

Evaluation and grading of Master Degree essays

Course content

The course is a compulsory component of the Master of Arts programme in Language and Linguistics. For detailed course content and learning outcomes, please see the syllabi [SPVR01](#) (30 credits) and [SPVR02](#) (15 credits), and the document Formalities towards a completed MA thesis, available on the course's home page.

Examination details

Assessment is based on the degree thesis which the student submits and defends at a seminar. A critical review of the thesis of another student is also included in the assessment. The final grade is determined by the thesis examiner, after consultation with the supervisor.

Grading criteria

The following criteria are intended as guidelines for examiners and as explanation for students, when assessing and grading Master's Degree essays in languages and linguistics. To be awarded a final grade VG (Pass with distinction) at this level, the essay should meet the requirements for VG on nearly all of the stated criteria, and the requirements for G on the remaining criteria. To be awarded a final grade G (Pass), the essay should meet the requirements for G on all of the stated criteria. An essay is assessed U (Fail) if the minimum requirements for G are not met: this means that one or more of the stated criteria are judged as U and the problems are so extensive that they cannot be resolved without rewriting considerable parts of the essay.

Thesis, Performance as opponent and as respondent			
	VG	G	U
Research questions and aims	The research questions are well-framed, focused , creative and original . The aims are explicit and well thought out.	The research questions are well-framed, creative and independent. The aims are clearly stated.	The thesis does <i>not clearly formulate</i> research questions or the questions are <i>not framed</i> within the relevant research area.
Theoretical background	The thesis demonstrates very good knowledge of theories and concepts that are relevant for own research, as well as strong and independent ability in working with theoretical frameworks , integrating own research into this context.	The thesis demonstrates knowledge of theories and concepts that are most relevant for own research, as well as ability in working with a theoretical framework, integrating own research into this context.	The thesis demonstrates <i>inadequate</i> knowledge of theories and concepts. The sources are <i>limited in number, kind and quality</i> , and the discussions of the sources are <i>not sufficiently independent</i> .

Relevance for the research field and in general	The thesis demonstrates strong ability to reflect critically, independently and in depth on the relevance of own work for the research field at hand, and strong ability to place it against a larger context.	The thesis demonstrates ability to reflect critically and independently on the relevance of own work for the research field at hand, and ability to place it against a larger context.	It is <i>not clear how the thesis is relevant</i> for the research field at hand; there is <i>no reflection</i> on the importance of own work in a larger context.
Method	The chosen methods are described systematically and correctly , and the choices are carefully considered and justified . The author is able to explain in detail how the methods are suitable for the research problem and theoretical framework at hand.	The chosen methods are described systematically. The author is able to explain how the methods are suitable for the research problem and theoretical framework at hand.	The description of the chosen methods is <i> cursory or vague</i> . The author <i>fails to explain how the methods are suitable</i> for the research problem and the theoretical framework at hand.
Argumentation and analysis of results	The results are analyzed independently and with great precision . The argumentation in the thesis is convincing and logically structured .	The analysis is connected to the stated research aims. The argumentation is for the most part clear and well structured.	The analysis is <i>not connected to the stated research aims</i> . The argumentation <i>is vague or not sufficiently independent</i> .
Discussion of results and conclusions	The thesis offers an independent, solid, thorough and reflective discussion and draws firm conclusions that answer all the stated research questions. Well thought out and creative connections to a larger scientific context are proposed.	The thesis offers an independent and solid discussion and conclusions that are based on the current results and answer the stated research questions. Connections to a larger scientific context are proposed.	There are <i>serious gaps</i> in the discussion. It is <i>unclear how the conclusions answer</i> the stated research questions and how they are couched within the theoretical framework.
Organization and structure	The text is well organized and the overall structure is clear and logical . Ideas within and between sections and paragraphs are clearly connected and coherent.	The text is organized and the overall structure is clear. Ideas within and between sections and paragraphs are for the most part connected and coherent.	The thesis is <i>poorly organized</i> and lacks the structure to communicate ideas within and between sections and paragraphs that are connected and coherent.
Critical use of sources; academic honesty	The thesis demonstrates very good skills in independently searching for and critically evaluating literature and other sources. The work clearly adheres to the requirements for academic honesty.	The thesis demonstrates skills in independently searching for and evaluating literature and other sources. The work clearly adheres to the requirements for academic honesty.	The thesis demonstrates <i>inadequate skills</i> in searching for and evaluating literature and other sources. There may be <i>concerns about adherence to the requirements for academic honesty</i> .

Language	The thesis is written in correct and stylistically appropriate language.	Although there may be minor errors, the thesis is for the most part written in correct and stylistically appropriate language.	The thesis contains <i>numerous language errors</i> and it may be written in an informal or inappropriate style.
Formal aspects	Principles for formatting, citation of sources, use of figures, tables and notes and the style of referencing (such as those provided in the thesis course) have been followed stringently and consistently .	Although there may be some errors, shortcomings and inconsistencies, principles for formatting, citation of sources, use of figures, tables and notes and the style of referencing (such as those provided in the thesis course) have been followed.	The thesis fails to <i>follow clear principles for formatting</i> , citation of sources, use of figures, tables and notes and the style of referencing (such as those provided in the thesis course).
Performance as opponent	As opponent, the student is able to initiate a thorough, balanced and constructive discussion where both strengths and weaknesses of the thesis are raised. All aspects of the thesis, as described in this document, are considered.	As opponent, the student is able to initiate a discussion about the strengths and weaknesses of the thesis. Many aspects of the thesis, as described in this document, are considered.	As opponent, the student is <i>unable to initiate</i> thorough and constructive discussion. Obvious shortcomings in the thesis are <i>overlooked</i> . Only some aspects of the thesis, as described above, are considered.
Performance as respondent	As respondent, the student is well prepared to answer questions and to engage in critical discussion in an objective manner . The student demonstrates a strong capacity for self-reflection and development.	As respondent, the student is prepared to answer questions and to engage in critical discussion. The student demonstrates a capacity for self-reflection and development.	As respondent, the student is <i>inadequately prepared to answer questions and fails to engage</i> in the discussion. The student demonstrates weak capacity for self-reflection and development.