

Student Information

Student Name:

ID-Number:

Title Project:

TU/e First Assessor Name:

Grade Intermediate Report
(=20% of final grade; expressed in 0.1
grades)

Signatures

Only sign the form when it is complete. Do not make any further changes after signing.

Signature First Assessor

USER MANUAL OF THE BEP RUBRIC

Ideally, the bachelor end project (BEP) should demonstrate that a student has achieved all the learning goals of Sustainable Innovation (SI) bachelor programme at a sufficient level before awarding the diploma. This way the quality of the student and the value of the SI bachelor diploma can be guaranteed. However, the learning outcomes of the SI programme are phrased in terms of ACQA competences, whereas main deliverable is the bachelor thesis, which should meet scientific standards. This rubric for the bachelor end project (BEP) thesis is designed to make the relation between the two as explicit and transparent as possible.

The rubric is designed with the following goals in mind:

- The rubric makes sure that all learning outcomes are represented in the form of ACQA competences, while still being as concise as possible.
- In addition, the relation between the actual deliverables of the BEP is made explicit by listing the features of the bachelor thesis, the writing skills and process that can be used to assess a given competence (first column).
- By making the criteria for grading explicit, the assessments from different teachers should be more homogeneous and counteract different practices. It should be easier to assess a given bachelor thesis. Given that there is a wide variety between research topics of the BEP, the criteria for excellence should NOT be read as an exhaustive list, but as guidelines for interpreting the more abstract competences.
- The rubric is a formative feedback instrument that teachers can use to give feedback about the performance of the student. Each competence can be rated from Failed, via Insufficient to Excellent.
- The comment boxes are crucial for explaining why a certain competence was rated high or low. Providing comments is therefore mandatory.
- The rubric can also be used as a summative grading instrument. Both the first assessor and second assessor can assign partial grades.
- The rubric for the intermediate report is used in an extended form for the assessment of the final report.

Usage:

- First assessor assesses report/project and completes the form.
- First assessor keeps the form for own administration. The intermediate form does not need to be sent to the CSA IEIS. The grade of the intermediate report will also be on the final assessment form

A. Quality Problem Identification and Theoretical Framework

	1-4	5	6	7	8	9-10
Research problem, research aim and question, scientific and societal relevance	<p>The research problem does not concern a socio-technical issue and is not related to sustainability/sustainable innovation. There is no or poor description of the research problem leading to a clear problem statement. There is no relation to the research question/aim or the literature does not match the problem, relevance of the research is not clear.</p>	<p>The research problem concerns a socio-technical issue and is related to sustainability/sustainable innovation. Limited description of the research problem. There is no relation to the research question/aim or the literature does not match the problem, relevance of the research is not clear.</p>	<p>The research problem concerns a socio-technical issue and is related to sustainability/sustainable innovation. There is a broad research problem and it is connected with relevant literature to the research question/aim. The relevance of the research is described.</p>	<p>The research problem concerns a socio-technical issue and is related to sustainability/sustainable innovation. There is a clear research problem and it is connected to the research question/aim. The relevance of the research is described. Gap in the literature is identified.</p>	<p>The research problem concerns a socio-technical issue and is related to sustainability/sustainable innovation. There is a clear and concise research problem which is clearly connected to the research question/aim; the relevance of the research is substantiated. Scope and boundaries of the research are well defined.</p>	<p>The research problem concerns a socio-technical issue and is related to sustainability/sustainable innovation. There is a clear, concise and original research problem which is clearly connected to the research question/aim. The student substantiates the scientific and societal relevance of the research. Scope and boundaries of the research are well defined (boundaries).</p>

A. Quality Problem Identification and Theoretical Framework

	1-4	5	6	7	8	9-10
Description of relevant literature	A review of the relevant literature is missing, incomplete or unclear.	Review of the relevant literature is incomplete or unclear.	The relevant literature is described	The relevant literature is described, connected to the research aim	Thesis contains critical review of relevant literature, connected to the research aim.	Thesis contains critical review of relevant literature and connects to ongoing debates and the reserach aim.
Relevant theories and key concepts	Role of theory is not clear. Literature used is (partly) irrelevant and/or insufficient to answer the research question. And/or, theoretical concepts are misunderstood	Role of theory is insufficiently clear. Literature is only partially relevant. And/or, theoretical concepts are misunderstood	The main theoretical concepts and their relations are clearly defined and linked to the research question/ aim and literatures. Theoretical concepts are understood and application is sufficient	The main theoretical concepts and their relations are clearly defined and linked to the research question/ aim and literatures. Theoretical concepts are understood and application is sufficient to good.	The research question/ aim is reformulated in theoretical terms. The main theoretical concepts and their relations are clearly defined and connected to literatures. Theoretical concepts are understood and application is good.	The research question/ aim is reformulated in theoretical terms. The main theoretical concepts and their relations are clearly defined and connected to relavent literatures and theoretical debates. Theoretical concepts are understood and application is excellent / original.

Grade Part A

Explanation (obligatory)

B. Quality of Research Methods

	1-4	5	6	7	8	9-10
Scientific approach	The chosen research method(s) do not correspond (well) to the problem statement. No structured description (reproducible steps) of the research method.	Most of the chosen research method(s) and instruments do not correspond well to the problem statement. No structured description (reproducible steps) of the research method.	The research approach is mostly adequate (one or more suitable research methods) corresponding to the problem statement. The steps of the research method are listed.	The research approach is adequate. The chosen research method(s) and instruments correspond to the problem statement and are based on literature. Steps of research method are listed and basically explained. Validity of research approach is discussed. Researcher shows sufficient scientific attitude (applying (inter) disciplinary literatures, concepts and methods)	The research approach is adequate. The chosen research method(s) and instruments correspond to the problem statement and are based on literature. The chosen research approach is justified by the student. Steps of research method are listed and explained in detail. Validity of research approach is critically discussed. Researcher shows good scientific attitude (applying (inter) disciplinary literatures, concepts and methods)	The research approach is adequate and thoroughly considered. Choices are clearly justified from the perspective of the problem statement and literature. The research approach stands out because of originality and/or complexity. Steps of the research method are listed and explained in detail. Validity of research approach is critically discussed. Researcher has an excellent scientific attitude (applying (inter)disciplinary literatures, concepts and methods)

Grade Part B	Explanation (obligatory)

C. Expected Quality of Research Execution

	1-4	5	6	7	8	9-10
Data Collection and Data Management	The student does not know what kind of data he/she will collect and did not start to collect any data.	The student did not start to collect any data. Or the student did begin to collect data, but we fear that the final collection of data will be too limited, and there is no faith in the validity and reliability of the data.	The student did start to collect data, but we fear that the final collection of data will be limited, or there is limited faith in the validity and reliability of the data and its processing.	The student did start to collect data. We expect that the final collection of data will be sufficient, and there is faith in the validity and reliability of the data and its processing.	The student already collected data. We expect that the final collection of data will be sufficient. There is also enough faith in the validity and reliability of the data and its processing.	The student already collected a substantial amount of data. We expect that the final data collection will be significant. There is also more enough faith in the validity and reliability of the data and its processing

Grade Part C

Explanation (obligatory)

D. Skills -so far

Planning and Organizing -so far

	POOR	SUFFICIENT	GOOD
<p>Planning and organizing the research</p>	<p>Despite all guidance, is the student not able to organize the research. The planning is without any detail (only phasing), not feasible and/or back-up strategies are lacking. Unnecessary work is done due to bad or unchanged planning. Urgencies and importance of aspects is not recognized (despite the supervisor repeatedly addressed them).</p>	<p>Needs some guidance to organize the research project according to the planning. The planning is somewhat concrete (contains phases and milestones) and feasible. Back-up strategies are sufficiently thought out. Plan adapted with help of the supervisor. Urgencies and importance of aspects is not always recognized. The supervisor needs to address some priorities.</p>	<p>Individually organizes and manages the research project according to the (adapted) planning and undertakes action if needed (own initiative, in good cooperation). The planning is concrete (contains milestones and specifications of all activities for each of the phases of the research) and feasible. Updates during the project are processed clearly, back-up strategies are very well thought out. Urgencies and importance of aspects are recognized, priorities are set.</p>

Grade PRV Planning (PO, SUF, GO)	Explanation (obligatory)

D. Skills -so far

Writing Skills -so far

	POOR	SUFFICIENT	GOOD
Quality of the message / Line of reasoning	<p>No line of reasoning or rudimentary argumentative structure. Ideas are unconnected. Claims are repeated rather than developed. Few objections are addressed and maybe misrepresented. Claims are not or rarely supported by reliable evidence from credible sources, making the report unconvincing.</p>	<p>Argumentative structure is evident and satisfactory. Objections are taken seriously and typically addressed fair-minded. Claims are regularly supported by valid, reliable evidence from credible sources, making the report for the most part convincing.</p>	<p>Reader can easily follow the line of reasoning. Argumentative structure is clearly evident. Objections are taken seriously and addressed in a fair-minded way with great skill. Claims are supported by reliable, valid evidence from credible sources and effectively synthesized in a very convincing manner.</p>
Structure	<p>The report is badly structured. Main structure is incorrect and/or placement of material in different chapters is illogical in many places. Chapters are separate entities and are not connected to each other. Level of detail varies widely (information missing, or irrelevant information is given).</p>	<p>The main structure is correct, but lower level hierarchy of sections is not always logical in places. Most sections have a clear and unique function. The connection of parts could be improved. Level of detail is inappropriate in a number of places (irrelevant information is given).</p>	<p>Well-structured: each section has a clear and unique function. Hierarchy of sections is correct. Ordering of sections is logical. Parts of the paper connect well to each other. All information occurs at the correct place. Level of detail is appropriate throughout the report.</p>
Readability	<p>The report is characterized by bad readability and academic writing style. Formulations in the text are often incorrect. Vagueness and/or inexactness in wording occurs regularly inhibiting a correct interpretation of the text. Unbalanced use of text, (not useful) graphs, tables, graphs or graphics and appendices in many places.</p>	<p>The report is properly readable. An academic style of writing is used. Formulations in the text are predominantly clear and exact. The paper could have been written more concisely. Appropriate use of text, tables, graphs and graphics and appendices.</p>	<p>The report is characterized by a very good and professional style of writing. Academic conventions with regard to style of writing, lay-out and finishing are followed meticulously. Clever use of text, tables, graphs and graphics and appendices, enhancing understanding and adding interest.</p>

D. Skills -so far

Writing Skills -so far

	POOR	SUFFICIENT	GOOD
Grammar/spelling	Grammar (word order, verb tenses) vocabulary (correct choice of words, no repetitive words) and textual mechanics (spelling, punctuation, capitalization) errors so numerous that they make the paper almost impossible to understand (seriously distract the reader and impede meaning). English incorrect and very hard to read.	Grammar, vocabulary and/or textual mechanical errors present, but at acceptable quantities and not seriously impeding the reader. English basically correct and readable.	Excellent grammar, vocabulary and textual mechanics (very few or no errors). English fluent and pleasant to read.
Referencing	The student is often inconsistent in references in the text and/or reference list, or often references are lacking.	The student is sometimes inconsistent in references in the text and/or reference list, or a few times references are lacking.	The student uses one format for references in the text and the reference list. The reference list is complete. There are no mistakes.
Layout	The title page and/or table of content are lacking or incomplete. Headings are missing, inconsistent or unclear. Tables and figures are incomplete.	The title page and table of content are incomplete. Headings are inconsistent or unclear. Tables and figures are incomplete.	A title page, table of content, clear and consistent headings and complete tables and figures are included.
Tailored to target group (academic layman level)	The report is not tailored to the target group (academic layman level).	Parts of the report are not tailored to the target group (academic layman level).	The report is tailored to the target group (academic layman level).

Grade PRV Writing Skills (PO, SUF, GO) Explanation (obligatory)

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D. Skills -so far

Professional Attitude -so far

	POOR	SUFFICIENT	GOOD
Self-dependence	The student needed help and support to proceed in the project; did not contribute own ideas.	The student worked to a large extent independently or took initiative to receive help; needed some feedback to develop ideas.	The student worked independently; used own ideas; showed initiative
Attitude in communication and cooperation	The student is rude and/or defensive or is working in isolation.	The student seeks for contact when needed but is sometimes still looking for an appropriate way.	The student is respectful and constructive in communication and cooperation.
Followed agreements/ rules and showed up for appointments	The student's behavior is messy regarding agreements; forgets meetings or is unprepared.	The student largely follows agreements and showed up for appointments; preparation may vary.	The student followed agreements/rules and showed up for appointments; was well-prepared.
Critical reflective attitude	The student is not able to improve own work based on systematic critical reflection; does not incorporate (supervisor's) feedback.	The student needs some help to reflect, think and behave systematically; incorporated most of (supervisor's) feedback.	The student has a critical reflective attitude; reflects, thinks and behaves systematically; incorporated (supervisor's) feedback.

Grade PRV Professional Attitude (PO, SUF, GO)

Explanation (obligatory)

Finalisation

Final Comments

Grade Intermediate Report*

First assessor keeps the form for own administration. The intermediate form does not need to be sent to the CSA IEIS. The grade of the intermediate report will also be on the final assessment form

* Please fill in the grade of the intermediate report manually. This grade is based on the grades of block A, B, C and D, taking into account the phase of the project. This grade is not necessarily a calculated average of the grades of block A, B, C and D. Add Final comments to clarify possible differences.

Note: Grade Intermediate Report counts for 20% of the final grade, expressed in 0.1 grades.

Find the signature field on the first page.

This is the end of the Bachelor's End Project (BEP) Intermediate Evaluation Form.