

Grading rubric: criteria and guidelines for evaluation (2024-2025)

Non-graded criterion	Guidelines for evaluation
References (in-text citations) and Bibliography (Fail/Sufficient/Good)	<ul style="list-style-type: none"> The student has not committed plagiarism or fraud. In-text citations are used consistently (APA 7). The bibliography is complete and formatted according to APA 7.

Graded Criterion	Guidelines for evaluation
A. Introduction 10%	<ul style="list-style-type: none"> The research question is clear and concise, and empirical in nature. The thesis is embedded in a wider academic framework. The chapter states the key findings and why they matter (e.g. How do they fit in with the existing literature? What is their socio-political relevance?). The introduction informs the reader about what to expect from the next sections of the thesis.
B. Literature Review / Theoretical Framework 20%	<ul style="list-style-type: none"> The discussion of the literature is purposeful, well synthesised, and presents relevant arguments and findings. A selection of research findings, scientific theories, and debates about the thesis topic are presented in a precise and comprehensible fashion. Theoretical assumptions/hypotheses/expectations are clearly and logically formulated. Key terms/concepts are defined adequately and used consistently. The chapter leads to the identification of a research gap/puzzle. The chapter guides the student's choice of research approach/hypotheses/research design for investigating the research question.
C. Research Design and Methods 20%	<ul style="list-style-type: none"> The research is empirical in nature. The research design is clear and <i>justifiable</i> in light of the research question. The methods of data collection and data analysis are <i>justified</i> and applied adequately to answer the research question. The empirical material is described well. The choices of research approach, methods, and type of data are <i>transparent</i> and appropriate for the research question. Research steps are given sufficient attention and allow <i>replication</i> of the project. If necessary, further operationalisation of key terms/concepts are sufficiently applied. If necessary, ethical consideration are <i>reflected</i> upon.
D. Results and Discussion 20%	<ul style="list-style-type: none"> The results are systematically described, synthesised well, and clearly based on the analysis of empirical materials. If necessary, tables and figures are effectively used to explain the results. Results are contextualised and linked to relevant literature/theory. The analytical technique used is appropriate and the results are presented in a <i>transparent</i> and <i>replicable</i> way. If the thesis is exploratory, it is made clear how provisional ideas have been refined. If the thesis tests hypotheses, it is made clear whether these hypotheses received or did not receive support.

E. Conclusion and Reflection 20%	<ul style="list-style-type: none"> • The student answers the research question based on the research results and states which results were crucial and why. • The student <i>reflects</i> on the broader (e.g. socio-political, academic, ethical) implications and contributions of their findings. • The student <i>reflects</i> on the strengths and limitations of the research (e.g., research design/methods/data/theory), including but not limited to the validity/credibility, reliability/dependability, and generalizability/transferability of the study, as well as the positionality of the researcher. • The student makes recommendations for further research (e.g., theoretical issues to be addressed, methodological recommendation).
F. Readability and Presentation 5%	<ul style="list-style-type: none"> • Spelling and grammar are in order. • Care has been taken with the formatting. • The writing style is good: the paragraphs, structuring and sequencing of the provided information is logical; transitional phrases guide the reader through the sentences, paragraphs, and sections; the writing is academic (aiming for the standard of objectivity), precise, succinct, yet lively and engaging. • The entire thesis is clearly structured. The order of presented elements is logical. • The thesis has the correct length.
G. Work Performance (supervisor only) 5%	<ul style="list-style-type: none"> • The student has demonstrated that they are able to work independently within the scope of the thesis project. • The student has worked in a structured way and followed the deadlines. • The student has dealt with feedback adequately.

