

Proposal assessment

Group: insert group name

able to formulate a novel research question in a systematic and justifiable way				
Goal	excellent	good	sufficient	Insufficient
able to put the research in a broader context, in connection to different disciplines and current UT research activities	Evaluates the creative process and product using domain-appropriate criteria. Actively seeks out and follows through on untested and potentially risky directions of approaches to the assignment in the final product. And/or: Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates an entirely new object, solution or idea that is appropriate to the domain. Incorporates new directions or approaches to the assignment in the final product. And/or: Creates a novel or unique idea, question, format, or product.	Successfully adapts an appropriate exemplar to his/her specifications. Considers new directions or approaches without going beyond the guidelines of the assignment. And/or: Experiments with creating a novel or unique idea, question, format, or product.	Successfully reproduces an appropriate exemplar. Stays strictly within the guidelines of the assignment. And/or: Reformulates a collection of available ideas.
explanation				
able to put the research in focus; a specific and answerable research question, addressing often only one detailed aspect	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. Identifies a focused and manageable and doable topic that appropriately addresses relevant aspects of the topic.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. Identifies a topic that while manageable and/or doable, is too narrowly focused and leaves out relevant aspects of the topic.	Demonstrates a limited ability in identifying a problem statement or related contextual factors. Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
explanation				

able to indicate integrity issues in the steps of doing research as well as societal aspects of technological solutions to a problem

Goal	excellent	good	sufficient	Insufficient
	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
explanation				

Expertise team 1: insert names of students

able to formulate a novel research question in a systematic and justifiable way				
Goal	excellent	good	sufficient	Insufficient
able to execute a literature analysis into related knowledge and the state-of-the-art	Accesses information using effective, well-designed search strategies and using most appropriate information sources. Synthesizes in-depth information from relevant sources representing various points of view & approaches.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. Presents in-depth information from relevant sources representing various points of view & approaches.	Accesses information using simple search strategies, retrieves information from limited and similar sources. Presents information from relevant sources representing limited points of view & approaches.	Accesses information randomly, retrieves information that lacks relevance and quality. Presents information from irrelevant sources representing limited points of view & approaches.
explanation				
able to show interpretation and deeper understanding of the related knowledge and skills	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
explanation				
able to put the research in a broader context, in connection to different disciplines and current UT research activities	Evaluates the creative process and product using domain-appropriate criteria. Actively seeks out and follows through on untested and potentially risky directions of approaches to the assignment in the final product. And/or: Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates an entirely new object, solution or idea that is appropriate to the domain. Incorporates new directions or approaches to the assignment in the final product. And/or: Creates a novel or unique idea, question, format, or product.	Successfully adapts an appropriate exemplar to his/her specifications. Considers new directions or approaches without going beyond the guidelines of the assignment. And/or: Experiments with creating a novel or unique idea, question, format, or product.	Successfully reproduces an appropriate exemplar. Stays strictly within the guidelines of the assignment. And/or: Reformulates a collection of available ideas.
explanation				
able to put the research in focus; a specific and answerable research question, addressing	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. Identifies a creative, focused, and manageable topic that addresses	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors. Identifies a topic that is far too general and wide-ranging as to be manageable and doable.

often only one detailed aspect	potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable and doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable and/or doable, is too narrowly focused and leaves out relevant aspects of the topic.	
explanation				

