## Assessment form: Feasibility study

### Student:

Academic Year:

### Promotor:

### Jury member:

### Jury member:

### Assistant:

### Title:

Score Awarded:

### Pass [10 .. 13[

|  |  |
| --- | --- |
| Is the problem described precisely? | Yes / No / No reply |
| Is the applied technique described precisely? | Yes / No / No reply |
| Is the technique's application to the problem described precisely? (Is the experiment —the prototype— described clearly?) | Yes / No / No reply |
| Are conclusions being drawn? (Which of the techniques' steps are *useful*? Which steps need to be improved or even replaced?) | Yes / No / No reply |

If the thesis committee answers “no” on two or more criteria, the thesis will be given a FAIL grade. The fine-grained criteria will then determine the exact grade.

### Distinction [13 .. 15[

|  |  |
| --- | --- |
| Is the question “why a feasibility study” answered convincingly? (Is it clear that the problem is relevant, the technique innovative and the application reasonable?) | Yes / No / No reply |
| Is there a summary of applicable techniques? (Is there information about several alternatives, apart from the applied technique?) | Yes / No / No reply |
| Is there a convincing motivation for the choice of experiment? (Is there an explanation why the problem example is representative? Is there more information about the applied technique as a function of the problem?) | Yes / No / No reply |
| Can the experiment be repeated? (Are enough details given so that outsiders could replicate the experiment?) | Yes / No / No reply |
| Are the conclusions convincing? (Is the problem presented in a sufficiently abstract way so that the conclusions are also relevant for other problems?) | Yes / No / No reply |

## If the thesis committee answers “no” on two or more criteria, the thesis will be given a SATISFACTORY grade. The fine-grained criteria will then determine the exact grade.**Great distinction [15 .. 17[**

|  |  |
| --- | --- |
| Is the problem well situated within its context? (Is there a precise explanation of the greater problem the thesis needs to be situated in? Is there a convincing motivation for the choice of the smaller problem that the thesis intends to solve?) | Yes / No / No reply |
| Is a broad overview of the popular solution techniques given? (Is the overview of the different solution techniques almost complete?) | Yes / No / No reply |
| Is there a repeatable weighting of the pros and cons of the popular techniques? (Can the same kind of weighting of the pros and cons be used for a similar problem, without the solution having to be the same?) | Yes / No / No reply |
| Is the experiment representative? (Is it clear to which degree the experiment's results are applicable for similar problems?) | Yes / No / No reply |
| Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prognosis toward the future? | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

### Greatest distinction [17 .. 20]

|  |  |
| --- | --- |
| Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?) | Yes / No / No reply |
| Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?) | Yes / No / No reply |

If the reading committee answers “no” to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

### Fine-grained criteria

|  |  |
| --- | --- |
| Clarity (text): | Insufficient / Unclear / Average / Good / Excellent / No reply |
| Presentation (defense): | Insufficient / Weak / Average / Good / Excellent / No reply |
| Independence: | Insufficient / Small / Average / Good / Excellent / No reply |
| Workload: | Below average / Average / Above average / No reply |

## Assessment form: Case study

### Student:

### Promotor:

### Jury member:

### Jury member:

### Assistant:

### Title:

### Pass [10 .. 13[

|  |  |
| --- | --- |
| Is the problem described precisely? | Yes / No / No reply |
| Is the applied technique described clearly? | Yes / No / No reply |
| Is the technique's application to the problem described clearly? (Is the experiment —the technique’s application to the problem instances — described clearly?) | Yes / No / No reply |
| Are conclusions being drawn? (To which problem instances is the technique (un)suited?) | Yes / No / No reply |

If the thesis committee answers “no” on two or more criteria, the thesis will be given a FAIL grade. The fine-grained criteria will then determine the exact grade.