	1-3	4-5	6 - Sufficient	7 - Satisfactory	8 - Good	9-10 - Excellent
	Unacceptable	Poor	Meets most of the descriptors at a sufficient level; sometimes unclear or underdeveloped.	Meets all the descriptors at a satisfactory level; some lapses in clarity and development.	Meets most descriptors at a high level; clear and well-developed.	Meets all descriptors at an extremely high level, very clear and well-developed.
A. Introduction 10%	<ul style="list-style-type: none"> The research question is not empirical in nature. The chapter is incomplete. 	<ul style="list-style-type: none"> The research question is unclear. The thesis is not embedded in a wider academic framework. The chapter does not state the key findings and why they matter. 	<ul style="list-style-type: none"> The research question is clear and concise. The thesis is embedded in a wider academic framework. The chapter states the key findings and why they matter (e.g. How do they fit in with the existing literature? What is their socio-political relevance?). The introduction informs the reader about what to expect from the next sections of the thesis. 			
B. Literature Review / Theoretical Framework 20%	<ul style="list-style-type: none"> The chapter is incomplete. 	<ul style="list-style-type: none"> The discussion of the literature is unclear, lacks synthesis, and does not present relevant arguments/findings. Research findings, scientific theories, and debates that are presented are imprecise and unclear. Theoretical assumptions/ hypotheses/expectations are poorly formulated. Key terms/concepts are poorly defined and used inconsistently. 	<ul style="list-style-type: none"> The discussion of the literature is purposeful, well synthesised, and presents relevant arguments and findings. A selection of research findings, scientific theories, and debates about the thesis topic are presented in a precise and comprehensible fashion. Theoretical assumptions/hypotheses/expectations are clearly and logically formulated. Key terms/concepts are defined adequately and used consistently. The chapter leads to the identification of a research gap/puzzle. The chapter guides the student's choice of research approach/hypotheses/research design for investigating the research question. 			
C. Research Design and Methods 20%	<ul style="list-style-type: none"> The research is not empirical in nature. No empirical materials used. The chapter is incomplete. 	<ul style="list-style-type: none"> The research design is unclear and the link to the research question is weak. The methods of data collection and data analysis are not adequately justified and are not appropriate to answer the research question. The empirical material is not described clearly. Research steps are not explained clearly. 	<ul style="list-style-type: none"> The research design is clear and <i>justifiable</i> in light of the research question. The methods of data collection and data analysis are <i>justified</i> and applied adequately to answer the research question. The empirical material is described well. The choices of research approach, methods, and type of data are <i>transparent</i> and appropriate for the research question. Research steps are given sufficient attention and allow <i>replication</i> of the project. If necessary, further operationalisation of key terms/concepts are sufficiently applied. If necessary, ethical considerations are <i>reflected</i> upon. 			

D. Results and Discussion 20%	<ul style="list-style-type: none"> The research is not empirical in nature. No empirical materials used for their analysis. The chapter is incomplete. 	<ul style="list-style-type: none"> The results are not adequately described. Results are hardly contextualised or linked to relevant literature/theory. The analytical technique used is not appropriate and the analysis is not presented in a transparent or replicable way. 	<ul style="list-style-type: none"> The results are systematically described, synthesised well, and clearly based on the analysis of empirical materials. If necessary, tables and figures are effectively used to explain the results. Results are contextualised and linked to relevant literature/theory. The analytical technique used is appropriate and the results are presented in a <i>transparent</i> and <i>replicable</i> way. If the thesis is exploratory, it is made clear how provisional ideas have been refined. If the thesis tests hypotheses, it is made clear whether these hypotheses received or did not receive support.
E. Conclusion and Reflection 20%	<ul style="list-style-type: none"> The research question is not answered. The chapter is incomplete. 	<ul style="list-style-type: none"> The student fails to adequately answer the research question based on the results. The student does not adequately reflect on the broader implications and contributions of their findings. The student does not adequately reflect on the strengths and limitations of the research. 	<ul style="list-style-type: none"> The student answers the research question based on the research results and states which results were crucial and why. The student <i>reflects</i> on the broader (e.g. socio-political, academic, ethical) implications and contributions of their findings. The student <i>reflects</i> on the strengths and limitations of the research (e.g., research design/methods/data/theory), including but not limited to the validity/credibility, reliability/dependability, and generalizability/transferability of the study, as well as the positionality of the researcher. The student makes recommendations for further research (e.g., theoretical issues to be addressed, methodological recommendation).
F. Readability and Presentation 5%	<ul style="list-style-type: none"> The thesis is not the correct length. The thesis does not follow the prescribed structure (see Syllabus). 	<ul style="list-style-type: none"> There are many spelling and grammar mistakes that distract the reader. The writing style is informal and not appropriate for an academic audience. Adequate care has not been taken with the formatting. The assignment is lacking in structure. The flow across and within the sections is missing. 	<ul style="list-style-type: none"> Spelling and grammar are in order. Care has been taken with the formatting. The writing style is good: the paragraphs, structuring and sequencing of the provided information is logical; transitional phrases guide the reader through the sentences, paragraphs, and sections; the writing is academic (aiming for the standard of objectivity), precise, succinct, yet lively and engaging. The entire thesis is clearly structured. The order of presented elements is logical.
G. Work Performance (supervisor only) 5%	<ul style="list-style-type: none"> The student did not participate in class. The student did not meet the deadlines. The student did not deal with the feedback. 	<ul style="list-style-type: none"> The student failed to demonstrate that they are able to work independently within the scope of the thesis project. The student has failed to adequately work in a structured way and follow the deadlines. The student has hardly dealt with feedback. 	<ul style="list-style-type: none"> The student has demonstrated that they are able to work independently within the scope of the thesis project. The student has worked in a structured way and followed the deadlines. The student has dealt with feedback adequately.

