

		FAIL	PASS	FAIR	GOOD	VERY GOOD	EXCELLENT
1	Theoretical knowledge & understanding						
1.1	can perform a literature study on a (sub)topic of research	Cannot study literature as suggested by the supervisor	Has studied literature as suggested by the supervisor	Has properly studied literature as suggested by the supervisor	Has found some new literature, in addition to the literature suggested by the supervisor	Has independently found and studied a significant amount of relevant literature	Has independently performed a thorough literature study
1.2	recalls information and understands theoretical concepts from textbooks and primary literature that pertains to the topic of research	Does not understand directly relevant theory at the level of MSc textbooks	Understands but cannot reproduce directly relevant theory at the level of MSc textbooks	Understands and can reproduce directly relevant theory at the level of MSc textbooks	Understands and can reproduce directly relevant theory at the level of MSc textbooks and scientific literature	Has independently collected, processed and integrated theory from different fields or sources	Has independently developed a new piece of theory
1.3	can apply theory to predict potential outcomes of experiments and explain results	Is not able to relate theory to the performed research	Has difficulties applying the relevant theory to the performed research	Can apply relevant theory to the performed research, after being shown how to do so	Has independently applied relevant theory to the performed research	Has independently and very skillfully applied this theory to the performed research	Has independently integrated existing theory from different fields or sources into a new original description
2	Planning and performing research						
2.1	can plan research and perform experiments within an appropriate time frame	Is not able to plan and perform experiments in a reasonable time	Planning and executing of experiments and overall project planning have to be improved	Good planning and executing of experiments; overall project planning could be improved	Efficient planning and executing of experiments; good overall project planning	Very efficient planning and executing of experiments; very good overall project planning	Excellent time planning; project completed on schedule
2.2	has the (experimental/computer) skills to apply standard research procedures	cannot apply standard research procedures	Basic practical (experimental/computer) skills	Average practical (experimental/computer) skills	Good practical (experimental/computer) skills.	Very good practical (experimental/computer) skills	Exceptional practical (experimental/computer) skills.
2.3	can solve procedural problems or difficulties	Was not able to execute a prescribed research program, following methods and approaches suggested by the supervisor	Has executed a prescribed research program, following methods and approaches suggested by the supervisor	Did occasionally take initiative to extend or modify the research plan or to suggest an alternative method or approach	Did have significant input into research plan or the followed method and approach	Research plan, followed method and approach were essentially selected and defined by the student	Problem formulation, research plan, followed method and approach were selected and defined by the student
2.4	can make a relevant original contribution to the project	Has not made any original contribution to the project	Has not really made an original contribution to the project	Has had at least one original contribution to the project	Has had one original idea not initiated or thought of by the supervisor	Has had several original ideas not initiated or thought of by supervisor	Has surprised us all with some brilliant new ideas
2.5	can produce reliable, significant results	Results are not reliable and work should be redone before results can be communicated to the outside world	Results should be checked and work possibly redone before results can be communicated to the outside world	Results are reasonably good, and after check can be included in external reports or publications	Work has significantly contributed to a conference paper, journal publication, patent, or new computational/ experimental technique not previously available in the group	The work formed the basis of a conference paper, a journal publication, or a patent	Work has directly led to a publication in a journal, or a patent
3	Scientific attitude						
3.1	can work responsibly	Showed no responsibility for the proper progress and completion of the project	Showed little responsibility for the proper progress and completion of the project	Did take and show responsibility for the proper progress and completion of the project	The student took full responsibility of his/her research project	The student took full responsibility of his/her research project, and actively proposed new research approach.	The student took full responsibility of own project and actively proposed new research approaches also for colleagues
3.2	shows appropriate critical scientific attitude towards own work (can analyze results and critically evaluate their validity and accuracy; can critically compare and contrast own results to related results by others; can formulate scientifically-sound conclusions)	Has no critical attitude towards own results	Limited critical attitude towards own results	Sufficient critical attitude towards own results, limited critical attitude towards literature and specialists	Sufficient critical attitude towards own results, literature and specialists	Well-balanced critical attitude towards own results, sufficient critical attitude towards literature and specialists	Well-balanced critical attitude towards own results, literature and specialists
3.3	can communicate research progress and results to colleagues, supervisors and experts	Student was not able to communicate in a clear way the progress of the project with colleagues	Poorly communicated about progress of the project with colleagues	Sufficiently communicated about the progress of the project with colleagues	Adequately communicated about the progress of the project with colleagues	Communicated very well about the progress of the project with colleagues	Excellent communication about the progress of the project with colleagues
4	Personal skills						
4.1	shows appropriate language skills	English writing and speaking skills are very poor and insufficient.	Poor English writing/speaking skills	Sufficient English writing/speaking skills	Good English writing/speaking skills	Very good English writing/speaking skills	Excellent English writing/speaking skills
4.2	shows an appropriate work attitude and motivation (e.g. being on time, working appropriate hours, and preparing work in time)	Student's work attitude and motivation are insufficient	Student's work attitude and motivation are poor	Student's work attitude and motivation are sufficient	Student's work attitude and motivation are good	Student's work attitude and motivation are very good	Student has excellent working attitude and motivation.
4.3	is able to act as a teamplayer within a research team (e.g. helps others when needed and is courteous and respectful towards others)	Student does not interact with the members in a team; causes conflicts with coworkers.	Student does not interact much with the members in a team.	Has no difficulties functioning in a team.	Student is a good team player. Offers spontaneous help when needed.	Student is a very good team player; is involved in generating a good work atmosphere.	Student excels as team player and takes responsibility for the performance of the team.
4.4	responds to feedback (criticism) to improve themselves.	Student does not respond to feedback at all.	Student poorly responds to feedback.	Student responds to feedback, trying to improve themselves.	Student responds well to feedback, eager to improve themselves.	Student actively seeks feedback and tries to act upon it.	Student actively seeks feedback and acts upon it.
5	Report						
5.1	is able to keep good and clear notes of the experiments (lab journal)	Lab book is not clear and experiments cannot be reproduced on the basis of the journal.	Lab book contains the basic information; it is a challenge to find results and reproduce experiments.	Lab book contains the basic information; it is feasible to find the results and reproduce experiments.	Lab book contains the essential information; it is easy to find the results and reproduce experiments.	Lab book is very clear; it is straightforward to find the results and reproduce experiments.	Lab book is excellent; the results are clearly described and linked to folders containing the relevant data.
5.2	can write an accurate report on performed research	Even after extensive corrections the report does not fulfill basic requirements or contains large scientific errors.	The report fulfills basic requirements but is not free of scientific errors.	The report fulfills the basic requirements and is free of scientific errors	Report is free of scientific errors and fulfills all requirements in terms of contents, structure and clarity	Very good report in terms of contents, structure and clarity	Excellent report in terms of contents, structure and clarity
5.3	can independently write a report.	Student is not able to write a report without significant support of the supervisor.	Report was written with crucial and extensive corrections made by supervisor, in various iterations.	Report was written by the student with significant corrections made by supervisor.	Report was written by the student with limited corrections by supervisor.	Report was written by the student with virtually no corrections by supervisor.	Report was written by the student without any corrections by supervisor.
6	Presentation (minor projects only)						
6.1	can present a summary of research, results and conclusions to a group of fellow students and external experts	Poor presentation: structure, clarity, and engagement is lacking.	Basic presentation, lacking either structure, clarity or engagement.	Presentation is free of scientific errors and fulfills all requirements of contents, structure and clarity.	Good presentation free of scientific errors, fulfilling all requirements in terms of contents, structure and clarity.	Engaging, well-structured, clear presentation.	Excellent presentation: engaging, very clear, motivating, thought-provoking.
6.2	is able to answer scientific questions regarding their presentation.	Student is not able to deal with the most basic questions.	Student is hardly able to deal with basic questions, depends on supervisor for advanced questions.	Student is able to deal with part of the advanced questions, rarely depends on supervisor.	Student deals with advanced questions efficiently and comfortably.	Student is able to rephrase explanations to clarify results to the audience.	Sparkling scientific debate.