

# Graduate research project assessment criteria sheet

Student: \_\_\_\_\_ Project size: \_\_\_\_\_ Marker: \_\_\_\_\_ Date of marking: \_\_\_\_\_

Criteria /Mark	24	22	20	18	16	14	12	10	8	6	2	Mark	
<b>Scientific procedure of writing (structure and approach)</b>					<ul style="list-style-type: none"> <li>Excellent to good scientific procedure followed.</li> <li>Excellent use of headings, figures, tables. Showed clarity and logic. Correct citing and referencing.</li> <li>Excellent spelling and grammar.</li> <li>Kept to word length</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable to marginal example or scientific procedure</li> <li>with weaknesses in structure and format or errors in citing, referencing, spelling, grammar, word length</li> </ul>	<ul style="list-style-type: none"> <li>Below satisfactory standard or structure and approach</li> <li>with many errors in citing, referencing, spelling, grammar, or word length.</li> </ul>					<u>16</u>	
<b>Evidence of command of concepts</b>	<ul style="list-style-type: none"> <li>Clear evidence of extensive breadth of reading of relevant literature as shown by content, and references cited in the text.</li> <li>Clear definition of terms and very effective use of literature, issues and literature.</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of breadth of reading of relevant literature as shown by content and references cited in the text.</li> <li>A few weaknesses in either: definition of terms; effective use of literature, or understanding of issues and literature.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of limited reading of relevant literature.</li> <li>Some errors in either: definition of terms; effective use of what read; or understanding of issues and literature.</li> </ul>	<ul style="list-style-type: none"> <li>Very limited reading of relevant literature.</li> <li>Limited definition of terms, understanding of issues and literature.</li> </ul>	<ul style="list-style-type: none"> <li>Serious lack of reading of relevant literature with very limited understanding of the issues.</li> </ul>							<u>24</u>	
<b>Application of principles to new data</b>	<ul style="list-style-type: none"> <li>Very clear interpretation of the problem in terms of information gained from literature.</li> <li>Excellent application of a range of concepts from the literature to practical situations, with interpretation.</li> <li>Provided reasons for the choice of methods/desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Good interpretation of the problem in terms of information gained from the literature.</li> <li>Good application of a range of concepts from the literature to practical situations, but perhaps without interpreting them, or in providing reasons for the choice of methods/desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Some limitations in either: interpretation of the problem in terms of information gained from the literature; application of concepts from the literature to practical situations; interpreting them, or in providing reasons for the choice of methods/desired outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Several limitations in either interpretation of the problem in terms of information gained from the literature</li> <li>application of a range of concepts from the literature to practical situations, without interpreting them, or in providing reasons for the choice of methods/desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Serious limitations in interpretation of the problem in terms of information gained from the literature.</li> <li>No application of a range or concepts from the literature to practical situations, without interpreting them, or in providing reasons for the choice of methods/desired outcomes.</li> </ul>							<u>24</u>	
<b>Creative problem solution (critical thinking/problem solving)</b>	<ul style="list-style-type: none"> <li>Gave well thought out ideas when interpreting the literature and on overcoming deficiencies.</li> <li>An excellent questioning approach relevant to analytical and speculative styles of writing.</li> <li>Showed marked ingenuity/creativity, intuition, and initiative in finding an answer to problems.</li> <li>Effectively used models to explain complex concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Gave some ideas when interpreting the literature and on overcoming deficiencies, solve problems.</li> <li>Some evidence of questioning approach, ingenuity/creativity, intuition, and initiative in finding an answer to problems. May have used models to explain complex concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Limited evidence of own ideas on overcoming deficiencies or when interpreting the literature.</li> <li>Limited use of intuition, initiative, ingenuity, creativity in finding an answer to problems.</li> </ul>	<ul style="list-style-type: none"> <li>Serious limitations to evidence or critical thinking and problem solving.</li> </ul>									<u>20</u>
<b>Illation and focussed on topic</b>					<ul style="list-style-type: none"> <li>Addresses all parts of the topic in depth.</li> <li>Evidence of inferences drawn and excellent integration of literature, secondary data and own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the topic superficially or only in part.</li> <li>Good to limited inferences drawn and good to limited integration.</li> </ul>	<ul style="list-style-type: none"> <li>Not addressed the topic or limited inferences drawn and poor integration of information and ideas.</li> </ul>					<u>16</u>	
<p><b>Grades: 1 (0 to 29%), 2 (30 to 46%), 3 (47 to 49%), 4 (50 to 64%), 5 (65 to 74%), 6 (75 to 84%), 7 (85 to 100%)</b></p> <p>This marking system is based on a concept developed by Bruce Frank and Ciel Claridge</p>												<u>100</u>	

# Feedback sheet

Student: \_\_\_\_\_ Marker: \_\_\_\_\_

Comments