

**Grading criteria for independent projects at Master’s level (60 credits) A1E, 30 credits, in biology, environmental science, food science, soil science, chemistry, technology and agricultural science. The criteria apply to the NJ Faculty course dates from the autumn term 2014.**

**Evaluation with respect to individual course objectives: Master's degree (60 credits)**

Each row in the table below represents an objective in the syllabus, the columns represent the grade levels. The achieved grade level for each objective is entered in the rightmost column. **Note that the criteria for the underlying grading level must be met for a higher grade to be possible.** Example: If all sub-criteria for grades 3 and 4 are met for objective 1, a four (4) is set for objective 1. If all sub-criteria for grades 3 and 5 are met for objective 2, but none of the sub-criteria for grade 4, a three (3) is set for objective 2.

| <b>Objective</b><br>The student, through the independent project, should advance his/her subject knowledge in the area.   | For <b>grade level 3</b> for each objective, the following must be met   | For <b>grade level 4</b> for each objective, the following must be met  | For <b>grade level 5</b> for each objective, the following must be met   | Grade level for the objective |
|---|--|---|--|-------------------------------|
| Objective 1<br><br><b>After completing the course, the student should be able to independently identify and formulate questions.</b>  | <i>All of the following sub-criteria:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student has demonstrated the ability to place his/her findings in a relevant context.</li> <li><input type="checkbox"/> The student has demonstrated advanced knowledge in the subject area of the work.</li> <li><input type="checkbox"/> The student has demonstrated deepened insight into current research issues.</li> </ul>  | <i>The following criterion:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student's proposal for a new or expanded question demonstrates that the student has a good understanding of the field in which the student has conducted the project.</li> </ul>  | <i>Not possible for objective 1</i>  |                               |
| Objective 2<br><br><b>After completing the course, the student should be able to independently plan and perform a qualified investigation and be able to assess the findings in a relevant context.</b> | <i>All of the following sub-criteria:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student has completed the project in a responsible manner.</li> <li><input type="checkbox"/> The student has demonstrated the ability to judge the plausibility of his/her findings and place them in a relevant context.</li> <li><input type="checkbox"/> The student has demonstrated the ability to reflect on the choice of method.</li> <li><input type="checkbox"/> The student has demonstrated the ability to take his/her own initiatives in discussion and consultation with the supervisor.</li> </ul> | <i>At least one of the following two sub-criteria:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student has demonstrated the ability to evaluate different methods.</li> <li><input type="checkbox"/> The student has demonstrated a good ability to evaluate findings and place these in a larger context.</li> </ul> | <i>All of the following sub-criteria:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> The student has taken initiatives and has contributed his/her own ideas and proposals for solutions in discussion and consultation with the supervisor.</li> <li><input type="checkbox"/> The student has completed the project within the planned time frame (see <a href="#">guidelines for higher grades</a> at retakes)</li> </ul> |                               |
| Objective 3   | <i>All of the following sub-criteria:</i>  | <i>The following criterion:</i>   | <i>The following criterion:</i>  |                               |

