

Id nummer:

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

General Information

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

Assessment project

Criterion	Weight	Grades in tenths	Final Grade ¹⁾	
			in tenths	in halves
Process	25%			
Presentation	25%			
Product	50%			

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

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.

Assessors

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

Written motivation

What went well / what could be improved?

Assessment form Bachelor's end project BPS

Process (25%) Grade:	Presentation (25%) Grade:	Product (50%) Grade:
ACADEMIC ATTITUDE ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	REPORT ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	RESEARCH AND ANALYSES ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • Independence • Pro-active attitude • Openness to feedback • Critical and researching approach 	<ul style="list-style-type: none"> • Writing style and structure • Use of visual aids and lay-out / Support of message • Captions, reference style <p>► if +/- or higher: Professional Skill Writing 3 is done</p>	<ul style="list-style-type: none"> • Research questions • Literature review • Research content • Analysis, conclusions, recommendations
RESEARCH AND DESIGN PROCESS ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ORAL PRESENTATION ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	FUNCTIONAL DESIGN ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • Production and analysis of variants • Linking research and design 	<ul style="list-style-type: none"> • Structure and clearness • Use of visual aids and lay-out / Support of message • Speaking and answering questions • Timing 	<ul style="list-style-type: none"> • Conceptual model • Functional elaboration
PLANNING AND ORGANIZATION ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	VISUAL PRESENTATION ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	BUILDING PHYSICAL DESIGN ++++ +++ ++ + +/- - -- --- <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • Project planning and time management • Urgencies and importance of aspects • Adaption of planning due to changing circumstances or priorities <p>► if +/- or higher: Professional Skill Planning and Organization 3 is done</p>	<ul style="list-style-type: none"> • Drawings / models / images 	<ul style="list-style-type: none"> • Building physical design principles • Elaboration of building physical aspects • Knowledge of theory • Material efficiency • Components and connections in more detail

PLUS:

MIN:

Assessment criteria Process (25%)

RUBRICS BEP BPS

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	

RESEARCH AND DESIGN PROCESS	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Production and analysis of variants	Very skilled in the production and analysis of original and relevant functional and structural variants without supervision		Skilled in the production and analysis of original and relevant functional and structural variant		Able to produce and analyze a range of original and relevant functional and structural variants, only with intense supervision		Not able to produce and analyze a range of original and relevant variants functional as well as structural.	
Linking research and design	Very skilled in processing the research results into the end product, without supervision		Skilled in processing the research results into the end product		Able to process the research results into the end product, only with intense supervision		Not able to process the research results into the end product	

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 BPS**

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.	

VISUAL PRESENTATION	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Drawings / models / images	Excellent drawings, models and/or images providing clear insight in all relevant aspects of the design. Drawings are complete and fulfill standard requirements.		Visual presentation (drawings, models and/or images) provides adequate insight in the design. Drawings are complete and fulfill standard requirements		Visual presentation (drawings, models and/or images) provides poor but enough insight in the design. Drawings are complete and fulfill standard requirements		Visual presentation is weak, incomplete or missing. Drawings are not complete or do not fulfill standard requirements	

Assessment criteria Product (50%)

RUBRICS BEP BPS

RESEARCH AND ANALYSES	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Research questions	The aim of the research is accurate and described in an excellent way. Very clear research questions, including a very clear division in sub-questions, written without supervision		The aim of the research is described well. Clear research questions, including a clear division in sub-questions		The aim of the research is described sufficiently. Clear research questions and sub-questions, written with the help of intense supervision		The aim of the research is insufficiently described. Research questions are not clear and/or not divided in sub-questions.	
Literature review	Relevant literature and regulations are studied independently. Application of relevant literature and regulations in relation with the research item shows high-level insight.		Relevant literature and regulations are studied with little guidance. Application of relevant literature and regulations in relation with the research item is accurate.		Relevant literature and regulations are studied with intense guidance. Application of relevant literature and regulations in relation with the research item is sufficient		Relevant literature and/or regulations are not studied. Application of relevant literature and regulations in relation with the research item is not done.	
Research contents	Investigated items are explained very precisely. Independent and adequate application of tools (software). Excellent description of the research results showing very good insight.		Investigated items are explained correctly. Adequate application of tools (software), needing little help. Description of the research results is good.		Investigated items are explained correctly. Adequate application of tools (software), needing a lot of help. Adequate but poor description of the research results.		Investigated items are not correctly explained. Application of tools (software) is not correct. Poor description of the research results	
Analysis, conclusions, recommendations	Very clear and well-founded analysis, conclusions and recommendations.		Selection of most important details based on supervision. Good detailing of connections.		Analysis, conclusions and recommendations are present but not all of them are explained or logical.		Missing or incorrect analysis and evaluation.	

FUNCTIONAL DESIGN	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)	- (5)	-- (4)	--- (3)
Conceptual model	Very convincing conceptual model : strong expression/composition/spatial quality		Convincing conceptual model.		Sufficient conceptual model. Weak expression and composition.		Insufficient conceptual model, main ideas are weak or missing, no convincing expression.	
Functional elaboration	Excellent functional elaboration, strongly connected with conceptual model		Conceptual model and functional elaboration are in good balance		Conceptual model and functional elaboration are in sufficient balance.		Weak functional elaboration on a lot of crucial aspects. Poor connection with conceptual model, composition and spatial qualities.	

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RUBRICS BEP BPS

BUILDING PHYSICAL DESIGN	++++ (10)	+++ (9)	++ (8)	+ (7)	+/- (6)		-- (4)	--- (3)
Building physical design principle	Very clear and well described building physical design concept.		Clear and well described building physical design concept.		Clear but poorly described building physical design.		Building physical design concept is not clear. Poor description.	
Elaboration of building physical aspects	Excellent elaboration of building physical aspects. Results of calculations and simulations are very sound		Good elaboration of building physical aspects. Results of calculations and simulations are mostly sound		Building physical aspects are poorly worked out. Results of calculations and simulations are sometimes questionable		Building physical aspects are badly worked out Results of calculations and simulations are not valid	
Knowledge of theory	Showing great knowledge of building physical theory		Showing good knowledge of building physical theory		Showing poor knowledge of building physical theory		Showing little knowledge of building physical theory	
Material efficiency	Excellent relation between design and materialization of the built structure. Excellent feeling for material optimization		Materialization of the built structure is in balance with the overall design. Good feeling for material optimization is present.		Materialization of the built structure and the overall design are linked. Sufficient feeling for material optimization.		Poor link between materialization of the built structure and the overall design. No feeling for material optimization.	
Components and connections in more detail	Independent selection of most significant or important details. Independent and correct detailing of connections		Selection of most important details based on supervision. Good detailing of connections.		Selection of most important details based on supervision. Sufficient detailing of connections.		Selection of most important details based on supervision Incorrect detailing of connections.	