



Sveriges lantbruksuniversitet
Swedish University of Agricultural Sciences

Faculty of Forest Sciences

Undergraduate and Master's programmes

Grade assessment for independent projects at second-cycle level (A2E), 30 credits

Student name:	Click here to enter text.
Project title:	Click here to enter text.
Department:	Click here to enter text.
Supervisor:	Click here to enter text.
Assistant supervisor:	Click here to enter text.
Examiner:	Click here to enter text.
Overall grade:	Click here to enter text.
Grading date:	Click here to enter text.

Assessment using grading criteria for second-cycle independent projects

As of the autumn semester 2018, new grading criteria apply to all independent projects (degree projects) at undergraduate and Master's level at the Faculty of Forest Sciences.

The criteria are divided into 7 areas of assessment (BO, bedömningsområden) and a number of compulsory components that need to be completed in order to obtain a pass grade. BO1–5 focus on the scientific report, with BO1–4 corresponding to the four headings of the report while BO5 focuses on the comprehensive structure and language. BO6 focuses on the oral presentation and the public discussion and examination. BO7 focuses on the work process and the student's independence.

Each BO has two levels, one for a pass and one for a higher grade. A pass grade on the course requires a pass grade for all areas of assessment, including the compulsory components.

For a higher grade than 3, all criteria for a higher grade must be met. The examiner's assessment of the extent to which the criteria for a higher grade have been met determines whether the final grade will be 4 or 5. There is a possibility of awarding a higher grade (4 or 5) at the first and second presentations, as defined in the work plan. After that, only a pass or fail grade will be awarded.

A template is available as support when making the assessment. It is largely based on the one previously used at the Faculty of Forest Sciences, but has now been adapted to the new grading criteria. Using the new template, which is not final, is not compulsory but may be helpful during the transition to the new grading criteria.

Below you will find a list of the compulsory components that need to be completed in order to receive a pass grade.

- The report has a summary in English according to the instructions available.
- References are used correctly in the report and the bibliography is complete.
- The report fulfils the requirements for publishable quality.
- The report has been checked using Urkund and has revealed no signs of cheating or plagiarism.
- There is a popular science summary according to the instructions available.
- The student has presented their work in an open seminar, with another student as peer reviewer.
- The student has completed an approved, written review of the work of another student according to the instructions available.
- In talks with the supervisor, the student has identified their own need for developing general and/or subject knowledge.

Area of assessment	To be awarded a pass grade, the student must:	To be awarded a grade higher than 3, the student must: ¹	Grade and comments:
BO 1. Introduction, definition of problem	<ul style="list-style-type: none"> – Identify and describe the problem and underlying theory in accordance with subject-specific practice. – Compile an introduction to the subject and define a clear, well justified scientific issue, based on scientific publications. – Explain what new knowledge the study is expected to result in. 	<ul style="list-style-type: none"> – Describe the problem from a wider perspective and, using scientific publications of importance to the subject, compile a relevant and well-structured introduction to the subject.* <p>*(Analytic reports may use other background material than scientific articles.)</p>	
BO 2. Material and method (description and choice)	<ul style="list-style-type: none"> – Describe the implementation of the study in such a way that it can be repeated. – Choose and justify materials and methods suitable for the study, based on the scientific and practical foundations of the subject. – Where applicable, reflect on ethical aspects of the choice of method (here or as part of discussion). 	<ul style="list-style-type: none"> – Describe the implementation of the study in a clear and well-structured manner. 	
BO 3. Findings and analysis	<ul style="list-style-type: none"> – Present findings based on data collected and a complete analysis linked to the problem of the study, in a clear and well-structured manner. – Analyse and evaluate data and findings using a scientific basis (may be from another BO). 	<ul style="list-style-type: none"> – Present findings in a well-structured manner clearly linked to the problem of the study. – Link the body text to, and use it to clarify, findings presented in illustrations and tables. – Correctly describe, analyse and evaluate data and findings (may be from another BO). 	

Area of assessment	To be awarded a pass grade, the student must:	To be awarded a grade higher than 3, the student must: ¹	Grade and comments:

¹. A higher grade (4 or 5) can be awarded at the first and second presentation, as defined in the work plan. After that, only a pass or fail grade will be awarded.

