

Assessment form for Philosophy thesis

Add cover page assessment thesis (<https://vu.nl/en/student/final-paper-and-thesis/thesis-information-from-fgw>).

Thesis title:

Date:

Name of Student:

Student number:

Supervisor:

Second reader:

<i>Assessment criteria</i>	<i>BA</i>	<i>MA</i>	<i>Grade (or o/v/g = fail/pass/ good)</i>	<i>Comments</i>
1. Research question and structure	15%	10%		
2. Literature	30%	30%		
3. Argumentation	30%	30%		
4. Language use and style	10%	10%		
5. Process	5%	5%		
6. Originality	10%	15%		
Final grade (1-10)				

Theses are assessed on all these criteria, and the student will only pass the thesis if he/she scores a pass mark for all criteria. The weights of the criteria are a guideline. A more detailed explanation of each criterion can be found in the rubric in the appendix. It is recommended that reference be made to the rubric so that it is clear how the grade was arrived at.

Difference between BA and MA:

- Word count: 8-12k (BA), 15-25k (MA)
- Level of difficulty and quantity of sources

- Originality is a weightier criterion in MA

Minimum requirements (to obtain a grade):

- Within the word count
- Submitted before the agreed deadline
- Correct spelling and grammar
- Appropriate and consistent font and layout
- Correct source reference and no plagiarism
- Title page with all data (title of thesis, name student, email, student number, name supervisor(s), date, programme, word count)

When the completed thesis has been submitted, the supervisor performs a plagiarism check.

Appendix: Rubric

Three categories:

- unsatisfactory (fail) / below 5.5
- satisfactory (pass) / 5.5 to 8
- good / 8 or over

1. Research question and structure

<i>Good</i>	<i>Satisfactory (pass)</i>	<i>Unsatisfactory (fail)</i>
The research question is clearly stated (together with any sub-questions) and any ambiguities have been clarified.	The research question is clearly stated.	The research question is absent, unclear or ambiguous.
The research question is well demarcated, and the limitations of the project (and any follow-up questions) are explicitly stated.	The research question is demarcated.	The research question is too ambitious and therefore cannot be answered in a thesis.
The research question is interesting and philosophical, i.e. it falls within the scope of the discipline (see appendix F).	The research question is philosophical.	The research question is not interesting or not philosophical.
The thesis is well structured, and the chapter structure shows clearly how the research question is answered.	The thesis is structured.	The thesis is not well structured.
The main question and any sub-questions have been answered fully in the conclusion.	The research question is answered in the conclusion.	The conclusion does not sufficiently answer the research question.

2. Literature

The argumentation is thoroughly embedded in relevant and current debates (such as influential books or publications in journals).	The argumentation is embedded in existing debates.	The argumentation is insufficiently embedded in existing debates.
The literature considered is of a high level (degree of difficulty).	The sources are of average level.	The sources are of insufficient level.
The literature is conveyed correctly, in the student's own words, and in an original or attractive way.	The literature is conveyed correctly.	The literature is conveyed carelessly or incorrectly, or in a way that is too close to the original source.
It is always clear who is speaking and from which source ideas have been drawn.	It is generally clear who is speaking and from which source ideas have been drawn.	It is unclear when the student is conveying his/her own ideas and those of others.

The source references are complete, consistent and based on a single system (see e.g. appendix D).		The source references are incomplete or incoherent.
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3. Argumentation

The argumentation is well thought out (and always has a valid form: modus ponens, dilemma, reductio ad absurdum, etc.).	The argumentation is fairly well thought out.	The argumentation is lacking or invalid.
The argumentation is fully developed; the student sets out all stages of the reasoning and guides the reader through them.	The argumentation is fairly well developed.	The argumentation is incomplete; the reader has to complete the reasoning himself, so it remains superficial.
The argumentation is well explained using examples (chosen or devised by the student), the relevance of which is always clear.	The argumentation is explained on the basis of (existing or own) examples.	No examples are given, so the argumentation remains abstract.
The argumentation is relevant in the light of the research question and balanced (e.g. no unnecessary repetitions or digressions and most attention is focused on the main arguments).	The argumentation is relevant in the light of the research question.	The arguments are less relevant to the research question, or unbalanced.
The discourse is convincing.	The discourse is convincing to some extent.	The discourse is unconvincing.

4. Language use and style

The style is academic, and yet lively and appealing.	The style is academic.	The style is inappropriate for an academic paper (e.g. too populist).
The formulations are accurate, clear, consistent.	The formulations are fairly accurate, clear and consistent.	The formulations are careless, ambiguous or inconsistent.
The text is easy for your intended audience to follow (specialist or broadly academic).	The text is sufficiently easy to follow.	The text is impossible to follow.
All relevant philosophical terms are defined (and the main terms at the beginning of the thesis).	Most philosophical terms are defined.	Many philosophical terms are not defined.
The structure of the text is always clear (partly as a result of including a summary, contents, titles, paragraph breakdown, empty lines, key words).	The structure of the text is sufficiently clear.	The text structure is unclear, illogical or not consistently maintained.

The text is supported by illustrations, helpful diagrams, tables and argumentation reconstructions (if applicable).		
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5. Process

The student demonstrated a lot of independence in formulating the research question, finding and studying sources and drawing up the argumentation.	The student was able to continue working independently on the basis of instructions.	The student had to be continuously supervised during the process.
The student works to an agreed schedule and meets his/her own deadlines.	The student meets the deadlines set for him/her.	The student exceeds deadlines.
The student has an open attitude, is able to incorporate feedback (including deleting, supplementing or restructuring text).	The student tries to incorporate feedback.	The student finds it difficult to deal with feedback.

6. Originality

The thesis shows an independent line of reasoning, adds to the literature and stimulates thought (and may even contain material for a publication).	The thesis shows an independent line of reasoning but is otherwise unremarkable.	The thesis reproduces the studied sources passively, without critical reflection or addition.
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