

		Excellent (9-10)	Good (8)	Satisfactory (7)	Sufficient (6)	Insufficient (<6)	Comments
<b>Content</b>	<b>Theoretical knowledge</b>	Has independently collected, processed and integrated theory from different fields or sources	Understands and can reproduce directly relevant theory at the level of MSc textbooks and scientific literature	Understands and can reproduce directly relevant theory at the level of MSc textbooks	Understands and can reproduce with some guidance relevant theory at the level of MSc textbooks	Does not understand and cannot reproduce directly relevant theory at the level of MSc textbooks	
	<b>Generation of new knowledge or</b>	Rigorously proven and well-structured development of new theory through the use of advanced mathematical, numerical or experimental methods	Well-structured development of new theory through the use of advanced mathematical, numerical or experimental methods	Well-structured development of new theory through the use of standard mathematical, numerical or experimental methods	Development of new theory through the use of standard mathematical, numerical or experimental methods	No new theory through the use of standard mathematical, numerical or experimental methods have been developed	
	<b>Development of new design</b>	Rigorously validated and well-structured development of a new design, or design method, through the use of advanced design methods and analyses	Well-structured development of a new design, or design method, through the use of advanced design methods and analyses	Well-structured development of a new design, or design method, through the use of standard design methods and analyses	Design approach is not well structured or it is not sufficiently proven that the design is a solution to the problem	The developed design does not meet the design requirements or is otherwise clearly flawed	
	<b>Creativity, skills</b>	Very creative researcher, demonstrates a very high level of aptitude for the research or design area	Creative researcher, demonstrates a good level of aptitude of the research or design area	Some creativity, demonstrates a reasonable level of aptitude for the research or design area	Not very creative, shows little aptitude for the research or design area	Not creative, is lacking any aptitude for the research or design area	
	<b>Research/design significance</b>	Results can be published in a journal publication or can be incorporated in the intended application, without significant improvement or modification	Results can be published in a journal publication or can be incorporated in the intended application, with some improvement or modification	Results can be published in a journal publication or can be incorporated in the intended application, but only after significant improvement or modification	Results can function as a basis for a journal publication or for the design in the intended application, but only after significant improvement or modification	Results can certainly not be used as is, and perhaps only after significant improvement or modification (basically, the work needs to be redone)	
<b>Communication</b>	<b>Quality and usefulness of report</b>	Very good report in terms of contents, structure, referencing and clarity	Report is free of scientific errors and fulfills all requirements in terms of structure, referencing and clarity	Report fulfills most requirements in terms of structure, referencing and clarity and only has minor shortcomings	Report only fulfills basic requirements in terms of structure, referencing and clarity and has several shortcomings	Report does not fulfill basic requirements or contains scientific errors	
	<b>Quality of presentation and interaction with audience</b>	Very clear presentation, very well organized, very good selection of information, very good eye contact, very clear voice, very clear answers	Clear presentation, well organized, good selection of information, good eye contact, clear voice, clear answers	Appropriate presentation, sometimes hard to follow, somewhat too many or too few details, not always eye contact, answers not always clear	Poor presentation, hard to follow, too many or too few details, avoids eye contact, difficult to follow, answers often unclear	Speaker does not present information and findings clearly, misses introduction or conclusion, no eye contact, no structure, answers unclear	
	<b>Handling questions in defense</b>	Offers new insights during discussion, in-depth argumentation, leading to a very interesting scientific meeting, detailed argumentation for all questions	Deals with advanced questions efficiently and comfortably, interacts well with questioners, detailed argumentation for most questions, interesting scientific meeting	Is able to deal with part of the advanced questions, rarely depends on supervisor, provides detailed argumentation only for a limited set of questions	Is able to deal with basic questions, depends on supervisor for advanced questions, is able to provide basic arguments, absence of detailed argumentation	Is hardly able to deal with the most basic questions, is hardly able to provide basic arguments	
	<b>Level of English</b>	Very good English writing and speaking skills	Good English writing and speaking skills	Sufficient English writing and speaking skills	Adequate English writing and speaking skills	The English writing and speaking skills have to be improved considerably	
<b>Process</b>	<b>Contact with supervisor</b>	Regular meetings, discussions on relevant and challenging topics initiated by the student; sufficient time, excellent content	Regular meetings, discussions on standard topics initiated by the student; sufficient time, sufficient content	Regular meetings, discussions on standard topics initiated by the supervisor; sufficient time, just sufficient content	Irregular meetings, discussions on standard topics initiated by the supervisor; too little time, just sufficient content	Very irregular and untimely meetings, discussions on standard topics initiated by the supervisor; too little time, too little content	
	<b>Responsibility in work and writing, time management</b>	Was project manager of his* research project, initiated new related projects and initiatives, report was written independently, very good time planning	Was project manager of his research project, report needed limited corrections by supervisor, good time planning	Did take and show responsibility for the proper progress and completion of the project, report needed important corrections by supervisor, time planning could be improved	Showed little responsibility for the proper progress and completion of the project, report needed significant corrections by supervisor, time planning should be improved	Showed no responsibility for the proper progress and completion of the project, is not able to write a report without significant support of the supervisor, is not able to make a time planning	
	<b>Performing experiments/simulations (if applicable)</b>	Exceptional practical (experimental/computer) skills; is always aware of safety issues	Good practical (experimental/computer) skills; works safe, careful and precise	Could improve on practical (experimental/computer) skills, but is always aware of safety and operates accordingly	Should improve on practical (experimental/computer) skills, but is always aware of safety and operates accordingly	Should improve considerably on practical (experimental/computer) skills, and is hardly aware of safety and how to operate accordingly	
	<b>Critical attitude</b>	Well-balanced critical attitude towards own results, literature and specialists	Sufficient critical attitude towards own results, literature and specialists	Sufficient critical attitude towards own results, limited critical attitude towards literature and specialists	Limited critical attitude towards own results	Has no critical attitude towards own results	
	<b>Open mindedness</b>	Is actively seeking for criticism to improve him/herself	Can handle criticism in a positive way	Responds to criticism in a defensive way	Non-responsive to criticism, or responds to criticism in a defensive way, or loses motivation by criticism	Non-responsive to criticism, or responds to criticism in an aggressive, defensive way, or gets demotivated by criticism	

<b>By daily supervisor before the defense</b>	<b>By graduation committee after the defense</b>
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Name chair	Signature chair	Final Grade
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