

Formal Criteria Individual text:

- ✓ 5000 words (+/- 10%)
- ✓ Times New Roman, 12 pt, spacing 1,5
- ✓ Front page template
 - Høyskolen's template
 - Title of the text
 - Subject
 - FOU- assignment MAGLU 1-7
 - Teacher Education Department
- ✓ Paragraphs marked by either spacing or indents. Not both. Preferably spacing.
- ✓ Titles and subtitles should be no more than three levels and are presented with decimals (1, 1.1, 1.1.1). Chapter titles should be marked "Chapter" (Chapter 1: Theory etc.).
- ✓ Quotations, references and bibliography are in accordance with APA 7.

Assessment Criteria and example for C (average) grade:

Criteria	C (average)
Formal Criteria	Most items are addressed correctly.
<p><u>Introduction</u></p> <ul style="list-style-type: none"> • The introduction presents and justifies the thesis by writing what will be investigated, why the topic should be investigated, and how the topic is investigated • Limitations of the research, including theoretical and methodological choices are clarified. • The structure of the text is explained. The Introduction provides an overview over the rest of the thesis. 	<p>The research question is presented in the introduction. The research question is easily identified for the reader. The research question shows a degree of precision and has been limited to match the framework of the task.</p> <p>The candidate presents what will be investigated, including an introductory explanation of key concepts. The research questions are explained in a larger context than personal interest. The research questions are placed within a theoretical or pedagogical framework. The candidate clarifies how the research question is investigated.</p> <p>The candidate acknowledges some limitations to the research question and the chosen methods and theory.</p> <p>The structure is mentioned in an easily comprehensible manner.</p>
<p><u>Theory</u></p> <p>Explain theory and refer to literature.</p> <ul style="list-style-type: none"> • Clarify the relevance of the theory to the research problem. • Key concepts are defined. 	<p>The candidate includes theory and literature that shows a basic understanding of the topic. The choice of literature is current and relevant to the research question. Clarification for the choice of theory is mentioned. All key concepts are defined for the reader using relevant literature as support.</p>
<p><u>Method</u></p> <ul style="list-style-type: none"> • Explain and justify the choice of method and data collection. • Refer to relevant method literature. 	<p>The candidate includes a simple explanation and justification for the choice of method and data collection. The candidate uses at least one example of literature for methods.</p>

<ul style="list-style-type: none"> • Processing and categorization of data is explained. • Ethical considerations and issues are discussed. 	<p>The candidate presents the steps of processing and categorizing the data. Includes a few specific details on data processing and data categorizing.</p> <p>A mention of ethical issues is included.</p>
<p><u>Result/Discussion</u></p> <ul style="list-style-type: none"> • The results of the survey/research study are presented. • Use quotes from informants, tables and graphs to illustrate the findings. • Findings/results are discussed in light of the theory presented in the theory chapter. 	<p>The candidate presents the results of the research conducted. Results are presented in table format, graphs, and/or use of quotes from informants to illustrate the findings.</p> <p>The candidate discusses these results by moving beyond a description of the results. In a simple but structured manner, the theory presented earlier in the text is used as a tool for the discussion. The results are not only summarised, but related to the chosen theory of the thesis, and are discussed.</p>
<p><u>Conclusion</u></p> <ul style="list-style-type: none"> • The problem is answered, and possible conclusions and implications are pointed out. 	<p>The candidate sums up the text in a simple manner. The candidate offers new insights into the research subject/topic by discussing and combining all the findings and choices of theory and methods together. The candidate also briefly explores possible implications and limitations of this current research.</p>
<p><u>Overall Structure of the text</u></p> <ul style="list-style-type: none"> • The text is consistent and has a good structure. It is comprehensible and easy to follow. • APA 7 is used as the reference style. 	<p>The text follows the format of a research thesis. Each part of the text is logically connected. The reader is informed of the structure in the introduction and also pointed towards the progression along the way. There is cohesion between the research question, data, analysis, and conclusion.</p> <p>There is cohesion between the sentences and the paragraphs. The reader is not surprised by sudden transitions or unexpected turns.</p> <p>The candidate shows a basic understanding of quoting and referencing in the text and writing a bibliography/reference list using APA 7 format as reference style.</p>
<p><u>Language</u></p> <ul style="list-style-type: none"> • The candidate uses appropriate word choice and formality. The candidate does not use contractions (“didn’t” for “did not” and avoids informal words such as “kids” for “children” or “pupils”). • The text includes a variety of linking words and phrases. The sentences are complete and must be comprehensible by themselves. • The text includes a variety of sentence structures and lengths. 	<p>The overall language of the text shows a solid understanding of appropriate vocabulary use and appropriate tenor for a research thesis. The candidate shows a solid understanding of sentence structures, grammar, and punctuation, although some mistakes occur.</p>

<ul style="list-style-type: none"> • The text shows an understanding of standard English grammar usage. • The text shows an understanding of standard English punctuation. 	
<p><u>Subject knowledge and Academic writing</u></p>	<p>The content text reflects a basic understanding of the research topic, and the topic reflects the curriculum aims of the course. The candidate shows a basic understanding of how this topic is related to both the English subject and the teaching profession.</p> <p>The candidate shows a basic understanding of academic writing by following the structure of a research thesis, using correct referencing techniques, and presenting the correct tenor of the text with appropriate word choices and sentence structures.</p>

<p>Non-pass</p>
<p>A non-pass candidate includes few of the formal criteria in the text. The text is either under or over the word limit. The candidate presents a research question that does not relate to the topic of the course, or there is no connection between the research question and the research presented by the candidate in the thesis. The text lacks basic cohesion. A non-pass candidate writes in non-standard English with consistently making several basic spelling, grammar, and punctuation mistakes. A non-pass candidate shows no understanding of academic writing, omitting most or all references in the text and omitting a literature/reference list. A non-pass candidate uses the writing of others for more than 10-15% of the text.</p>
<p>A (High)</p>
<p>A candidate of the highest grade shows an in-depth understanding of the given topic by using current and relevant literature in a logical and cohesive manner. The topic is easily related to the course. The candidate clearly presents the connection between the choice of methods and the data collection to the research topic. The results and discussion of the research show reflection that goes beyond a simple understanding of the research that has been conducted. The candidate shows how the results can be of relevance to others in the field of English and teaching. The language of a candidate with the highest grade displays an in-depth understanding of standard English grammar and academic writing. The candidate uses a well-chosen variety of words that describe the topic with detail and variation. The candidate avoids informal words and awkward words and sentences. Few if any grammatical mistakes are present in the text. The sentences and paragraphs flow easily together creating a coherent and cohesive text.</p>

General, qualitative description of valuation criteria at Høgskolen i Østfold / Østfold University College:

A: Excellent

An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.

B: Very good

A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.

C: Good

A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.

D: Satisfactory

A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.

E: Sufficient

A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.

F: Fail

A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.