

Assessment form – Graduation and Internship, Portfolio and Thesis – v1.2

Student name	
Student number	
Graduation Profile	
Date assessment	

U: Unsatisfactory/Onvoldoende, S: Satisfactory/Voldoende, G: Good/Goed, O: Outstanding/Uitmundend

	Assessment dimensions	U	S	G	O	Feedback
1	Knowledge and Insight					
	Application of Knowledge and Insight					
2a	Analysis					
2b	Advise					
2c	Design					
2d	Realisation					
2e	Manage & Control					
3	Judgement					
4	Communication					
5	Learning ability					

**Explanation**

**Final grade (U/S/G/O):**

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**In case of Unsatisfactory (“U”) result, advice to the Exam Commission about repair possibility:**

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<b>Assessor 1:</b>	<b>Signature</b>
<b>Assessor 2:</b>	<b>Signature</b>
<b>Date:</b>	<b>Place:</b>

## Assessment instructions

The feedback per assessment dimension is linked to the criteria formulated below and provides an explanation of the assessment. The criteria described refer to standardization level G (Good).

- For O (Outstanding): Specify the aspects that go beyond the criteria for G (Good).
- For S (Satisfactory): Specify the criteria that need improvement to reach the level for G (Good).
- For U (Unsatisfactory): Specify the most important criteria that need improvement to reach the level for S (Satisfactory).

Decision rules for determining the grading value:

	<b>Rule</b>	<b>Value</b>	<b>Explanation</b>
1	All O (Outstanding)	O (Outstanding)	
2	All G (Good)	G (Good)	
3	All S (Satisfactory)	S (Satisfactory)	
4	At least one U (Unsatisfactory)	U (Unsatisfactory)	Each dimension has to be graded at least one S (Satisfactory) for a Satisfactory final grade
5	Combination S, G, O, (all but Unsatisfactory)	S, G, O	The assessors can decide to use different weights for the dimensions equally to come to a final judgement

The final assessment feedback explains the application of the decision rules and provides insight into the final grading from the partial assessments.

## Criteria per Assessment dimension

### Knowledge and Insight

- Knowledge and insight with the correct breadth and depth of the IT lifecycle phases: Analysis, Advise, Design, Realisation and Manage & Control<sup>1</sup>.
- Level of assignment complexity and independence and own contribution the assignment asks for.  
*Additional explanation*
- *An above-average complex assignment, an assignment in a complex setting, or an assignment where the student has shown more than average independence leads to a higher assessment.*

### Application of Knowledge and Insight

- Assessment of the dimensions Analysis, Advise, Design, Realisation and Manage & Control specified below<sup>2</sup>.

### Analysis/Problem definition

- Clear definition and scoping of the context, problem or challenge.
- Problem analysis with appropriate breadth and depth.  
*Additional explanation*
- *Student can argue who the stakeholders are and how they are involved in his project.*

### Advise

- Correct balancing of interests, possibilities, costs and benefits.
- Format and content appropriate to assignment and context.  
*Additional explanation*
- *The project plan provides advice on project approach, scope and design.*
- *Advice can be given throughout the internship or graduation project and be recorded in various professional products. For example in a research report, blog, or as minutes of a sprint review.*
- *Regarding the thesis or internship report: the chapter "Recommendations" contains advices for after the project.*
- *Regarding portfolio: the reading guide clarifies which professional products have an advice component.*

### Design

- Format and content appropriate to assignment and context.
- In line with analysis and advice and sufficiently elaborated for realisation.  
*Additional explanation*
- *The most important design decisions are substantiated.*

### Realisation

- Matches the design.
- Scope and quality appropriate to the problem definition and context.
- Useful to client.  
*Additional explanation*
- *In all cases, a (partially) functioning IT product was realised within the project. This can be as a prototype (for more complex problems) or a working (partial) product.*

### Manage & Control

- Method and tooling arranged for professional performance, appropriate for the assignment.
- Worked according to arranged method and tooling.  
*Additional explanation*
- *This concerns both the design and implementation of the IT process from a management perspective (for example with a scrum approach) and more technical processes such as version management.*

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<sup>1</sup>As described in: HBO-i Domeinbeschrijving 2018, HBO-I stichting, Amsterdam. For internship level 2 is leading, for the architecture layers relevant for the chosen profile/specialization. For graduation

<sup>2</sup> See above.

## Professional Skills Internship Level

### Judgement

- Draws up appropriate research and sub-questions.
- Applies methods within the appropriate research strategies correctly, with taking care for validity and reliability.
- Reports own work methodically and substantively with the research cycle.  
*Additional explanation*
- *The student shows investigative attitude during the entire project and this is not limited to a certain project phase or aspect.*
- *Research questions can be dynamic during the course of the research project.*
- *Not every choice requires the same degree of thoroughness of research.*

### Communication

- Reports orally and in writing about an assignment carried out at a company or institution, expresses in a clear, structured text and sets out his views.
- Collaborates effectively with professionals in a company or institution.  
*Additional explanation*
- *With thesis or internship report, the thesis or report must be independently understandable and meet the usual document standards (including structure, table of contents, summary, references).*
- *For portfolio grading, the reading guide must be independently understandable and meet all document standards.*
- *The other professional products must be sufficiently comprehensible for the reader who is familiar with the relevant domain.*
- *The student can compensate for a lesser documentation competence through an oral explanation. A minimum level of written communication remains necessary (text must be unambiguous for peers in the relevant domain).*

### Learning ability

- Describes professional talents and development ambitions in relation to the IT profession.
- Uses self-reflection and received feedback to improve own functioning in the IT profession.
- Takes initiatives, takes an independent position, and works independently and result-oriented on the professional assignment.  
*Additional explanation*
- *In thesis or internship report, evaluation should reflect on learning experiences during the project.*
- *For portfolio grading, reflection and learning capacity must be demonstrated in the reading guide or in a separate product referred to.*

## Professional Skills Graduation Level

### Judgement

- Draws up appropriate research and sub-questions from an unstructured practical problem for all phases of design-oriented / practice-oriented research.
- Independently selects research methodology, sets up and carries out research methods independently, and justifies these with reference to research strategies and can demonstrate the robustness of his research.
- Involves social, international, scientific and ethical themes in the judgement process.  
*Additional explanation*
- *The student shows investigative attitude during the entire project and this is not limited to a certain project phase or aspect.*
- *Research questions can be dynamic during the course of the research project.*
- *Not every choice requires the same degree of thoroughness of research; the student must be able to argue which aspects require more in-depth research and which less.*

### Communication

- Justifies and defends the implementation of an extensive professional assignment, both verbally and in writing, and adapts the writing style to the intended audience, in Dutch or English.
- Collaborates effectively in the independent implementation of a professional assignment.  
*Additional explanation*
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