

**PSTS - Final Project Assessment Rubric - February 1, 2019**

**Grades**

**Assessment aspects**

**≤ 5**

**6**

**7**

**8**

**9**

**10**

**Subject matter and research question(s)**

Research question (RQ) is unclear, too broad, and/or not researchable

RQ is clear, but rather broad and/or giving limited direction to the research; explanation of (in particular the relevance of) the subject matter is lacking

RQ is clear, giving sufficient direction; subject matter is explained and its relevance argued for

Clear, specific and giving well-defined direction; subject matter is clearly explained; academic and/or societal relevance is well-argued for

Clear, specific, and giving well-defined direction; subject matter is explained clearly; relevance argued for by identifying a well-defined gap in the academic literature and/or a societal problem

Clear, specific, and giving well-defined direction; subject matter is explained clearly and engagingly; addressing a well-defined research gap and/or societal problem in an original way

**Theoretical/conceptual framework (incl. literature review)**

Review of relevant academic literature is lacking, or literature is inadequately explained / understood incorrectly

Rooted in relevant academic literature, but amount of literature is limited, and/or literature is not well explained/not always correctly understood

Adequate review and explanation of the academic literature, leading to a theoretical/conceptual framework that suits the research question

Comprehensive review of the literature, leading to a suitable theoretical/conceptual framework

Comprehensive, but also to-the-point review of the literature, leading to a fitting theoretical/conceptual framework

Excellent review of literature, leading to a theoretical/conceptual framework that has the potential to add to the academic literature

**Research method(s)/ approach(es)**

No clear description of method/approach, or approach does not fit the research question

Method/approach is well described and fits the research question; justification is limited and/or execution of the method/approach show several weaknesses

Method/approach is well described, and fits the research question; either its justification or its execution is not fully convincing

Method/approach is well described, and fits the research question; justification and execution are largely convincing

Method/approach is well described, fits the research question; well justified and reflexively executed.

Excellent explanation, justification and execution of method/approach

## Grades

Assessment aspects	≤ 5	6	7	8	9	10
<b>Analysis and argumentation</b>	Analysis, interpretation and/or argumentation are unclear and/or incoherent	Analysis, interpretation and/or argumentation, although sufficient, shows several weaknesses (some inaccuracies, incoherent or unconvincing reasoning)	Analysis, interpretation and/or argumentation are overall adequate, although showing a few weaknesses	Analysis, interpretation and/or argumentation are largely correct, coherent and convincing	Analysis, interpretation and/or argumentation are correct, original, coherent and convincing; rewriting for a (journal) publication might be possible	Excellent analysis, interpretation and/or argumentation; rewriting for (journal) publication highly recommended
<b>Conclusions, reflection, discussion</b>	Research question is not adequately answered; major flaws in reasoning	Presents a sufficiently adequate, but not fully convincing answer to the main research question; potential counterarguments and limitations are insufficiently addressed, and/or some minor flaws in reasoning	Clear and adequate answer to research question; limited reflection on potential limitations of the research, and/or some relevant recommendations	Convincing answer to the main research question, including critical discussion of potential limitations, as well as largely fitting recommendations for further research and/or practical implications	Convincing answer to all research questions, including convincing critical discussion of potential limitations and how to improve on them (in research and/or practice)	Fully convincing answer to all research questions, taking into account all potential limitations and formulating highly relevant and original recommendations for research as well as practice. Potentially contributes to the development of new scientific knowledge/ideas

## Grades

Assessment aspects	≤ 5	6	7	8	9	10
<b>Writing skills</b>	Lacking a clear structure/organization and/or general unclarity of language; overall sloppy referencing	Sufficiently clear structure and mostly clear language use, although substantial weaknesses in one or the other may remain; referencing sometimes incomplete or	Clear and fitting structure/organization; adequate use of language with minor weaknesses; referencing largely correct	Allows for a good read, both with regard to structure and use of language, although some minor mistakes may remain. Referencing is largely correct.	Allows for enjoyable and persuasive reading, might be rewritten for a (journal) publication	Excellent; should definitely be rewritten for a (journal) publication
<b>Process and functioning of the student</b>	Student is either too dependant on supervisor or insufficiently open to guidance; frequently does not comply with agreed deadlines and/or feedback	Student needs substantial guidance, often responding to feedback inadequately, but ultimately demonstrates sufficient learning. Student missed some agreed deadlines.	Student needs some guidance, usually responding to feedback in an adequate manner; complied with most deadlines	Student worked relatively independently, making effective use of guidance & feedback; complied with most deadlines	Student worked in a self-driven manner, making effective use of guidance & feedback; complied with all deadlines	Excellent: Student worked in a self-driven manner, making effective use of guidance & feedback; complied with all deadlines

## Grades

Assessment aspects	≤ 5	6	7	8	9	10
<b>Oral exam</b>	Explanation, justification and defence of the research and its conclusions are overall unclear and/or unconvincing.	Student is sufficiently able to explain the research and its conclusions, but generally does not convincingly respond to questions about choices made, potential counterarguments and/or limitations.	Student does a good job in explaining and justifying the research; response to critical questions is not always convincing; showing limited reflective capacity	Explaining and justifying the research and its conclusions in a convincing manner, demonstrating in depth knowledge of the subject; responds to critical and reflective questions largely convincingly.	Demonstrating full mastery of the subject in explaining, defending and reflecting on the project; is able to put the research in a broader perspective.	Demonstrating full mastery of the subject in explaining, defending and reflecting on the project; is able to put the research in a broader perspective, also using other insights gained from PSTS programme as a whole
<b>Colloquium</b>	Research is insufficiently explained for a non-expert audience; questions are not correctly or convincingly addressed. Basic use of media resources.	Satisfactory explanation of the research to a non-expert audience; questions are clearly, although not always convincingly addressed; adequate use of media resources.	Mostly clear explanation of the research to a non-expert audience; questions are clearly and mostly convincingly addressed; adequate use of media resources.	Clear explanation of the research to a non-expert audience; questions are clearly and convincingly addressed; good use of media resources.	Clear and engaging explanation of the research to a non-expert audience; questions are clearly and convincingly addressed; good use of media resources.	Brilliant explanation of the research to a non-expert audience; excellent responding to questions, and perfect use of media resources.