Front page assessment form Bachelor's end project AUBS 2023-2024

General Information

Name student:	ID number student:
Course code: 7AUX0	
Title project:	

Assessment project

Criterion	Weight	Grades *in tenths*	Final Grade[1]	
			in tenths	*in halves*
Process	25%			
Presentation	25%			
Product	50%			

[1] The final grade must be rounded off to halves (example: 7,2 will be 7 and 7,3 will be 7½). This will be the **valid course result**. To pass the BEP, the valid course result must be '6.0' or higher (not 5½), all Professional Skills must be done and the Code of Conduct must be signed by the student.

[2] The result of the Professional Skill Scientific Information will be filled in by the student administration.

Professional Skills + Code of Conduct

Prof. Skill Planning + Organization	done	not done
Prof. Skill Writing	done	not done
Prof. Skill Scientific Information[2]	done	not done
Signed Code of Conduct	done	not done

Assessors

Name first assessor:	Name second assessor:
Signature first assessor:	Date:

What went well / what could be improved?
Written motivation

TU/e

EINDHOVEN UNIVERSITY OF TECHNOLOGY

Assessment form Bachelor's end project AUDE

Process (25%)   Grade: ……

ACADEMIC ATTITUDE

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Independence
- Pro-active attitude
- Openness to feedback
- Critical and researching approach

DESIGN PROCESS

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Control of design process
- Design skills and methods
- Use of design variants

PLANNING AND ORGANIZATION

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Project planning and time management
- Urgencies and importance of aspects
- Adaption of planning due to changing circumstances or priorities

  ► *if +/- or higher: Professional Skill Planning and Organization 3 is done*

Presentation (25%)   Grade: ……

REPORT

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Writing style and structure
- Use of visual aids and lay-out / Support of message
- Captions, reference style

  ► *if +/- or higher: Professional Skill Writing 3 is done*

ORAL PRESENTATION

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Structure and clearness
- Use of visual aids and lay-out / Support of message
- Speaking and answering questions
- Timing

ARCHITECTURAL PRESENTATION

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Architectural drawings
- Model(s)
- Additional drawings / images

Product (50%)   Grade: ……

RESEARCH AND ANALYSES

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Research questions
- Literature review
- Plan study

CONCEPTUAL MODEL

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Conceptual model
- Cohesion between research and conceptual model
- Guiding principles

ARCHITECTURAL / URBAN DESIGN

++++	+++	++	+	+/-	-	--	---	
☐	☐	☐	☐	☐	☐	☐	☐	☐

- Cohesion between conceptual model and design
- Cohesion between scale levels
- Composition and spatial qualities
    (f.i. spaciousness, light, routing, materials)
- Functional elaboration
- Architectural / Urban Engineering

PLUS:

MIN:

Assessment criteria Process (25%)　　　　　　　　　　　　　　　　　　**RUBRICS BEP AUDE**

ACADEMIC ATTITUDE	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Independence	Needs little support to master the project		Needs support to master the project		Needs intense support during parts of the project		Relies continuously on the support of the tutor	
Pro-active attitude	Is very well prepared for tutor meetings, is actively involved during project meetings and takes initiative to solve problems in a creative way.		Is prepared for tutor meetings, is involved during project meetings, solves problems after some incentives		Is minimally prepared for tutor meetings, shows sufficient involvement during project meetings, needs encouragement to solve problems		Is ill-prepared for tutor meetings, shows little involvement during project meetings and takes no own initiatives to solve problems	
Openness to feedback	Welcomes feedback from tutors and fellow students, processes this very well.		Is open to feedback and processes this adequately		Has a mostly positive attitude towards feedback, some processing.		Has a negative attitude towards feedback, doesn't process feedback.	
Critical and researching approach	Very critical and researching approach, profound argued and personal judgment		Critical and researching approach, argued and personal judgment		Some critical and researching approach, some personal/argued judgment		No critical and researching approach, no personal judgment	

DESIGN PROCESS	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- 4)	--- (3)
Control of design process	Excellent ability to keep control of the entire design process.		Good ability to keep control of the entire design process.		Sufficient ability to keep control of the entire design process.		Not able to take control of the design process.	
Design skills and methods	Masters a broad set of design skills and knows how to use them		Masters a set of design skills and knows how to use them		Masters a few design skills and applies them		Crucial design skills are missing.	
Use of design variants	Excellently ability to produce and analyze a range of original and relevant variants.		Good ability to produce and analyze a range of original and relevant variants.		Sufficient ability to produce and analyze a few relevant variants		Not able to produce and analyze relevant variants.	

