Student Conference: Paper Review Form

Overall Summary

Author:	
Title:	
Reviewer:	

Overall recommendation		
	Content	*Language*
strong accept		
weak accept		
weak reject		
strong reject		

Extent of required changes		
	Content	*Language*
minor		
moderate		
major		
excessive		

General Comments

Summary:

Required Changes Before Publication:

Suggestions for Conference Presentation:

Comments NOT Forwarded to the Author:			

	yes	no	
I suspect plagiarism			if yes, please state reason(s) below
I feel confident in my overall evaluation			

Grading Rubrics

The following grading rubrics shall give the student some feedback on where the submission has its strengths and weaknesses. The rubrics will also help the reviewer to set the final recommendation.

To be accepted, the student should demonstrate competence/ability in several of the following areas. The student should be competent/able to

- identify different kinds of (trustworthy) literature sources relevant for the topic (rather than basing the paper on mainly one source of information)
- identify differences as well as similarities in the views presented in the literature (rather than picking references from the same "camp")
- critically review and discuss the literature (rather than simply summarizing)
- analyze some aspect in-depth (instead of covering the topic superficially)
- structure his/her writing in a suitable way (sections/subsections)
- refer/quote and cite in a correct way
- develop smooth text transitions (between sentences, paragraphs and sections)
- manage the mechanics of writing (spelling, grammar, punctuation)
- follow formatting guidelines

Please use the following key for marking

1	lacks competence/ability	FAIL
2	suggests lack of competence/ability	
3	suggests competence/ability	PASS
4	demonstrates competence/ability	
5	demonstrates unusual competence/ability	
–	don't know or not applicable	

Please note that some rubrics might not be applicable to all types of papers.

We apply minimal marking for mechanical errors (spelling, grammar, punctuation, …), i.e., only a portion of the text (about ½ page) is carefully corrected for language issues. It is the responsibility of the student to change the entire paper accordingly, and ask for clarification if necessary. Identifying and correcting all language issues is the responsibility of the student.

General	
Clear goal	
The paper has a clear and specific research statement, question or hypothesis.	
Unity	
The various parts of the text fit together; they all make sense with respect to the goal of the paper and help answering the research statement, question or hypothesis.	
Organization and Structure	
Global coherence	
The text is carefully organized into meaningful sections, subsections and paragraphs. The headers of the sections, subsections, etc. give a logical and orderly view of the "big picture".	
Local coherence	
The sentences of a paragraph support the (main) topic sentence of the paragraph.	
Transitions	
There are smooth transitions between sentences, paragraphs and sections.	
Contents	
Context/motivation	
The work is motivated and presented in a meaningful/relevant context.	
Readability and comprehensibility	
The text is easy to read and supported by figures, tables and examples, if necessary/appropriate; most of the material is understandable by an average CS/ID student on D-level.	
Critical evaluation/objectivity	
The material presented is accurate to its sources, but it does NOT simply trust/accept and summarize existing work. Possible weaknesses are identified and discussed. Assumptions, approaches and results are critically evaluated.	
Many-sidedness	
The text is NOT biased or single minded. It takes different angles on the problem and acknowledges the works from different research "camps".	
All claims are supported.	
There is a clear thread of reasoning.	
In-depth analysis/synthesis	
The text does not stay on a superficial level throughout; some aspects are covered in sufficient depth/breadth to show a good understanding of the topic.	
Literature/References	
The text identifies a sufficient number of different kinds of trustworthy and relevant literature sources.	
Citations marks and quotations are used and placed appropriately.	
Mechanics and Style	
The writing is concise and not "blown up" by unnecessary blaha (flesh vs. fog).	
The text contains few errors in spelling, grammar and punctuation.	
The text is free of slang, clichés, colloquial language, etc.	
Terms/acronyms are not used excessively and explained and then used consistently.	
Integrity	
The text clearly distinguishes between facts and interpretations of facts and between own works/ideas and those of others.	

Additional Comments: