

Essay

Levels Criteria	Fail - 5	Pass - 6	7	8	9	Excellent - 10
Style and lay-out (15%)	Document style is messy, inconsistent or distracting. Visuals are of poor quality.	Style and lay-out of the essay meet the basic requirements but could be improved to create a better reading experience (e.g. figure placement).		Lay-out is appealing to look at, meets requirements and allows the reader to quickly find different sections.		Good formatting choices are made to create an inviting layout. The final product looks professional and attractive.
Selection of source materials (10%)	References include unsuitable non-scientific materials. Bibliography contains way too many or very few sources.	Obvious gaps in the choice of source materials, for example lacking in recent publications or including many irrelevant sources. Topic is much too broad or narrow.		Bibliography would benefit from several extra or different sources.		Chosen sources are a perfect representation of the history and the state of the art of the topic.
Scientific style and tone (10%)	Vocabulary and language are inappropriate for audience or too unprofessional for academic writing in general. Visuals are either missing or present but redundant.	Tone sometimes not scientific enough or too difficult due to unnecessary jargon. Visuals could have improved the story or visuals present are not used.		Mostly written in academic language, but with some phrases not appropriate for academic writing. Visuals are included at relevant places but could be used more effectively.		Essay reads as a published scientific review. Tone is consistently professional and appropriate. Relevant and high-quality visuals are used to complement the story.
Description of literature (20%)	Content is incorrectly described or confusing for the reader. It is not clear which statements are from which source and what is the author's own opinion or interpretation.	Multiple descriptions contain mistakes or miss steps that would make the content more understandable. Results and conclusions from sources are taken as true, without critical reflection. References are discussed one by one rather than integrated into a coherent story.		Results and conclusions from sources are mostly used effectively, but explanations could be improved by some additions or are unnecessarily repetitive. The critical evaluation of published results and conclusions can be improved.		Results and conclusions from sources are perfectly integrated into the text. Student displays a balanced critical view on all published material.
Scientific depth (25%)	The content is no more than a summary of the bibliography, without any new connections or insight added. Content describes only methods and approaches instead of results and conclusions or the reverse.	The content lacks depth and coherence because little new insight is added. Lots of irrelevant material is presented without context or connection. Argumentation is mostly logical, but lacks depth or organisation.		Topic is properly placed into context. The content shows good attempts at defining new connections (e.g. categorising) and giving insight into the subject matter.		The content is well described, and all information presented is relevant to the story and placed into the story. The new connections and insights from the author show an excellent grasp of the topic and the field.
English (20%)	Many spelling, grammar and punctuation errors distract the reader. Awkward constructions force the reader to slow down or reread.	Some errors that affect comprehension. Structure of writing does not flow well.		Only minor errors in grammar, punctuation or spelling that do not affect comprehension. Some transitions or links are missing or feel forced, but the sequence of sentences and paragraphs is clear and logical.		Easy-to-read text with good flow. Almost no errors in grammar, punctuation or spelling.

Colloquium

Levels Criteria	Fail - 5	Pass - 6	7	8	9	Excellent - 10
Scientific level (15%)	Scientific content is incorrectly presented or misses important aspects or references. Student does not critically evaluate their statements. Not all conclusions are well-founded.	Mostly appropriate material is presented. Some information is unclear or incorrect. Content does not build upon existing literature but only summarises.		Appropriate and relevant material is presented and placed into a broader perspective. Student addresses the 'bigger picture' but misses some key considerations.		Abundant relevant material and literature is presented accurately and expanded upon, showing the student understands the scientific field at an expert level.
Lay-out (20%)	Slide layout is unprofessional or does not support the message. Contains multiple issues from the following list: <ul style="list-style-type: none"> - too much text or long sentences - too much information per slide (text and visuals) - illegible graphs, text or other visuals due to font, colour or size - distracting animations - no slide numbers, titles or references - spelling or grammar errors 	Slide layout is not optimal but does not distract from the presentation. Some mistakes as specified in the box at 'fail'.		Slides are mostly well-designed for the purpose and support the message. Some changes could have made the slides even better, as specified in the box at 'excellent'.		Slides support the story and contain <ul style="list-style-type: none"> - one main message per slide - bullet points - legible text and visuals - slide numbers - clear references - only functional animations - good slide titles Slides are professional and appealing to look at with a uniform design.
Message (structure, timing, appropriateness of level for audience) (20%)	Only a few members of the audience can follow the presentation. Sections are not well balanced; many are too easy or difficult or their relevance to the story is not explained. The order of the presentation is not good, which makes the story more difficult to follow. Presentation is too long or too short.	The majority of students and staff can follow the main plotline of the story. All components are discussed in a logical order, but some links are missing or the division of time between the different sections is not ideal. Major points could have benefitted from more time.		The main message is mentioned. The audience can reproduce parts of the presentation afterwards. The presentation brings forth a good discussion. Student has made good choices on what to present and what to leave out. Overall timing is good with all elements well-balanced.		The main message is clear and the whole presentation is logically connected. The presentation storyline has a logical build-up, allows the whole audience to follow along and remember it afterwards and starts a substantive discussion. All necessary elements are present and receive a balanced amount of time. Presentation is the correct length.
Presentation skills (verbal and non-verbal) (25%)	Student does not show interest in or evoke enthusiasm about the topic presented. Speaks unclearly or in unfinished sentences. Has some eye contact with audience, but much of the presentation is read from notes or too obviously memorised. Movements are absent or distracting.	Student has difficulty inspiring enthusiasm about the topic presented. Sometimes speaks too quietly for a majority of the audience to understand. Needs notes almost every slide to keep on track. Movement, descriptive gestures and pointing at the slides in a way that helps the story.		Student demonstrates a clear, positive feeling about topic during most of the presentation and evokes the same from the audience. Uses a clear voice and mostly speaks at a good pace. Has regular eye contact with audience, but also regularly looks at notes or talks to slides. Movements are mostly helpful for visualising the content.		Student projects enthusiasm about topic. Uses a clear voice and speaks at a good pace. Uses sentence stress effectively to place emphasis on important words or phrases, and has logical transitions between sections. Has direct eye contact with audience, rarely looking at notes. Movements help the audience visualise.
Discussion (20%)	Student cannot properly defend their key points or the information on their slides. Does not understand questions, and gives irrelevant or incomplete answers.	Student reformulates the information on the slides to clarify and answers most questions coherently, but answers do not go much beyond the information already presented.		Student expands on the information on the slides to clarify and provide new insights. Answers to questions are to-the-point and concise.		Student engages in a critical confrontation of their descriptions and conclusions. Has the ability to convince the audience of their interpretations.