

Assessment Form for Research Process (Dissertation)

Assessor: _____

Course	Student
Course/Module Name: _____	Student Name: _____
% Weighting of Mark: _____	Student ID (NIM): _____

Criteria	Score	Weight	Raw Score x Weight	Performance Levels and Descriptors			
				4: Excellent	3: Good	2: Fair	1: Poor
Practical Skills in Biomedical Methods and Techniques		3		The student is precise, uses direct applied practical skills that have been acquired in a previous phase of his/her education and quickly learns new skills. Rarely requires an explanation about the relevance of procedures. Very well-organized.	The student works with precision and respect and understands why certain methods are chosen. He/she understands generally when and how to apply these methods. Data-collection and processing is well-organized.	The student collects the data necessary in a comprehensive way. Data processing needs some guidance and the methods are partly chosen by the supervisor.	Student works careless and cannot plan the work or reproduce methodological steps. The student works unorganized and must be regularly reminded of the importance of working with precision, but does take this advice to heart. Data collection may be understandable to student, but not to others.
Scientific writing skills (log book)		2		The structure of the report is adequate and concise. Virtually no language or spelling errors. High level of readability. Appropriate layout. Figures, tables and references are clearly presented in correct format.	The structure of the report is adequate. Use of language, grammar and spelling sufficient. Lay-out is tidy. Figures, tables and references are clearly presented and in correct format.	The structure of the report is acceptable. Text might contain some language errors; some sentences are ambiguous. Lay-out is tidy. Figures and tables are clear.	Grammatical and punctuation errors. Paragraphs are not well written. Statistics and relevance are poorly presented. Poor lay-out. Figures and tables are missing or are inadequate.
Work pace and planning		2		Student is well able to plan and perform work as scheduled and finds time to reflect on the work done.	Student is able to plan and mostly perform work as scheduled.	Student keeps up with the planning and is flexible enough to make new plans when necessary.	Student has difficulties to keep up with the planning. Does not signal if plans need to be adjusted and is not able to make new plans. Experiences problems because of this.
Initiative		1		Student is autonomous and decisive and informs supervisor well. Takes initiatives and is looking for opportunities to learn and to develop.	Student easily takes initiative to perform the research and is able to change plans when necessary. Decides what is needed to do in cooperation with the supervisor.	Student takes initiative but sometimes waits for the directions of the supervisor.	Student is indecisive and has difficulty to find its own way. Is reluctant to changes and does not take initiatives.
Independen- cy and ownership of project		1		The student works independently, and reflects on his/her own activities, work processes and skills in an excellent way. Takes action and initiative to overcome problems and to achieve the best results.	The student mostly works independently. Feels responsible for his/her own activities.	The student sometimes works independently. Still feels responsible for his/her own activities.	The student must be firmly guided by the supervisor and barely works independently. Student cuts corners, does not feel responsible.
Total Score				Note: Numerical Grade = (Total Score/36) x 100			
Numerical Grade							

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