### Distinction [13 .. 15[

|  |  |
| --- | --- |
| Is the question “why a case study” answered convincingly? (Is it clear that the problem is relevant, the technique useful and the application uncertain?) | Yes / No / No reply |
| Is there a summary of applicable techniques? (Is there information about several alternatives, apart from the applied technique?) | Yes / No / No reply |
| Is there a convincing motivation for the choice of the experiment? (Is there an explanation why the problem instances are representative? Is there more information about the applied technique in function of the problem?) | Yes / No / No reply |
| Can the experiment be repeated? (Are enough details given so that outsiders could reproduce the experiment?) | Yes / No / No reply |
| Are the conclusions convincing? (Is the problem presented in a sufficiently abstract way so the conclusions are also relevant for other problems?) | Yes / No / No reply |

## If the thesis committee answers “no” on two or more criteria, the thesis will be given a SATISFACTORY grade. The fine-grained criteria will then determine the exact grade.**Great distinction [15 .. 17[**

|  |  |
| --- | --- |
| Is the problem well situated within its context? (Is there a precise explanation of the greater problem the thesis needs to be situated in? Is there a motivation for the choice of the smaller problem that the thesis intends to solve?) | Yes / No / No reply |
| Is a broad overview of the popular solution techniques given? (Is the overview of the different solution techniques almost complete?) | Yes / No / No reply |
| Is there a repeatable weighting of the pros and cons of the popular techniques? (Can the same kind of weighting of the pros and cons be used for a similar problem, without the solution having to be the same?) | Yes / No / No reply |
| Is the experiment representative? (Is it clear to which degree the experiment's results are applicable for similar problems?) | Yes / No / No reply |
| Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prognosis toward the future? | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

### Greatest distinction [17 .. 20]

|  |  |
| --- | --- |
| Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?) | Yes / No / No reply |
| Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?) | Yes / No / No reply |

If the reading committee answers “no” to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

### Fine-grained criteria

|  |  |
| --- | --- |
| Clarity (text): | Insufficient / Unclear / Average / Good / Excellent / No reply |
| Presentation (defense): | Insufficient / Weak / Average / Good / Excellent / No reply |
| Independence: | Insufficient / Small / Average / Good / Excellent / No reply |
| Workload: | Below average / Average / Above average / No reply |

## Assessment form: Comparative study

### Student:

### Promotor:

### Jury member:

### Jury member:

### Assistant:

### Title:

### Pass [10 .. 13[

|  |  |
| --- | --- |
| Is the problem described precisely? | Yes / No / No reply |
| Are the techniques (their similarities and differences) clearly described? | Yes / No / No reply |
| Are the criteria for comparison clearly described? | Yes / No / No reply |
| Are conclusions drawn? (when should one use which technique?) | Yes / No / No reply |

If the thesis committee answers “no” on two or more criteria, the thesis will be given a FAIL grade. The fine-grained criteria will then determine the exact grade.

### Distinction [13 .. 15[

|  |  |
| --- | --- |
| Is the question "why a comparative study" answered convincingly? Is it clear (Is it clear  that the problem is relevant, different usable techniques exist and the results seem uncertain?) | Yes / No / No reply |
| Is an overview of the applicable techniques presented? (Are the differences and similarities between the different techniques framed in a broader context?) | Yes / No / No reply |
| Are the chosen criteria well motivated? (Are the different criteria explained? I s the choice for the given criteria explained with respect to the problem?) | Yes / No / No reply |
| Are the criteria and their application reproducible? (Is sufficient detail given, its application by a third-party would lead to the same results?) | Yes / No / No reply |
| Are the conclusions convincing? (Is the problem presented in a sufficiently abstract way so that the conclusions are also relevant for similar problems?) | Yes / No / No reply |

## If the thesis committee answers “no” on two or more criteria, the thesis will be given a SATISFACTORY grade. The fine-grained criteria will then determine the exact grade.**Great distinction [15 .. 17[**

|  |  |
| --- | --- |
| Is the problem well situated within its context? (Is there a precise explanation of the greater problem the thesis needs to be situated in? Is there a convincing motivation for the choice of the smaller problem that the thesis intends to solve?) | Yes / No / No reply |
| Is a broad overview of the popular solution techniques given? (Is the overview of the different solution techniques almost complete?) | Yes / No / No reply |
| Is there a repeatable weighting of the pros and cons of the popular techniques? (Can the same kind of weighting of the pros and cons be used for a similar problem, without the solution having to be the same?) | Yes / No / No reply |
| Is the experiment representative? (Is it clear to which degree the experiment's results are applicable for similar problems?) | Yes / No / No reply |
| Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prognosis toward the future? | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