|   |  |  |   |  |
|---|--|--|---|--|
| <p><b>After completing the course, the student should be able to independently seek, evaluate, compile and critically interpret relevant information to solve a problem.</b></p>  | <input type="checkbox"/> The student has demonstrated ability to interpret and evaluate the content of relevant sources.<br><input type="checkbox"/> The student has demonstrated the ability to independently compile and analyse his/her data.   | <input type="checkbox"/> The student has in a clear way related his/her own results to relevant and primarily scholarly literature in the area.  | <input type="checkbox"/> The student has demonstrated a very good ability to independently and thoroughly evaluate and critically interpret his/her own findings and relate these to research in the field. |  |
| <p>Objective 4</p> <p><b>After completing the course, the student should be able to report and discuss findings in writing in a form appropriate to a selected target group. (Comment: The paper can be written in Swedish or English.)</b></p> | <p><i>All of the following sub-criteria:</i></p> <input type="checkbox"/> The written presentation is adapted to a target group, and this target group is clearly stated.<br><input type="checkbox"/> The student has handled formalities properly.<br><input type="checkbox"/> The student has used correct language and vocabulary in the presentation.<br><input type="checkbox"/> The tables and figures used in the project are relevant and have been handled and presented properly.<br><input type="checkbox"/> The project is within the given constraints (such as scope).<br><input type="checkbox"/> The material is ready for publication in accordance with applicable SLU guidelines. | <p><i>All of the following sub-criteria:</i></p> <input type="checkbox"/> The written project is linguistically thorough with good readability, which includes a well-planned and correct choice of words, correct sentence structure, grammar and spelling.<br><input type="checkbox"/> The written project exhibits a cogent, rigorous and concise argumentation.<br><input type="checkbox"/> The student has selected tables and figures that considerably enhance the reader's understanding of the project. | <p><i>The following criterion:</i></p> <input type="checkbox"/> The structure, argument and analysis of the written project demonstrate that the student has a good understanding of the field.             |  |
| <p>Objective 5</p> <p><b>After completing the course, the student should be able to report and discuss findings orally in a form appropriate to a selected target group.</b></p>  | <p><i>All of the following sub-criteria:</i></p> <input type="checkbox"/> The presentation covers findings and conclusions that are presented in a manner that suits the intended target group.<br><input type="checkbox"/> The oral presentation remained within the given constraints regarding time and scope.<br><input type="checkbox"/> The oral presentation is clear and has a well-planned structure.   | <p><i>All of the following sub-criteria:</i></p> <input type="checkbox"/> In the oral presentation, the student has demonstrated sensitivity towards the audience by the way he/she responded to questions or through dialogue with the audience.<br><input type="checkbox"/> The oral presentation is clear and concise in performance and argument.  | <p>Not possible for objective 5</p>   |  |
| <p>Objective 6</p> <p><b>After completing the course, the student should be able to produce popular science summaries. (Comment: The summary can be written in Swedish or English.)</b></p>   | <p><i>The following criterion:</i></p> <input type="checkbox"/> Language, arrangement, message and scope have been adapted to a target group interested in popular science.  | <p>Not possible for objective 6</p>  | <p>Not possible for objective 6</p>   |  |
| <p>Objective 7</p> <p><b>After completing the course, the student should be able to provide constructive criticism on the texts and presentations of</b></p>  | <p><i>The following criterion:</i></p> <input type="checkbox"/> The oral and written work of the reviewer shows that he/she has familiarised himself/herself with the work and done substantial  | <p>Not possible for objective 7</p>  | <p>Not possible for objective 7</p>   |  |

|         |                              |  |  |  |
|---------|------------------------------|--|--|--|
| others. | preparations for the review. |  |  |  |
|---------|------------------------------|--|--|--|

## Weighted grades

The overall grade is derived from the attained grade level of the individual objectives (rightmost column in the table above), and is tested from the "top down" as shown below.

For a weighted **grade 5** it is required that the student has achieved a minimum of one of the combinations in the table below, i.e.

- no grade below 3 for any of the objectives;
- *and* grade 5 for both objectives 3 and 4;
- *and* the highest possible grade either for objective 1 (combination 1) *or* for objectives 2 and 5 (combination 2).

| Objective  | Highest possible grade | Grade levels for grade 5 |                          |
|--|------------------------|--------------------------|--------------------------|
|  |                        | Combination 1            | Combination 2            |
| Objective 1  | 4                      | 4                        | 3                        |
| Objective 2  | 5                      | 4                        | 5                        |
| Objective 3  | 5                      | 5                        | 5                        |
| Objective 4  | 5                      | 5                        | 5                        |
| Objective 5  | 4                      | 3                        | 4                        |
| Objective 6  | 3                      | 3                        | 3                        |
| Objective 7  | 3                      | 3                        | 3                        |
| Select the combination that may have been met by the student |                        | <input type="checkbox"/> | <input type="checkbox"/> |

For a weighted **grade 4** it is required that the student has achieved a minimum of one of the combinations in the table below, i.e.

- no grade below 3 for any of the objectives;
- *and* grade 4 for both objectives 3 and 4;
- *and* grade 4 either for objectives 2 and 5 (combination 1) *or* for objectives 1 and 2 (combination 2) *or* for objectives 1 and 5 (combination 3).

| Objective  | Grade levels for grade 4 |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
|  | Combination 1            | Combination 2            | Combination 3            |
| Objective 1  | 3                        | 4                        | 4                        |
| Objective 2  | 4                        | 4                        | 3                        |
| <b>Objective 3</b>   | 4                        | 4                        | 4                        |
| <b>Objective 4</b>   | 4                        | 4                        | 4                        |
| Objective 5  | 4                        | 3                        | 4                        |
| Objective 6  | 3                        | 3                        | 3                        |
| Objective 7  | 3                        | 3                        | 3                        |
| Select the combination that may have been met by the student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For **grade 3** (approved), it is required that the student has achieved grade level 3 for all objectives.

The weighted grade is entered below:

**Grade:**    U        3        4        5