MSc IS Thesis Evaluation and Rebuttal Form

Part I: Review (by supervisor and examiner separately)

Thesis summary (max. 1000 characters):

Thesis strengths (max. 5000 characters):

Thesis weaknesses (max. 5000 characters):

Initial indication of thesis:

Poor (< 4) Fail (5) – Sufficient (6) – Good (7) – Very Good (8) – Excellent (9) - Exceptional (10)

Optional: If applicable formulate specific questions/ clarifications you want to see addressed in the rebuttal.

Optional - Part 2: Rebuttal (by student)

Rebuttal clarifications and corrections on supervisor review (OPTIONAL. max. 2500 characters):

Rebuttal clarifications and corrections on examiner review (OPTIONAL. max. 2500 characters):

Rebuttal answers to questions by supervisor (OPTIONAL. max. 5000 characters):

Rebuttal answers to questions by examiner (OPTIONAL. max. 5000 characters):

Part 3: Final grading (by supervisor and examiner jointly)

Rubric:

[SEE BELOW]

Final grade:

1-10

Meta review (In case of a grade cap or a grade of 5 and lower or 8 and higher, add justification. Max. 2500

characters): Rubric

	< 4	5	6	7	8	9	10
	Poor	**Fail**	**Sufficient**	**Good**	**Very Good**	**Excellent**	**Exceptional**
Research - Weight 60 %							
Originality of the research	No or barely any research has been done, there is merely a repeat of existing work and errors occur	The research is not new, but a reimplement ation of existing work	The research is a variation of existing work, by applying an existing approach to another problem	The research has original elements, as part of a larger existing framework/ approach. Publishable at best at a workshop or a conference	The research is new and original. The problem is tackled from a fresh perspective. Publishable at second tier conference	The research of high originality and thought-provoking. Publishable at top tier conferene	The research is daring and high-risk. It will steer the subfield in a new direction. Top paper at top conference.
Technical skills	The student used an existing tool or model without modifcations , too many errors occur and persist. No validation	Student modifies an existing tool or model, but errors occur and persist. No validation	Student is able to make minor modification s to an existing tool or model. Superficial validation or no validation at all	Student is able to make major modifications to an existing tool or model, based on literature. Validation using some basic measures of quality	Student is able to organize the data, perform commonly used checs and perform some advanced analyses on the data	Student is able to organize the data, perform thorough checks and perform advanced and original analyses on the data	Student is in complete control of the data, with high-level analyses that took the supervisor and examiner by surprise
Experiment al evaluation	The student is unable to execute detailed instructions. Errors are made in the process	The student is able to execute detailed instructions to some extent, but errors are	Student is able to execute an experiment that has been designed by someone	Student is able to execute an experiment that has been designed by someone	Student is able to judge the setup of an existing experiment and to include modification	Student is able to setup or modify an experiment exactly tailored to answereing the research	Student is able to setup precisely the right experiments with perfect execution.