### Greatest distinction [17 .. 20]

|  |  |
| --- | --- |
| Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?) | Yes / No / No reply |
| Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?) | Yes / No / No reply |

If the reading committee answers “no” to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

### Fine-grained criteria

|  |  |
| --- | --- |
| Clarity (text): | Insufficient / Unclear / Average / Good / Excellent / No reply |
| Presentation (defense): | Insufficient / Weak / Average / Good / Excellent / No reply |
| Independence: | Insufficient / Small / Average / Good / Excellent / No reply |
| Workload: | Below average / Average / Above average / No reply |

## Assessment form: Literature study

### Student:

### Promotor:

### Jury member:

### Jury member:

### Assistant:

### Title:

### Pass [10 .. 13[

|  |  |
| --- | --- |
| Is the problem described precisely? | Yes / No / No reply |
| Are the applied techniques described clearly? | Yes / No / No reply |
| Are the criteria used to compare and classify the applicable techniques clearly described? | Yes / No / No reply |
| Are conclusions drawn? (Which technique is most appropriate in which case?) | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be given a FAIL grade. The fine-grained criteria will then determine the exact grade.

### Distinction [13 .. 15[

|  |  |
| --- | --- |
| Is the question “why a literature study” answered convincingly? Is it clear that the problem is relevant, the techniques applicable and the techniques are well-specified?) | Yes / No / No reply |
| Is a high-quality summary provided of the applicable techniques? (Are sufficient references to independent sources described?) | Yes / No / No reply |
| Is there a convincing motivation for the choice of the criteria? Are the criteria fair, and not biased  towards a particular technique?) | Yes / No / No reply |
| Is the study reproducible? (Is it possible to verify the sources?) | Yes / No / No reply |
| Are the conclusions convincing? (Is the problem presented in a sufficiently abstract way so the conclusions are also relevant for similar problems?) | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be given a PASS grade. The fine-grained criteria will then determine the exact grade.

### Great distinction [15 .. 17[

|  |  |
| --- | --- |
| Is the problem situated within its context? (Is there a precise explanation of the greater problem the thesis needs to be situated in? Is there a convincing motivation for the choice of the smaller problem that the thesis intends to solve?) | Yes / No / No reply |
| Is there a broad overview of the common solution techniques? (Is the overview of the different solution techniques complete?) | Yes / No / No reply |
| Are the used criteria re-usable? (Can the same criteria be re-used for similar problems?) | Yes / No / No reply |
| Are the criteria representative? (Is it clear to what extent the criteria are applicable to similar problems?) | Yes / No / No reply |
| Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prediction towards the future?) | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

### Greatest distinction [17 .. 20]

|  |  |
| --- | --- |
| Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?) | Yes / No / No reply |
| Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?) | Yes / No / No reply |

If the reading committee answers “no” to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

### Fine-grained criteria

|  |  |
| --- | --- |
| Clarity (text): | Insufficient / Unclear / Average / Good / Excellent / No reply |
| Presentation (defense): | Insufficient / Weak / Average / Good / Excellent / No reply |
| Independence: | Insufficient / Small / Average / Good / Excellent / No reply |
| Workload: | Below average / Average / Above average / No reply |

## Assessment form: Formal model

### Student:

### Promotor:

### Jury member:

### Jury member:

### Assistant:

### Title:

## **Pass [10 .. 13[**

|  |  |
| --- | --- |
| Is the problem described precisely? | Yes / No / No reply |
| Is the formal model described clearly? | Yes / No / No reply |
| Are some important properties proved based on the mathematical model? | Yes / No / No reply |
| Are conclusions being drawn? (Are the proven properties really important?) | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be given a FAIL grade. The fine-grained criteria will then determine the exact grade.

