

Assessment for Research Project Chemistry

If at any point questions arise about the assessment of the research project, please contact the Track Coordinator for help.

Participants

Examiner The examiner is the person who has supervised your research project, and has been appointed as an examiner for research projects by the examinations board of the master Chemistry.

Second reviewer The second reviewer is a senior researcher with expertise in the area of your research topic.

Assessment process

1. The student hands in the **final version** of the thesis via DataNose. The final version should be in PDF format and must include the front page, which can be found on the [uva.nl student chemistry section](https://uva.nl/student/chemistry).
2. The examiner checks the thesis for plagiarism
3. The examiner assesses your thesis and presentation via DataNose. The assessment criteria are listed below for your convenience.
4. The examiner discusses the assessment with the student, during which the strong and weak points of the student's performance are also outlined.
5. After the examiner has finished the final assessment, the second reviewer reads the thesis and checks that the assessment has been filled correctly.
6. If the second reviewer disagrees with part of the assessment, the examiner and reviewer will confer and modify the assessment if needed. After agreement, the second reviewer confirms the assessment digitally via DataNose.
7. After the assessment has been confirmed by the second reviewer, the examiner officially registers the grade.

Assessment grading

The research project is assessed in three parts: the general project (i.e. the work you did during the project), your thesis and the presentation. All aspects are graded on a 1-5 scale:

1. Insufficient
2. Sufficient
3. Satisfactory
4. Good
5. Excellent

Assessment Criteria

1. Research project

- Theoretical knowledge
- Use of literature
- Embedding of own research in broader context
- Defining the subject/scientific question
- Conducting the core research
- Discussion, implications, reflection on own research
- Technical skills
- Independence/initiative
- Original contribution/creativity
- Working attitude
- Accuracy
- Cooperation with others
- Communication skills
- Planning skills/sticking to deadlines

2. Thesis

- Abstract
- Context
- Contents
- Defining the subject/scientific question
- Use of literature
- Structure
- Language use and readability
- Lay-out

3. Presentation

- Context
- Contents (quality, level)
- Media use
- Quality of narrative style
- Discussion (answering questions)

Explanation of the criteria

1. Research Project

Theoretical knowledge

Did the student possess and/or acquire the knowledge needed to carry out the project?

Use of literature

To what extent has the student demonstrated the selection, treatment and presentation, relevance and quantity of the literature, brevity and critical mindset?

Embedding of own research in broader context

Has the research been placed in a relevant context and is the theoretical framework comprehensible?

Defining the subject/scientific question

Is the research question/hypothesis related to the field of science? Is the hypothesis clearly stated and theoretically underpinned? Is the research question broken down into researchable units? Are these smaller research questions clear and specific?

Conducting the core research

Was the work carried out correctly and with care? How was the research conducted and were the data collected in a careful way? Were the results interpreted correctly? Was the student able to show the knowledge?

Discussion, implications, reflection on own research

Is the discussion clear? Are the results critically discussed by the student? Did the student place them in a broader context and link them to the theory? Did the student indicate practical and theoretical implications? Does the student demonstrate a critical reflection on the research carried out?

Technical skills

Did the student show good experimental, programming and/or mathematical skills?

Independence/ initiative

Did the student take initiatives to carry out the project, and could the student make progress in the (temporary) absence of close supervision?

Original contribution/creativity

Did the student make an original contribution to the project? To what extent demonstrated the student creativity, originality and personal expression in the wording of the question and the formation of ideas?

Working attitude

How was the overall working attitude of the student?

Accuracy

Did the student work accurately? And, if relevant, were the experiments carried out safely, and were environmental issues well respected?

Cooperation with others

Did the student actively participate in work discussions? How was the cooperation with other group members during the research?

Communication skills

How was the contact between the student and the supervisor(s)?

Planning skills/sticking to deadlines

Did the student stick to the agreed deadlines? To what extent did the student carry out the research in the given time?

2. Thesis

Abstract

Does the abstract contain all elements (scientific question and main conclusions) and is it written in a clear way?

Context

Was the subject placed in a correct scientific context, with proper referencing of the prior work? If applicable, was the relevance for society well recognised (technological aspects, ethical aspects, historic context, or environmental aspects). Is the description of the context readable for a non-expert in the field?

Contents

Does the thesis give an accurate and precise description of the subject? Has the contribution of the student been indicated explicitly?

Defining the subject/scientific question

Did the student properly describe the scientific question and was this question answered in a clear way?

Use of literature

Is the quality and quantity of the literature sufficient? Is the literature cited adequately and written down in an accurate list of references?

Structure

Is the thesis clearly written and structured? Do the abstract and the concluding section contain the important results obtained, and is there a discussion of possible future work?

Language use and readability

Is the thesis attractive to read? Is the use of language understandable, correct and does it match the intended public?

Lay-out

Is there a proper use of figures and graphs? Is the overall layout appealing?

3. Presentation

Context

Was the research placed in a correct scientific context, with proper referencing of the prior work? Is the description of the context understandable for a nonexpert in the field?

Contents (quality, level)

Does the presentation give an accurate and precise description of the work? Has the contribution of the student been indicated explicitly? Was the scientific question presented clearly?

Media use

Did the student correctly use slides, animations, or other materials?

Quality of narrative style

How was the narrative style of the student, including the nonverbal communication?

Discussion (answering questions)

Were the questions answered correctly?