	invalidating most of the experiment	made in the process, invalidating (part of) the experiment	else (without critical assessment of sources of error and uncertainty)	else. Takes sources of error and uncertainy into account in a qualitative sense.	s of needed. Considers sources of error and uncertainty quantitatively	questions. Quantitative consideration of sources of error and uncertainty. Execution of the experiment is nearly flawless	
Knowledge of study domain	The student barely understands any of the subject matter discussed in the thesis	The student does not understand all of the subject matter discussed in the thesis	The student understand the subject matter of the thesis on a textbook level	The student understands the subject matter of the thesis and related research; is capable of incorporating it for the problem at hand	Student is on top of subjects discussed in thesis and is able the add new knowledge to the study domain	Student understands the relevant knowledge in-depth and is able to place the field in a new light.	Student understand the relevant knowledge in-depth and is able to make profoundly new insights to the field.
Reflection	The student is inconsistent and not capable to reflect on their own work	The student is not capable to reflect on their own work	The student provides minimal reflections on their own work	The student is able to reflect on the outcomes of their work, with common lessons learned.	The student is able to reflect on their work, understanding the pros and cons of their work, as well as insights for improvement	The student is able to reflect and learn from their own work in such a way that other researchers in the field can be helped	The student is in full sync with their work and in harmony with its limitations, resulting in completely new insights as a result
Thesis - Weight 30%							
Use of literature and theoretical background	There is no discussion of related work and background	There is some discussion of related work and background but the description shows serious errors and/or limitations	Relevant background is used, but the description shows occasional errors. Literature study is not complete	Relevant background is used, but the discription shows minimal errors. Literature study is almost complete	Relevant background is used, is nicely synthesized, and is successfully tailored to the research at hand. Literature study is complete	Clear, complete and relevant background. Literature study is complete.	Clear, complete and relevant background, perfectly tailored for the problem at hand. Literature study is complete (at some points even overcomplete)
Thesis organization	The main structure is incorrect. Placement of material is illogical. Information is missing and irrelevant information is given	Main structure incorrect in some places. Placement of material in many sections illogical. Level of detail varies widely, information is missing or irrelevent	Main structure is correct but placement in some sections are not logical. Some sections have overlapping functions leading to ambiguity in placement of information.	Main structure mostly correct, only placement of material in different chapters illogical in certain places.	Sections have a clear and unique function. Hierarchy of sections is correct. Ordering of sections is mostly logical. All information occurs at the correct place with a few exceptions.	Well-structured each section has a clear and unique function. Hierarchy of sections is correct. Ordering of sections is logical. All information occurs at the correct place. Level	Perfect structure and balance to the thesis. No section is too long or too short. All sections are in harmony.

		information is given	Level of detail varies widely, information is missing or irrelevent information is given		Level of detail is appropriate in most places.	of detail is appropriate throughout.	
Writing	Text is poorly written, most details are lacking with poor presentation of method/ experiment. Insights are lacking	Text is poorly written, many details lacking, lacking insights and poor presentation of method/ experiments	Text is decently written but with some errors and typos. Method and experiment parts not always in logical order. Insights are minimal	Text is clearly written and visualized with minor issues. Method and experiments explained with appropriate visualizations and supplemented with standard analyses	Text is well written with only few mistakes. Clear explanation of method and clear structuring of experiments with great visualizations. Interesting lessons learned from the paper.	Text is well written with practically no errors. Clear explanation of method. Detailed and thought-provoking experiments and insights. Clear on first sight, visually pleasing, with novel analyses that further enhances the thesis	Text is perfectly written without errors. Method and experiments flawlessly written with great balance and visualizations. The analyses provide new insights to both the thesis and its larger subfield.
Attitude - weight 10%							
Independence	The student cannot perform the project properly even after instructions and with help from the supervisor	The student can only perform the project properly after instructions and with help from the supervisor	The supervisor is the main responsible for setting out the tasks but the student is able to perform them mostly independently	Student selects and plans the tasks together with the supervisor and performs these tasks on their own	The student is able to adopt new skills mostly independently and asks for assistance from the supervisor if needed.	The student has knowledge and insight on a scientific level, i.e. the student explores solutions on their own, increasing their skills and knowledge where necessary	The student did not need any assistance. Was completely aware of the problem and independently written the thesis
Keeping to schedule	Final version is overdue without valid reason. No or barely any research has been done given the timeframe or the thesis is unfinished	Final version of thesis is overdue without valid reason. Done less research than may be expected within the given timeframe or the thesis is unfinished	Final version of thesis overdue without valid reason but finished the research as expected	Final version of thesis finished within planned period (or overdue with good reason) and research as expected within the given timeframe	Final version of thesis finished within planned period and the student has done 5% more research than may be expected within the given timeframe.	Final version of thesis finished within planned period and the student has done 10% more research than may be expected within the given timeframe.	Final version of thesis finished within planned period and student has done exceptional research and in-depth research within the given timeframe.