Area of assessment	To be awarded a pass grade, the student must:	To be awarded a grade higher than 3, the student must:	Grade and comments:
BO 4. Interpretation, discussion and conclusion	<ul style="list-style-type: none"> – Critically discuss findings in relation to other studies and practical applicability and present this in a clear and structured manner. – Formulate conclusions that are well supported and answer the question/purpose of the project. – Reflect on how the question and choice of method relate to the scientific and practical basis of the subject. – Evaluate and critically interpret relevant information and literature. 	<ul style="list-style-type: none"> – Interpret and discuss, in a manner well anchored in theory, the scientific work including materials, method, findings and sources of error, and point to strengths and weaknesses in the study. – Critically discuss the originality of the project and its contribution to science and/or society in a wider perspective. 	
BO 5. Overall report structure and formalities	<ul style="list-style-type: none"> – Present in writing a scientific Master’s project, in accordance with subject practice, adapted to the intended target group and according to instructions. – Use a clear structure and display a good command of language. – Reflect on societal and ethical aspects as well as aspects of sustainability (social, economic and environmental) within the subject. 	<ul style="list-style-type: none"> – Produce a well-written report that arises interest and uses consistent language and accepted terminology. 	
BO 6. Presentation, defence and public	<ul style="list-style-type: none"> – Orally present a scientific work. – Critically review, discuss and give constructive criticism of the work of another student regarding 	<ul style="list-style-type: none"> – Present a scientific work in a structured manner that arises interest and is adapted to the intended audience, as well as confidently refute and answer questions from the reviewer. 	

discussion and examination	method, conclusions and the project's context in a wider perspective.	– Confidently discuss methods and conclusions of another student's work.	
BO7. Process (independence, assessed in consultation with the supervisor)	Independently plan and perform a scientific study within the timeframe available.	<ul style="list-style-type: none"> – Be open to consider opinions and ideas and turn them into action. – Display the ability to respect given timeframes. – Produce work characterised by a scientific and thorough way of working. 	

Proposed grading template. Areas of assessment link to areas of assessment in the grading criteria for second-cycle level.

Grading template:	To answer when assessing an independent project:	3	4	5
BO1	<ul style="list-style-type: none"> • To what extent is the problem definition clear and correctly presented? • To what extent is scientific literature or other sources of information used in the introduction? • To what extent does the introduction place the problem in a bigger context? • How original is the choice of problem? 			
BO2	<ul style="list-style-type: none"> • Does the description of materials and method give sufficient information to recreate the study? • Are the analyses correctly chosen and performed? (BO3) • How original is the choice of problem-solving method? 			
BO3	<ul style="list-style-type: none"> • How much relevant data has been used? • To what extent are illustrations and tables clear and understandable without any other information than captions? • To what extent does the body text refer to illustrations and tables? • Are the analyses correctly chosen and performed? (BO2) 			
BO4	<ul style="list-style-type: none"> • To what extent is scientific literature or other sources of information used in the discussion? • To what extent are conclusions based on own data and other previously published results? • To what extent are the student's own findings placed in a bigger perspective? • Are uncertainties in findings and conclusions discussed? 			
BO5	<ul style="list-style-type: none"> • To what extent is the text linguistically correct, easy-to-read and interesting? • How much of the material is irrelevant? • To what extent have the instructions been respected? 			
BO6	<ul style="list-style-type: none"> • Does the presentation have a clear structure? • Is there a correct introduction to the issue that arises interest? • To what extent are illustrations, tables and images legible and adapted to the presentation? • What is the extent of the presenter's contact with the audience? • To what extent are syntheses and conclusions clear and understandable? • To what extent can the presenter answer questions and discuss findings? • How is time allocated? <p data-bbox="384 1653 794 1686">Public discussion and examination</p> <ul style="list-style-type: none"> • To what extent are uncertainties questioned? • How does the reviewer use their time during the oral review? • The reviewer's ability to point out ambiguities and bring the discussion forward? • To what extent does the reviewer comment on ambiguities in the written report? 			

BO7	<ul style="list-style-type: none"><li data-bbox="338 197 986 230">• Degree of independence during the degree project?<li data-bbox="338 237 815 271">• Ability to respect given timeframes?<li data-bbox="338 277 1118 311">• To what extent is the work imbued with a scientific approach?			
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