### Distinction [13 .. 15[

|  |  |
| --- | --- |
| Is the question “why a formal model” answered convincingly? (Is there an explanation of why the problem is relevant, why it can be abstracted and that it has important characteristics?) | Yes / No / No reply |
| Is there an overview of the factors that influenced the problem? (Is there also an explanation of why certain factors were NOT included in the model?) | Yes / No / No reply |
| Is there a convincing motivation for the choice of the formal model? (Is there an explanation for the choice of the mathematical basis/formalism? Is there an explanation of the factor selection in function of the characteristics that need to be proved?) | Yes / No / No reply |
| Is the model reproducible? (Are enough details given so that outsiders can verify the proof?) | Yes / No / No reply |
| Are the conclusions convincing? (What insight was acquired? Why is it now easier to construct solutions for the problem?) | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be given a PASS grade. The fine-grained criteria will then determine the exact grade.

### Great distinction [15 .. 17[

|  |  |
| --- | --- |
| Is the problem well situated within its context? (Is there a precise explanation of the greater problem the thesis needs to be situated in? Is there a convincing motivation for the choice of the smaller problem that the thesis intends to solve?) | Yes / No / No reply |
| Is there a broad overview of the factors that had an influence on the problem? (Is there an explanation of why the listed factors are complete?) | Yes / No / No reply |
| Can the formal model be re-used? (Is there an explanation of which class of problems can make use of the model?) | Yes / No / No reply |
| Is the model representative? ( Is there an explanation of why the formal model is applicable to an entire class of problems?) | Yes / No / No reply |
| Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prognosis towards the future?) | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

### Greatest distinction [17 .. 20]

|  |  |
| --- | --- |
| Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?) | Yes / No / No reply |
| Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?) | Yes / No / No reply |

If the reading committee answers “no” to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

### Fine-grained criteria

|  |  |
| --- | --- |
| Clarity (text): | Insufficient / Unclear / Average / Good / Excellent / No reply |
| Presentation (defense): | Insufficient / Weak / Average / Good / Excellent / No reply |
| Independence: | Insufficient / Small / Average / Good / Excellent / No reply |
| Workload: | Below average / Average / Above average / No reply |

## Assessment form: Simulation

### Student:

### Promotor:

### Jury member:

### Jury member:

### Assistant:

### Title:

### Pass [10 .. 13[

|  |  |
| --- | --- |
| Is the phenomenon that will be studied described precisely? | Yes / No / No reply |
| Is the simulation model described clearly? | Yes / No / No reply |
| Are prognoses being made? (Are predictions of what will happen in certain situations being made on the basis of the simulation? | Yes / No / No reply |
| Are conclusions being drawn? (Why are the predictions useful?) | Yes / No / No reply |

If the thesis committee answers “no” on two or more criteria, the thesis will receive a FAIL grade. The fine-grained criteria will then determine the exact grade.

### Distinction [13 .. 15[

|  |  |
| --- | --- |
| Is the question “why a simulation” answered convincingly? (Why is the problem relevant, why it can be abstracted and that it has important characteristics?) | Yes / No / No reply |
| Is there an overview of the factors that influenced the problem? (Is there also an explanation of why certain factors were NOT included in the model?) | Yes / No / No reply |
| Is there a convincing motivation for the choice of the simulation? (Is the the choice of included phenomena as a function of the performance measures explained?) | Yes / No / No reply |
| Is the simulation repeatable? (Are enough details given so that outsiders can reproduce the simulation model/experiment?) | Yes / No / No reply |
| Are the conclusions convincing? (Are the predictions correct/relevant? What insight was acquired?) | Yes / No / No reply |

## If the thesis committee answers “no” on two or more criteria, the thesis will receive a PASS grade. The fine-grained criteria will then determine the exact grade.**Great distinction [15 .. 17[**

|  |  |
| --- | --- |
| Is the problem well situated within its context? (Is there a precise explanation of the greater problem within which the thesis needs to be situated? Is there a convincing motivation for the choice of the smaller problem that the thesis intends to solve?) | Yes / No / No reply |
| Is a broad overview presented of the factors that influence the problem? (Is there an explanation of why the listed factors are complete?) | Yes / No / No reply |
| Can the simulation be re-used? (Is there an explanation of which class of problems can make use of the simulation?) | Yes / No / No reply |
| Is the simulation representative? ( Is there an explanation of why the simulation is applicable to an entire class of problems?) | Yes / No / No reply |
| Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prognosis toward the future?) | Yes / No / No reply |

