leaves a very good impression on the audience. The student has a good command of voice and adopts an open attitude. The timing is well respected.	The student tells a fascinating story and can convince the jury of his/her final results with great enthusiasm and self-confidence. The timing is perfectly respected.
Question round	The student does not understand the questions and is not able to answer them adequately.	The student understands the questions but is not able to answer them adequately.	The student understands the questions but is only partially able to answer them adequately or correctly.	The student answers more than half of the questions adequately or correctly.	The student answers almost all the questions adequately or correctly.	The student shows that he/she understands and fully masters the subject of the dissertation.	The student shows that he/she understands and fully masters the subject of the dissertation and is able to think along with the judging panel.