**Assessment form for Master’s thesis in Linguistics Track**

**“Language Description and Comparative Linguistics”**

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| **Student name** |  | **Student number** |  |
| **Thesis title** |  | | |
| **Supervisor (1st reader)** |  | **2nd reader** |  |

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| **Criteria** | **Assessment** |
| **Knowledge and insight (contents, relation to the field, offers a to make an original contribution to the development and/or application of ideas), e.g.:**   * *the research question is based on a problem that reflects insight into the key discussions and methods of the field;* * *clarity, relevance, and definition of the problem;* * *embedding in the existing literature;* * *originality.* | **Optional: weighting: … %** |
| Comments: | ○ excellent  ○ good  ○ acceptable  ○ insufficient |
| **Application knowledge and insight (methodology, data collection and curation), e.g.,**   * *critical analysis of primary material (quality of the analysis);* * *putting into practice and usage of complex concepts;* * *usage complex and effective research methods;* * *description and justification of the adopted method.* | **Optional: weighting: … %** |
| Comments: | ○ excellent  ○ good  ○ acceptable  ○ insufficient |
| **Reaching conclusions (data analysis and interpretation, argumentation, conclusion), e.g.,**   * *logical and consistent reasoning; conclusions are well-founded and follow logically from the presented material;* * *degree to which the thesis question is actually answered;* * *degree to which results are connected to other and future research.* | **Optional: weighting: … %** |
| Comments: | ○ excellent  ○ good  ○ acceptable  ○ insufficient |
| **Communication (writing skills, structure, clear glossing conventions), e.g.,**   * *language use (language of instruction and/or target language of the programme: degree of linguistic competence, readability, use and explanation correct terminology);* * *structure and layout of the thesis (division into chapters and sections,table of contents, used illustrations);* * *apparatus including annotations, example presentation and glossing (correct use of reference guidelines, completeness of references, bibliography following Universal Style Sheet of Linguistics, and glossing conventions following Leipzig Glossing Rules, etc.).* | **Optional: weighting: … %** |
| Comments: | ○ excellent  ○ good  ○ acceptable  ○ insufficient |
| **Learning skills (process), e.g.,**   * *degree of independence;* * *planning and time management;* * *handling feedback supervisors.* | **Optional: weighting: … %** |
| Comments: | ○ excellent  ○ good  ○ acceptable  ○ insufficient |
| **Formal requirements, e.g.,**   * *Number of words* | |
| Comments: |  |

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| **Summary assessment/ comments** |
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| **Signature first evaluator** | **Signature second evaluator** | **Final assessment[[1]](#footnote-1)** |
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1. (*scale of 1 to 10, not necessarily the average of the sub-assessments above*) [↑](#footnote-ref-1)