PLANNING & ORGANIZATION If +/- (6) or higher, PRV P&O 3 is done	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Project planning and time management	Is able to make a realistic and thorough project plan within the given boundaries. Project finished well within the agreed period of time		Is able to make a realistic and complete plan. Project is finished just in time		Not on all aspects realistic plan, execution not according to plan. Project is barely finished by lacking time.		Unrealistic or superficial plan made. Project is not finished in time.	
Urgencies and importance of aspects	Urgencies recognized and priorities set independently		Urgencies and importance of aspects recognized, but tutor sometimes need to address them		Urgencies and importance of aspects recognized after tutor repeatedly addressed them		Urgencies and importance of aspects not recognized despite tutor repeatedly addressed them	
Adaption of planning due to changing circumstances / priorities	Plan adapted on own initiative in cooperation with tutor		Plan adapted with help tutor		Plan adapted after tutor asked		Changing circumstances / priorities not recognized.	

Assessment criteria Presentation (25%)   RUBRICS BEP AUDE

REPORT If +/- (6) or higher, PRV Writing 3 is done	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Writing style and structure	Profound and consistent report. Very clear writing style and structure.		Good report. Very readable writing style and overall clear structure.		Sufficient report. Readable writing style. Sufficient structure, but also some inconsistencies.		Insufficient report. Poor writing style, Illogical structure, many inconsistencies	
Use of visual aids and lay-out / Support of message	Visual aids and lay-out support message in a very convincing way.		Visual aids and lay-out support message but sometimes too much or too little information		Visual aids and lay-out are sometimes distracting or confusing the message		Poor support, confusing or incorrect information and lay-out.	
Captions, reference style	Very consistent use throughout the entire report.		Overall good, few inconsistencies		Acceptable, but sometimes inconsistent		Very inconsistent or missing	

ORAL PRESENTATION	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Structure and clearness	Profound and convincing presentation. Very well structured, very good balance between introduction, core and conclusion.		Good presentation. Well structured, good balance between parts.		Sufficient presentation. Structured but sometimes not logical.		Not structured, bad balance	
Use of visual aids and lay-out / Support of message	Visual aids and lay-out support message in a very convincing way.		Visual aids and lay-out support message but sometimes too much or too little information		Visual aids and lay-out are sometimes distracting or confusing the message		Poor support, confusing or incorrect information and lay-out.	
Speaking and answering questions	Very communicative. Speaks by heart, very confident. Convincing answers.		Communicative, confident. Good answers.		Message is there, but not communicative, not so confident, questions answered.		Message not there, not communicative, no confidence, poor answers to questions	
Timing	Excellent timing, not rushed.		Finished in time, but rushing in the end.		Finished in time, but rushed throughout or spoken too slow.		Not finished in time, no effort in timing.	

ARCHITECTURAL PRESENTATION	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Architectural drawings	Excellent architectural drawings. Provide very clear insight in all relevant aspects of the design. Standards used in appropriate way.		Good architectural drawings. Provide clear insight in most relevant aspects of the design. Standards are used in appropriate way.		Sufficient architectural drawings. Provide insight in relevant aspects of the design. Standards are mostly used in appropriate way.		Architectural drawings are weak a/o incomplete. Lack of insight in relevant aspects of the design. Standards are not used.	
Model(s)	Very convincing model(s), strong expression of the design.		Convincing model(s), good expression of the design.		The model shows the design, but lacks expression.		Model(s) are weak or missing.	
Additional drawings / images	Excellent additional drawings / images, strong added value for presentation.		Good additional drawings / images, added value for presentation.		Some additional drawings / images are adding value for presentation.		Additional drawings / images are weak a/o missing. No added value for presentation.	

