**Assessment form**

**Research internship master Biomedical Sciences**

**Second assessor: Concept scientific article/report**

|  |  |
| --- | --- |
| **Name student** |  |
| **City + Country** |  |
| **Name or z-nummer 2nd assessor** |  |
| **Date assessment** |  |

Assessment of concept-scientific article/report

**Learning objective 1: The article complies with academic standards concerning its contents, i.e.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. is well structured | | | | | | |
| **Score 1a** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes a background explaining the problem definition and an overview of prior knowledge | | | | | | |
| **Score 1b** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes one or more research questions, the relevance of which follows logically from the background | | | | | | |
| **Score 1c** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. clearly describes the experimental and methodological approach for each research question | | | | | | |
| **Score 1d** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. clearly and objectively describes the results, including measurement errors | | | | | | |
| **Score 1e** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes a discussion section, in which results are interpreted against hypotheses and rival claims of other researchers, strengths and weakness are reported, and appropriate conclusions are drawn | | | | | | |
| **Score 1f** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. correctly includes references to literature supporting claims wherever appropriate | | | | | | |
| **Score 1g** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 1a-1g: |  | | | | | |

**Learning objective 2: The article complies with academic standards concerning style and layout, i.e.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. is grammatically well-written | | | | | | |
| **Score 2a** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. stylistically conforms to reader expectations | | | | | | |
| **Score 2b** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. includes tables and figures to summarize important findings | | | | | | |
| **Score 2c** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. uses layout to emphasize the structure of the paper and important claims | | | | | | |
| **Score 2d** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 2a-2d: |  | | | | | |

**Learning objectives 3-5:**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. The article reflects a systematic approach. | | | | | | |
| **Score 3** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The student demonstrates a capacity to critically reflect on strengths and weaknesses of the study, and the interpretation of the results. | | | | | | |
| **Score 4** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| 1. The article is as concise as possible, transparent, and persuasive. | | | | | | |
| **Score 5** | Insufficient | Sufficient | Fair | (Very) good | Excellent | Exceptional |
| Motivation in words 3-5: |  | | | | | |

**OVERALL ASSESSMENT OF THE CONCEPT SCIENTIFIC ARTICLE/REPORT:**

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| --- | --- |
| Grade C Report  by 2nd assessor: |  |

*Grade is expressed on a numerical scale of 1 to 10 and rounded off to one decimal place*