



General Explanation / Written report

- A general-purpose Feedback and Assessment Form has been developed which can be used at all levels of the Biomedical Sciences Studies.
- The form is divided into sections. When developing the form, the aim was to give all aspects the same amount of attention. In practice some sections, Contents for example, seem to attract more attention than others.
- The Feedback and Assessment Form for Oral Presentation is very similar. The main differences are the form, as in Presentation Technique (oral), Writing Technique (written) and Structure and Interaction with the Target Group. The sections Contents, Acknowledgements/ argumentations, and Use of Sources are almost the same for Oral Skills and Literature papers.
- **Not all focal points have to be given a score every time.** That would be too much. The teacher can decide him/herself which focal point should receive attention, depending on the key skills that are a part of his/her course. For example, in the beginning of the first year of the studies the focus lies on other aspects than in the third year.
- The scores must be given per section and not per focal point. Comments can be given in 'Good points and points for improvement'.
- The enclosed list with written focal points should be used as background information for students and teachers. It can help students to realize what is important. It can help teachers as well, as they can define good points and points for improvement. If the form and explanatory notes are given to students in advance they can help the students to prepare themselves.
- During checking and correcting a code can be used (this is mentioned in the list). This is particularly useful when certain mistakes occur regularly in a dissertation or paper, such as illogical phrasing. For example, '9b' in the margin means that the text is illogical at that spot. You will save time by not having to write 'illogical' repeatedly in the margin.
- Assessments have three categories: *Good (G)*, *Pass (P)* and *Fail (F)*.
- **Comments from a supervisor will be of more use to students that a list with only G, P, F.**



Student Name Student Number. []

Course Date

Report Title

ASSESSMENT FORM / Written report	
Section & focal points	Good / Pass / Fail
Contents ▶ Problem analysis, problem definition, research design / research method, relevance of sub-subjects, data description and analysis, theory application, breadth and depth, critical analysis and originality. <i>Good points and points for improvement</i>	G / P / F
Lay-out Structure ▶ Composition <i>Good points and points for improvement</i>	G / P / F
Acknowledgement / argumentation ▶ Acknowledgement approach / planning / research subject / basis for arguments. <i>Good points and points for improvement</i>	G / P / F
Use of sources ▶ Quality of collected information / processing sources <i>Good points and points for improvement</i>	G / P / F
Writing technique ▶ Style and formulation, care, spelling and grammar, use of illustrations. <i>Good points and points for improvement</i>	G / P / F
Tuning-in to the target group ▶ <i>Good points and points for improvement</i>	G / P / F
Size of the paper	G / P / F
Name and signature of supervisor	Endscore

Explanation of sections and focal points

Contents

1. Problem analysis

- a. The reason for the research (a situation, problem or issue) is made explicit and is analyzed.
- b. The practical and theoretical context is analyzed.
- c. The aim of the research is outlined.

2. Description of the subject / problem definition

- a. The subject is restricted to a clear problem definition, formulated as a question, which gives the research and the report a certain direction.
- b. Is the main question / problem definition clear and plainly formulated?
- c. if possible the problem definition contains the elements *who, what, where, when* and *why*.
- d. The problem definition is formulated concisely.
- e. The relevance of the problem definition in practice is explained.
- f. The key issues are defined.

3. Relevance of sub-subjects

- a. The problem definition is divided into sub-questions.
- b. Each sub-question is relevant and can be answered.
- c. All relevant sub-questions are asked; there are no irrelevant sub- questions.
- d. The sub-questions are placed in the right order, mirrored in the chapter division.

4. Method / research subject

- a. The research design or method is described clearly and can be reproduced.
- b. The division of tasks between the authors is described clearly.

5. Description, analysis and interpretation of data / information

- a. The information presented and the analysis and interpretation of data is right, reliable, complete and verifiable.
- b. Plagiarism is out of the question.

6. Reference to and / or application of existing theories

- a. Relevant theories are being applied.
- b. The use of theories is right and significant .

7. Breadth and depth

- a. The reasoning is profound and balanced.
- b. The choices and restrictions are motivated sufficiently -- for reasons of efficiency, for example.

8. Constructive critical analysis and originality

- a. There is a balance between sufficient source research and intensive personal thinking.
- b. The text shows a personal vision, originality and creativity.

Structure

9. Construction

- a. The construction of the text is logical and relevant with title, summary, problem definition, method, results, conclusion, discussion, and literature references.
- b. The text is clear and logical.
- c. The text is preceded by a clear table of contents.
- d. The transitions between the paragraphs are clear and the sections are logically connected.
- e. The transitions between the sections are clear.
- f. The number of headings and sub headings is good.
- g. The titles fit the contents of the relevant parts.

Argumentation/ acknowledgement

10. Acknowledgement method / planning / research subject.

- a. Problem definition and objective are clear and related.
- b. Research design and text construction are suited to the objective and the problem.

11. Consistent basis for argumentation and conclusion

- a. The way of thinking / reasoning is consistent.
- b. Main and side issues are clearly separated.
- c. Each chapter ends with one or more sub-conclusions, which are connected to the relevant sub-questions.
- d. The conclusion follows logically from the arguments / research data or sources.
- e. The conclusion provides a concise answer to the question presented.
- f. The conclusion frames the answer within the broader theoretical setting from the introduction.
- g. The key issue is answered.
- h. Conclusions are objective and verifiable.

Use of sources

12. Quality of collected information

- a. Sufficient relevant literature has been studied.
- b. The method of collecting information is justified and is suitable for the problem definition.
- c. Relevant sources and quotations are used.

13. Processing the sources

- d. The sources have been used in a balanced way.
- e. Have the sources been combined with new views?
- f. The quality of the sources is discussed critically in the text.
- g. Sources are cited correctly in the text and in the bibliography.
- h. The titles are incorporated in a separate bibliography and described correctly according to a standard procedure.

Writing Technique

14. Style and formulation

- a. The use of language is varied.
- b. The choice of words is objective, correct and unambiguous.
- c. The sentences run smoothly and easily.
- d. There are no dysfunctional complicated sentences in the text.
- e. The text is concise (not vague or superfluous), exact and not obtuse.

15. Appearance, spelling and grammar

- a. The text is readable (made on a word processor and printed).
- b. The pages are numbered.
- c. The text lay-out is well-organized and consistent and has a tidy appearance.
- d. The spelling is correct.
- e. Sentences are properly constructed.
- f. Verb tenses are consistent.

16. Use of illustrations

- a. Diagrams, graphs, figures, examples etc. are used when necessary.
- b. Diagrams are designed correctly and according to standard procedures.
- c. The graphs and figures are effective.

Tuning-in to the target group

17. The text is geared to the target group, as regards complexity, appeal and style.

Size of the paper

18. The paper has the required (minimum and/or maximum) size and spacing.