

A. CONTENT AND DEFENCE						
	2-3	4-5	6	7	8	9-10
Context in society and science	No research context is described. No link is made to existing research on the topic.	The context of the topic is described in broad terms but there is no link between what is known and what will be researched.	The context of the topic is described in broad terms. The link between what is known and what will be researched is still weak.	Context of the research is defined well. There is a link between the context and research questions.	Context of the research is defined sharply and to-the-point. Research questions emerge directly from the described context.	Research is positioned sharply in the relevant scientific field. Student is able to indicate the novelty and innovation of the research.
Underlying theory	No discussion of underlying theory.	There is some discussion of underlying theory, but the description shows serious errors.	Relevant theory is discussed, but the description has not been tailored to the research at hand or shows occasional errors.	Relevant theory is discussed, and has been partially successful in tailoring the description to the research at hand. Few errors occur.	Relevant theory is discussed, made a synthesis of it, and has been successful in tailoring the description to the research at hand.	Clear, complete and coherent overview of relevant theory. Exactly tailored to the research at hand.
Research questions and outline	There is no researchable research question and the outline of the research is absent.	Most research questions are unclear, or not researchable and the outline of the research is weak.	At least either the research questions or the outline of the research are clear.	The research questions and the outline are mostly clear but could have been defined sharper at some points.	The research questions are clear and researchable and the outline is clear.	The research questions are clear and formulated to-the-point and limits of the research are well-defined.
Materials & methods	No description of design, data collection and analysis methods.	Insufficient information on design, data collection and analysis methods.	Insufficient information for some aspects on design, data collection and analysis methods.	Description of the design, data collection and analysis methods is lacking in a number of places.	Description of the design, data collection and analysis methods used is mostly complete.	Description of the design, data collection and analysis methods is complete.
Discussion: reflection on research	No reflection on the research. Discussion only touches trivial or very general points of criticism.	Only some possible weaknesses indicated and/or points at weaknesses which are in reality irrelevant.	Most weaknesses in the research indicated, but their impact on the main results are not weighed relative to each other.	Most weaknesses in the research indicated and their impact on the main results are weighed relative to each other.	All weaknesses in the research indicated and their impact on the main results are weighed relative to each other.	All possible weaknesses in the research indicated, and weaknesses affecting the conclusions most identified.
Discussion: confrontation with literature	No confrontation with existing literature.	Confrontation with irrelevant existing literature.	Only trivial reflection with existing literature.	Only most obvious conflicts and correspondences with existing literature identified.	Minor and major conflicts and correspondences with literature are identified.	Results critically confronted with existing literature and in case of conflicts weigh results relative to existing literature.
Conclusions	No link between research questions, results and conclusions.	Conclusions are drawn, but in many cases these are only partial answers to the research question. Conclusions merely repeat results.	Conclusions are linked to the research questions, but not all questions are addressed. Some conclusions are not substantiated by results or merely repeat results.	Most conclusions well-linked to research questions and substantiated by results. Conclusions mostly formulated clearly but some vagueness in wording.	Clear link between research questions and conclusions. All conclusions substantiated by results. Conclusions are formulated exact.	Clear link between research questions and conclusions. Conclusions substantiated by results. Conclusions are formulated exact and concise, and ordered in a logical way.
Questions & answers (plenary discussion)	Student is not able to answer questions.	Student is able to answer only the simplest questions.	Student answers at least half of the questions appropriately.	Student is able to answer nearly all questions in an appropriate way.	Student is able to answer all questions in an appropriate way, although not to-the-point in some cases.	Student is able to give appropriate, clear and to-the-point answers to all questions.

B. GRAPHICAL AND VERBAL PRESENTATION						
	2-3	4-5	6	7	8	9-10
Structure	Presentation has no structure.	Presentation has unclear structure.	Presentation is structured, though the audience gets lost in some places.	Presentation has a clear structure with only few exceptions.	Presentation has a clear structure. Mostly a good separation between the main message and sidesteps.	Presentation clearly structured, concise and to-the-point. Good separation between the main message and side-steps.
Lay-out	Unclear lay-out. Unbalanced use of text, graphs, tables or graphics throughout. Too small font size, too many slides.	Lay-out in many places insufficient: too much text and too few graphics (or graphs, tables) or vice versa.	Quality of the layout of the slides is mixed. Inappropriate use of text, tables, graphs and graphics in some places.	Lay-out is mostly clear, with unbalanced use of text, tables, graphs and graphics in few places only.	Lay-out is clear. Appropriate use of text, tables, graphs and graphics.	Lay-out is functional and clear. Clever use of graphs and graphics.
Voice	Spoken in such a way that majority of audience could not follow the presentation.	Presentation is uninspired and/or monotonous and/or student reads from slides: attention of audience not captured.	Quality of presentation is mixed: sometimes clear, sometimes hard to follow.	Mostly clearly spoken. Perhaps monotonous in some places. Attention of audience captured.	Clearly spoken. Attention of audience captured.	Relaxed and lively though concentrated presentation. Clearly spoken. Attention of audience captured.
Audience	Level of audience not taken into consideration at all.	Level of audience hardly taken into consideration.	Presentation not at appropriate level of audience.	Level of presentation mostly targeted at audience.	Level of presentation well-targeted at audience. Student is able to adjust to some extent to signals from audience that certain parts are not understood.	Clear take-home message. Level well-targeted at audience. Student is able to adjust to signals from audience that certain parts are not understood.
Timing	Bad timing; way too short or too long.	Timing at most 8 min deviation from planned time.	Timing at most 6 min deviation from planned time.	Timing at most 4 min deviation from planned time.	Timing at most 2 min deviation from planned time.	Presentation finished perfect in time.