# Master’s Thesis Faculty of Archaeology, Leiden University Assessment form for the second examiner

|  |  |
| --- | --- |
| Name student |  |
| Student number |  |
| Thesis title |  |
| Name second supervisor |  |

## Repository

|  |  |  |
| --- | --- | --- |
| **Thesis repository** | **Explanation** |  |
| Is there an embargo for the Leiden repository? Untill when? | Theses can be marked as open to the public, or remain under embargo in the repository. For open publication, both the supervisor and the student need to give their permission. If only one of the parties chooses to publish the thesis under embargo, the thesis will always be placed under embargo. |  |

## Eligibility

|  |  |  |
| --- | --- | --- |
| **Aspect** | **Explanation** |  |
| Submission date in Brightspace | Check the Brightspace module.  There are 4 MA brightspace modules:  MA Thesis Global Archaeoloy MA Thesis Heritage and Museum Studies  MA Thesis Archaeological Science  MA Graduation Project Applied Archaeology  The mail from the board of examiners states the correct Bright space module  Go to Course Tools/Assignments and take the Thesis Final Version or the Retake thesis. |  |
| Turnitin in percentage | Check the Turnitin percentage |  |
| Is this thesis, after check in Turnitin, in your opinion free of plagiarism? | [Interpreting Turnitin’s Similarity Scores](https://universiteitleiden.screenstepslive.com/a/1492458-interpreting-turnitin-s-similarity-scores)  If not, don’t grade the thesis and inform the board of examiners. |  |
| Are the references and bibliography without systematic errors and according the faculty’s [Guidelines](https://www.student.universiteitleiden.nl/binaries/content/assets/archeologie/organisatie/examiners/guidelines_papers_faculty_of_archaeology_2021.pdf)? | If not, don’t grade the thesis and inform the board of examiners. |  |

## A Content

|  |  |  |
| --- | --- | --- |
| **Aspect** | **Criteria** | **Evaluation** |
| Research design | 1. The subject is clearly defined.  2. The central research problem is clearly and sharply defined.  3. The specific research questions are clearly formulated. |  |
| Methodology | 1. The approach and research methods are justified in relation to the subject.  2. The methods are clearly described. |  |
| Collection and presentation of research material | 1. Primary data and/or scientific literature have been used in accordance with the approach and methods.  2. The data are presented in a clear and coherent manner.  3. The presentation of the data is complete. |  |
| Analysis | 1. The analysis and interpretation of the data is accurate, profound and verifiable.  2. The use of scientific literature is relevant and correct.  3. The results are discussed in a relevant context. |  |
| Conclusion | 1. The conclusions are convincing and well-founded in the data and the analysis.  2. The conclusions clearly relate to the research questions. |  |

## B Form of the report

|  |  |  |
| --- | --- | --- |
| **Aspect** | **Criteria** | **Evaluation** |
| Structure | 1. The structure in chapters and paragraphs is logical and clear.  2. The overall argument is well-structured. |  |
| Language | 1. The thesis is written in a clear and academic style in correct spelling.  2. The text is concise and does not contain irrelevant parts.  3. The text is concise and does not contain irrelevant parts. |  |
| Lay-out | 1. The lay-out of the text is clear and consistent.  2. The text is supported by correct and clear illustrations, tables, appendices etc. |  |

## C Process

|  |  |  |
| --- | --- | --- |
| **Aspect** | **Criteria** | **Evaluation** |
| Level of independence | 1. The student has shown evidence of an independent and inquisitive attitude. |  |

## Overall Assessment

|  |  |
| --- | --- |
| **10**: The thesis is more than excellent in all respects. Beyond MA-level. Cannot be improved.  **9**: The thesis is an excellent, academic work. Clear evidence of independent, analytical and critical thinking. Worthy of a scientific publication.  8: The thesis is a good, well-structured and consistent, academic report. Evidence of independent, academic thinking. Fit for a scientific publication with some extra work.  **7**: The thesis is of sufficient quality. Sufficient evidence of knowledge and insight to process scientific information. Grip on the subject matter. Basis for a scientific publication is present.  **6**: The thesis is just acceptable. There is evidence of basic understanding, but lack of depth. Major revision and extra work is needed for a scientific publication.  **5**: The thesis is below standard and insufficient proof of independence, knowledge and understanding. Needs major reworking to be a basis for a publication.  **4:** The thesis is below standard and insufficient proof of independence, knowledge and understanding. Needs major reworking and additional research to be a basis for a publication.  See also the benchmark table which is based on the course description in the prospectus. The weight of aspects is up to the examiners. In general, a pass should score at least a 6 on all aspects of the thesis (related to content, report and research process). | |
| **Grade:**  Remarks | **Date and signature** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***MA thesis Criterion*** | ***Aspects*** | ***4*** | ***5*** | ***6*** Basic quality (6-7.5) | ***7*** Basic quality (6-7.5) | ***8*** Excellent (8 or higher) | ***9*** Excellent (8 or higher) | ***10*** Excellent *Extremely rare <0.5%* |
| Research design | Problem definition Research questions Approach/methodology | No problem definition No questions/methods | Broad, not well-argued problem definition, not clearly defined research questions, inappropriate or inadequate approach or methods | Just acceptable, some explanation of the problem, research questions, adequate approach and methods | Clear problem definition, logical and clear research questions, good methodology | Sharply defined problem, clear research questions, relevant approach, good methods, well-informed and referenced | Original, sharply defined, excellent information and references, basis of scientific publication | Cannot improved, beyond MA-level |
| Data analysis and interpretation | Data description Analysis interpretation Contextualization | Hardly any scientific literature No analysis No contextualization | Unclear, incomplete and superficial, insufficient use of specialist literature | Just sufficient data treatment, analysis and interpretation not beyond the basic data, some use of specialist literature | Adequate data description, analysis and interpretation, good use of scientific literature, in relevant context, grip of subject matter | Good presentation of data, analysis as well as interpretation, in relevant context, good use of specialist, scientific literature | In-depth, complete and original, excellent scientific analysis, ready for publication | Cannot improved, beyond MA-level |
| Structure and form | Structure of the text Good use of language Clear lay-out Good figures and tables | Very difficult to follow, irrelevant parts, series of mistakes and errors | Messy, ambiguous sentences, unclear and unscientific, messy lay-out, incomplete, difficult to read | Just acceptable, scientific language, but with mistakes, mostly clear figures and tables | Clear structure, scientific, academic style, few mistakes, clear and legible lay-out, figures and tables | Legible, clear organization of the text, well-written, readable, very few errors | Ready for submission as scientific publication, excellent use of language, with flair, hardly any error | Cannot improved, beyond MA-level |
| Level of independence | Development of the topic Data collection Critical thinking Feedback Planning | Much supervision required, insufficient evidence of independent working | Much supervision required, insufficient evidence of independent working | Some guidance required, use of feedback lead to improvement, some evidence of independent thinking | Evidence of independent thinking, good use of feedback, kept to deadlines | Independent development of the topic, critical discussion of feedback, kept to deadlines | Advanced research attitude, independent, critical thinking, kept to deadlines | Cannot improved, beyond MA-level |