**Assessment Form Master Thesis Linguistics: Text Mining**

Send the “voorblad bij beoordelingsformulieren” to onderwijsbureau.fgw@vu.nl

Add as an attachment:

• The definitive thesis text as a pdf file;

• The thesis agreement as a pdf file;

• The assessment forms as pdf files;

• A Turnitin report on plagiarism as a pdf file.

**Name student:**

**Student number:**

**Study program:**

**Evaluator:**

**Thesis title:**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Description** | **Assessment:**  **f-p-g-vg (fail-pass- good-very good)** |
| **Central question** | Is the central question introduced adequately, or  does it appear out of nowhere? Is the central question formulated in a *simple* and *understandable* manner? Is it, for example, analogous to one of the following general questions: How can method A contribute to the solving of question B? Is phenomenon C best explained using theory D or theory E? Is the relevancy of the topic clearly stated? |  |
| **Clarification**  ‘which factors might infl. Its performance’ = very open | |

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| --- | --- | --- | --- |
| **Methodology** | Does the author describe his/her research  methodology(ies) in an understandable manner (description); is it explained why the author chose for this method instead of other methods (justification?) | |  |
| **Clarification**  Mainly for practical reasons, which is more or less okay | | |
| **Presentation of**  **findings; form and structure** | Are the findings – qualitative or quantitative –  presented according to a clarified method of ordering (for example chronologically, by authors, or by items)? Is there justifiable use of tables, figures or diagrams? | |  |
| **Clarification** | | |
| **Analysis of findings** | Are findings analyzed using qualitative or quantitative methods of analysis that fit with the chosen method of research? | |  |
| **Clarification**  Both quant and qual. | | |
| **Use of secondary**  **literature** | Choice, documentation, integration in analysis. | |  |
| **Clarification**  Minor problems: could sometimes be more explicit in referring to the lit. | | |
| **Argumentation** | Internal logic of the thesis, difference between  empirically funded statements and opinions, suppositions, and preconceived notions. Is the conclusion a logical result of (the analysis of) the findings? Does the conclusion give a clear answer to the central question? |  | |
| **Clarification**  Some qualitative observations are to the point | | |
| **Language use and citation style** | Does the size of the work fit with its content? Are there many typographical errors? Is the text an enjoyable read? Are appendices used justifiably? Is literature referred to correctly? Is language use correct, clear, scholarly, and according to the conventions of genre, coherency, and style? |  | |
| **Clarification**  Sometimes a bit messy, typo’s etc. | | |
| **Process of preparation**  **and writing** | Effort, duration, independence, own contribution,  number of revisions. |  | |
| **Clarification** | | |
| **Thesis has been**  **checked for**  **plagiarism** | Has the first reader checked the thesis for  plagiarism using Turnitin? |  | |
| **Clarification** | | |

Final Grade:

Guidelines:

**5** or lower, if 1 or more aspects are f

**6** if all aspects are p

**7** if at least half of the aspects are g and the other aspects are p

**8** if all aspects are g (or if there is a vg for every p)

**9** if most aspects are vg and the others are g

**10** if all aspects are vg

Summary of the assessment of the thesis and/or clarification of the final grade (if this does not follow from the assessments per subject)