able to setup a research program for collecting data in a structured and logical way				
Goal	excellent	good	sufficient	Insufficient
able to indicate specific research approaches and methodologies in the social and natural sciences	All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
explanation				
Able to create and analyse models used in social science and natural science research	Uses different levels of modelling in developing and explaining the research problem. Uses modelling (MBR) to analyse a problem or idea (e.g., design-concept), and split it in smaller problems that can be modelled. Understands that different model-types are needed for different purposes. Recognizes differences and similarities in modelling practices of different disciplines. Capable of (re-)constructing models in literature and research-plan. Capacity to keep track of idealizations and to assess whether they are justified in view of the problem at hand.	Adopts modelling approach of a specific discipline. Uses modelling (MBR) to analyse a problem or idea (e.g., design-concept), and break it up in smaller issues that can be modelled. Capable to recognize relevant variables and fit them into the model.	Uses and adapts pictures or diagrams presented in literature to explain their design or research ideas. Adds appropriate explanatory text to the diagram.	Uses pictures or diagrams presented in literature, without critical reflection on fittingness or appropriateness to the research-proposal. Leaves interpretation of the diagram to the reader (caption is lacking), or copies text from literature.
explanation				

able to indicate integrity issues in the steps of doing research as well as societal aspects of technological solutions to a problem

Goal	excellent	good	sufficient	Insufficient
	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
explanation				

Expertise team 2: insert names of students

able to formulate a novel research question in a systematic and justifiable way				
Goal	excellent	good	sufficient	Insufficient
able to execute a literature analysis into related knowledge and the state-of-the-art	Accesses information using effective, well-designed search strategies and using most appropriate information sources. Synthesizes in-depth information from relevant sources representing various points of view & approaches.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. Presents in-depth information from relevant sources representing various points of view & approaches.	Accesses information using simple search strategies, retrieves information from limited and similar sources. Presents information from relevant sources representing limited points of view & approaches.	Accesses information randomly, retrieves information that lacks relevance and quality. Presents information from irrelevant sources representing limited points of view & approaches.
explanation				
able to show interpretation and deeper understanding of the related knowledge and skills	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
explanation				
able to put the research in a broader context, in connection to different disciplines and current UT research activities	Evaluates the creative process and product using domain-appropriate criteria. Actively seeks out and follows through on untested and potentially risky directions of approaches to the assignment in the final product. And/or: Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates an entirely new object, solution or idea that is appropriate to the domain. Incorporates new directions or approaches to the assignment in the final product. And/or: Creates a novel or unique idea, question, format, or product.	Successfully adapts an appropriate exemplar to his/her specifications. Considers new directions or approaches without going beyond the guidelines of the assignment. And/or: Experiments with creating a novel or unique idea, question, format, or product.	Successfully reproduces an appropriate exemplar. Stays strictly within the guidelines of the assignment. And/or: Reformulates a collection of available ideas.
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able to put the research in focus; a specific and answerable research question, addressing	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. Identifies a creative, focused, and manageable topic that addresses	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors. Identifies a topic that is far too general and wide-ranging as to be manageable and doable.

often only one detailed aspect	potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable and doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable and/or doable, is too narrowly focused and leaves out relevant aspects of the topic.	
explanation				

able to setup a research program for collecting data in a structured and logical way				
Goal	excellent	good	sufficient	Insufficient
able to indicate specific research approaches and methodologies in the social and natural sciences	All elements of the methodology or theoretical framework are skilfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
explanation				
Able to create and analyse models used in social science and natural science research	Uses different levels of modelling in developing and explaining the research problem. Uses modelling (MBR) to analyse a problem or idea (e.g., design-concept), and split it in smaller problems that can be modelled. Understands that different model-types are needed for different purposes. Recognizes differences and similarities in modelling practices of different disciplines. Capable of (re-)constructing models in literature and research-plan. Capacity to keep track of idealizations and to assess whether they are justified in view of the problem at hand.	Adopts modelling approach of a specific discipline. Uses modelling (MBR) to analyse a problem or idea (e.g., design-concept), and break it up in smaller issues that can be modelled. Capable to recognize relevant variables and fit them into the model.	Uses and adapts pictures or diagrams presented in literature to explain their design or research ideas. Adds appropriate explanatory text to the diagram.	Uses pictures or diagrams presented in literature, without critical reflection on fittingness or appropriateness to the research-proposal. Leaves interpretation of the diagram to the reader (caption is lacking), or copies text from literature.
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Expertise team 3: insert names of students

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