

Master in Business and Quantitative Methods

Master's Thesis

Student: _____

Overall Evaluation of TFM

Key Questions

	Below Expectations 0-4	Meets Expectations 5-7,5	Exceeds Expectations 7,5-10	SCORE
Purpose	--Does not clearly understand the purpose of the assignment	--Demonstrates an understanding of the assignment's purpose	--Demonstrates a clear understanding of the assignment's purpose	out of 10
Subject Knowledge	--Student is uncomfortable with information and is able to answer only rudimentary questions.	--Student is at ease with expected answers to all questions, but fails to elaborate.	--Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	out of 10
Understanding of Topic	--Demonstrates little or no understanding of topic	--Moves beyond surface understanding; Demonstrates facility with topical and disciplinary knowledge	--Demonstrates disciplinary understanding and interconnections; makes links that suggest discovery of new information or new ways of relaying information	out of 10

Evaluation of Specific Issues (aggregates: data from section below)

1. Analytical Thinking ...	-
2. Relating Theory and Practice	-
3. Written Presentation	-
4. Oral Presentation	-

Evaluation of Primary Objective of TFM

Meets overall TFM objectives	-- Fails to demonstrate an adequate acquisition of relevant skills and knowledge from the Master's program	-- Demonstrates, with some shortcomings, an adequate acquisition of relevant skills and knowledge from the Master's program	-- Demonstrates an excellent knowledge of skills and contents as outlined in the Master's program, and can profitably apply them in concrete problems	out of 10
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FINAL OVERALL GRADE (in view of the scores above--NOT an average)	
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COMMENTS – please describe any major issues that are not captured by this evaluation table and/or the total score

Evaluation of Specific Issues

1. Analytical thinking, critical analysis and innovative problem solving

	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	SCORE
Key Question, Problem, or Issue	--Fails to clearly define the issue or problem; does not recognize the core issues --Fails to maintain a fair-minded approach toward the problem	--Defines the issue; identifies the core issues, but may not fully explore their depth and breadth --Demonstrates fair-mindedness	--Clearly defines the issue or problem; accurately identifies the core issues --Appreciates depth and breadth of problem -- Demonstrates fair-mindedness toward problem	out of 3
Point of View	--Ignores or superficially evaluates alternate points of view --Cannot separate own vested interests and feelings when evaluating other points of view	--Identifies and evaluates relevant points of view --Is fair in examining those views	--Identifies and evaluates relevant significant points of view --Is empathetic, fair in examining all relevant points of view	out of 3
Information	--Relies on insufficient, irrelevant, or unreliable information --Fails to identify or hastily dismisses strong, relevant counter-arguments --Confuses information and inferences drawn from that information	--Gathers sufficient, credible, and relevant information --Includes some information from opposing views --Distinguishes between information and inferences drawn from it	--Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. --Includes information that opposes as well as supports the argued position --Distinguishes between information and inferences drawn from that information	out of 3

TOTAL: _____ - _____ (0 – 5: Does not meet standard. 6 or above: Meets standard)

2. Students should be able to relate theory and practice.

	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	SCORE
Concepts	--Misunderstands key concepts or ignores relevant key concepts altogether	--Identifies and accurately explains and uses the key concepts	--Identifies and accurately explains/uses the relevant key concepts	out of 3
Assumptions	--Fails to identify assumptions --Makes invalid assumptions	--Identifies assumptions --Makes valid assumptions	--Accurately identifies assumptions (things taken for granted) --Makes assumptions that are consistent, reasonable, valid	out of 3

Interpretations, Inferences	--Uses superficial, simplistic, or irrelevant reasons and unjustifiable claims --Makes illogical, inconsistent inferences --Exhibits closed-mindedness or hostility to reason; regardless of the evidence, maintains or defends views based on self-interest	--Follows where evidence and reason lead to obtain justifiable, logical conclusions --Makes valid inferences	--Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions --Makes deep rather than superficial inferences --Makes inferences that are consistent with one another	 out of 3
Implications, Consequences	--Ignores significant implications and consequences of reasoning	--Identifies almost all significant implications and consequences and distinguishes probable from improbable implications	--Identifies the most significant implications and consequences of theoretical aspects (whether positive and/or negative) --Distinguishes probable from improbable implications	 out of 3

TOTAL: _____ - _____ (0 – 7: Does not meet standard. 8 or above: Meets standard)

3. Students should be able to effectively communicate verbally in English.

	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	SCORE
Organization	--Audience has difficulty following presentation because student jumps around.	--Student presents information in logical sequence which audience can follow.	--Student presents information in logical, interesting sequence which audience can follow.	out of 3
Subject Knowledge	--Student is uncomfortable with information and is able to answer only rudimentary questions.	--Student is at ease with expected answers to all questions, but fails to elaborate.	--Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	out of 3
Graphics	--Student occasionally uses graphics that rarely support text and presentation.	--Student's graphics relate to text and presentation.	--Student's graphics explain and reinforce screen text and presentation.	out of 3
Mechanics	--Presentation has five misspellings and/or grammatical errors.	--Presentation has no more than two misspellings and/or grammatical errors.	--Presentation has no misspellings or grammatical errors.	out of 3
Eye Contact	--Student occasionally uses eye contact, but still reads most of report.	--Student maintains eye contact most of the time but frequently returns to notes.	--Student maintains eye contact with audience, seldom returning to notes.	out of 3
Elocution	--Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	--Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	--Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	out of 3

TOTAL: _____ - _____ (0 – 11: Does not meet standard. 12 or above: Meets standard)