

Evaluation Master thesis Biology

Student Exam period Title Academic year Supervisor First evaluator Second evaluator		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Thesis</th> <th style="width: 33%;">Layman's summary</th> <th style="width: 33%;">Primary data</th> </tr> <tr> <td style="text-align: center;"> <small>4.3MB, 6561z. 17/08/2025</small> </td> <td style="text-align: center; vertical-align: middle;">not yet available</td> <td style="text-align: center; vertical-align: middle;">not yet available</td> </tr> </table>	Thesis	Layman's summary	Primary data	 <small>4.3MB, 6561z. 17/08/2025</small>	not yet available	not yet available
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Public defense <i>not yet decided</i>								

Evaluation by supervisor	Evaluation by first evaluator	Evaluation by second evaluator	Evaluation of presentation	Final score
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Each item needs to be scored with: HIS - highly insufficient (<5), IS - insufficient (5-9/20), S - sufficient (10-12/20), G - good (13-15/20), VG - very good (16-18/20), or E - excellent (19-20/20). For each main item, a score needs to be given (/20), based on these reference scores of the individual items.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
HIS					IS					S			G			VG			E	

I - MANUSCRIPT							
	HIS	IS	S	G	VG	E	GRADE (/20)
A - GENERAL							
A1 Structure and flow	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
A2 Scientific writing skills and language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
A3 Lay-out	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
B - SUMMARY							
B1 Summary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
C - INTRODUCTION							
C1 Comprehensive framing of the scientific context and relevance, and critical presentation of state-of-the-art	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
C2 Clear rationale and aims / hypotheses	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
D - MATERIAL AND METHODS							
D1 Clear and complete description of design and methods should allow for a reproduction of the approaches used	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
D2 Are important choices in design, choice of methods/approaches, etc... clearly motivated?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
E - RESULTS							
E1 Clear and logical description of observations, data and analyses	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
E2 Sound and functional use of easily accessible figures and tables	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
F - DISCUSSION AND CONCLUSIONS							
F1 Discussion frames the results in the context of the literature	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
F2 Discussion clearly addresses the aims and hypotheses formulated in the introduction	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
F3 Discussion and conclusion frame the results in a broader context and point at future perspectives	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
II - PROCESS							
G1 Works autonomously and takes initiative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
G2 Critical attitude throughout all steps in the process	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
G3 Motivation and eagerness to learn	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
G4 Work flow and planning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
G5 Technical skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
G6 Dealing with feedback	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
G7 Functioning within a team	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Totaalscore

I. MANUSCRIPT	0/30 <small>calculated as (5×A+3×B+5×C+5×D+5×E+7×F)/20</small>
II. PROCESS	0/30 <small>calculated as (1.5×G)/20</small>
III. PRESENTATION & DISCUSSION	0/40 <small>calculated as J+K</small>
TOTAL - SUPERVISOR SCORE	0/20 <small>calculated as (I.+II.+III.)/5</small>

Feedback

Feedback towards the students can be provided on the next pages. General feedback should focus on strong and weak points of the thesis, to allow the student to deal with that constructively. It is also important that from that, it should be clear to the student why a score of 'HIS', 'IS' was given. Also indicate in case a score of 'E' is given based on what the student does excell (in an overall student population).

Save

Use this button to save your input. You can still change the evaluation as long as you don't press "Submit".

Submit

This button submits your evaluation. You will no longer be able to change the evaluation, and the student will be able to read your evaluation.

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HIS					IS					S		G		VG		E					

III - PRESENTATION & DISCUSSION

J - THESIS PRESENTATION

	HIS	IS	S	G	VG	E	GRADE (/20)
J1 Presentation is well structured, creative and visually attractive	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
J2 Use of correct language, captivating attention, addressing the audience	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
J3 Student demonstrates a good knowledge of the field	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
J4 Methodology and its rationale are clearly explained (why were things done this way?)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
J5 Good focus on main approaches, results and conclusions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

K - DISCUSSION

	HIS	IS	S	G	VG	E	GRADE (/20)
K1 Scientific depth of the discussion during the presentation shows critical thinking	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
K2 Questions are addressed to the point and with a critical attitude. Student demonstrates the ability to think and reflect profoundly on his/her own study	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
K3 Student possesses knowledge beyond the field, allowing broader framing of the results and their relevance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

III. PRESENTATION & DISCUSSION

0/40
calculated as J+K

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