If the thesis committee answers “no” on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

### Greatest distinction [17 .. 20]

|  |  |
| --- | --- |
| Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?) | Yes / No / No reply |
| Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?) | Yes / No / No reply |

If the reading committee answers “no” to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

### Fine-grained criteria

|  |  |
| --- | --- |
| Clarity (text): | Insufficient / Unclear / Average / Good / Excellent / No reply |
| Presentation (defense): | Insufficient / Weak / Average / Good / Excellent / No reply |
| Independence: | Insufficient / Small / Average / Good / Excellent / No reply |
| Workload: | Below average / Average / Above average / No reply |

## Assessment form: Process evaluation

### Student:

### Promotor:

### Jury member:

### Jury member:

### Assistant:

### Title:

### Pass [10 .. 13[

|  |  |
| --- | --- |
| Is the problem described precisely? | Yes / No / No reply |
| Was there a clear and verifiable work plan? | Yes / No / No reply |
| Is the process described clearly? (When was the plan respected? When were there deviations from the plan? Why?) | Yes / No / No reply |
| Are conclusions being drawn? (Is the problem solved?) | Yes / No / No reply |

If the thesis committee answers “no” on two or more criteria, the thesis will be given a FAIL grade. The fine-grained criteria will then determine the exact grade.

### Distinction [13 .. 15[

|  |  |
| --- | --- |
| Is there an overview of the decisive moments in the process? (When was there a search for alternatives, and which alternatives were selected?) | Yes / No / No reply |
| Is there a motivation for the choice between two or more alternatives? | Yes / No / No reply |
| Was the process adjusted in time? (Was sufficient initiative taken to hand in solutions within the time limit?) | Yes / No / No reply |
| Are the conclusions convincing? (Is the problem abstracted sufficiently so that the conclusions are also applicable to similar problems?) | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be given a PASS grade. The fine-grained criteria will then determine the exact grade.

### **Great distinction [15 .. 17[**

|  |  |
| --- | --- |
| Is the problem well situated within its context? (Is there a precise explanation of the greater problem the thesis needs to be situated in? Is there a convincing motivation for the choice of the smaller problem that the thesis intends to solve?) | Yes / No / No reply |
| Is a broad overview of the popular solution techniques given? (Is the overview of the different solution techniques almost complete?) | Yes / No / No reply |
| Is there a repeatable weighting of the pros and cons of the popular techniques? (Can the same kind of weighting of the pros and cons be used for a similar problem, without the solution having to be the same?) | Yes / No / No reply |
| Is the process re-usable? (To what would extent a similar process would lead to a similar solution?) | Yes / No / No reply |
| Do the conclusions show a deep insight into the greater problem? (Are the conclusions drawn about the smaller problem that the thesis has solved linked back to the greater problem? Is there a realistic prognosis toward the future? | Yes / No / No reply |

If the reading committee answers “no” on two or more criteria, the thesis will be awarded with DISTINCTION. The fine-grained criteria will then determine the exact grade.

### Greatest distinction [17 .. 20]

|  |  |
| --- | --- |
| Does the thesis introduce a novel way of looking at the problem? (Are there elements in the text that shed inspiring new light on the problem?) | Yes / No / No reply |
| Do the conclusions provide a significant contribution to the problem domain? (Will the thesis be cited within the problem domain?) | Yes / No / No reply |

If the reading committee answers “no” to at least one criterion, the thesis will be awarded with GREAT DISTINCTION. If not, it will be awarded with GREATEST DISTINCTION. In both cases the fine-grained criteria will determine the exact grade.

### Fine-grained criteria

|  |  |
| --- | --- |
| Clarity (text): | Insufficient / Unclear / Average / Good / Excellent / No reply |
| Presentation (defense): | Insufficient / Weak / Average / Good / Excellent / No reply |
| Independence: | Insufficient / Small / Average / Good / Excellent / No reply |
| Workload: | Below average / Average / Above average / No reply |