Assessment criteria Product (50%)   RUBRICS BEP AUDE

RESEARCH AND ANALYSIS	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Research questions	The aim and relevance of the research are described in an excellent way. Very clear research questions, divided in excellent sub-questions		The aim and relevance of the research are described in a good way. Clear research questions, divided in relevant sub-questions		The aim and relevance of the research are described in a sufficient way. Most research questions are clear and divided in sub-questions		The aim and relevance of the research are insufficiently described. The research questions are not clear and poorly divided in sub-questions	
Literature review	Wide range of relevant and qualitative literature is used. Theoretical concepts are explained very precisely. Very clear distinction between important and less important aspects.		A range of relevant and qualitative literature is used. Theoretical concepts are explained precisely. Clear distinction between important and less important aspects.		Some relevant and qualitative literature is used. Theoretical concepts are explained, but not always accurate. Distinction between important and less important aspect not always clear.		Insufficient relevant literature is used. Theoretical background and concepts are insufficiently explained. Weak distinction between important and less important aspects	
Plan study	Methods are use in excellent way. Very clear distinction between important and less important aspects. Conclusions are very well articulated and relevant. Very clear expression of the results.		Methods are used in right way. Clear distinction between important and less important aspects. Conclusions are very articulated and relevant. Clear expression of the results.		Most methods are used in right way. Clear distinction between important and less important aspects. Most conclusions are well articulated and relevant. Clear expression of the results.		Insufficient a/o irrelevant methods are used. Weak distinction between important and less important aspects. Conclusions are vague a/o irrelevant. Poor expression of the results.	

CONCEPTUAL MODEL	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Conceptual model	Very convincing conceptual model, strong expression of main ideas.		Convincing conceptual model, clear expression of main ideas.		Sufficient conceptual model, expression of main ideas could be stronger.		Insufficient conceptual model, main ideas are weak or missing, no convincing expression.	
Cohesion between research and conceptual model	Concept is strongly related to research.		Concept is well related to research.		Concept is sufficient related to research, but some relations are weak.		Concept is weakly related to conclusions.	
Guiding principles	Very strong and relevant guiding principles, related to research.		Strong and relevant guiding principles, related to research.		There are guiding principles, but not all are strong a/o relevant. Some are related to research.		Weak, irrelevant or no guiding principles.	

RUBRICS BEP AUDE

ARCHITECTURAL / URBAN DESIGN	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)		-- (4)	--- (3)
Cohesion between conceptual model and design	Very strong cohesion between concept and design on all crucial aspects.		Strong cohesion between concept and design on most crucial aspects.		Sufficient cohesion between concept and design on some crucial aspects.		Weak or no relation between concept and design on most crucial aspects.	
Cohesion between scale levels	Very strong cohesion between scale levels.		Strong cohesion between scale levels.		Sufficient cohesion between scale levels, but some relations are weak.		Weak or no relation between scale levels.	
Composition and spatial qualities (f.i. spaciousness, light, routing, materials)	Composition and all spatial qualities are excellent, strongly interconnected and convincing related to the conceptual model.		Composition and spatial qualities are good, well interconnected and well related to the conceptual model.		Composition and spatial qualities are sufficient, interconnected and related to the conceptual model. Some aspects are weak.		Composition and most spatial qualities are poor and insufficient interconnected. Weakly related to conceptual model.	
Functional elaboration	Excellent functional elaboration, strongly connected with conceptual model, composition and spatial qualities.		Good functional elaboration, well connected with conceptual model, composition and spatial qualities.		Sufficient functional elaboration, there are connections with conceptual model, composition and spatial qualities, but some aspects are weak.		Weak functional elaboration on lot of crucial aspects. Poor connection with conceptual model, composition and spatial qualities.	
Architectural / Urban Engineering	Very convincing integration of technical solutions. Strongly connected with conceptual model, composition and spatial qualities.		Convincing integration of technical solutions. Well connected with conceptual model, composition and spatial qualities.		Sufficient integration of technical solutions. Connected with conceptual model, composition and spatial qualities. Some aspects are weak.		Weak or no technical elaboration. Weak or no relation with conceptual model, composition and spatial qualities.	