

5.1.2e

5.1.2e

Master thesis

Grading form



Advanced Master on 5.1.2e

Thesis Grading Form

Thesis grading form

This document contains information about the Adv LLM in 5.1.2e master thesis grading form. In concrete:

Basic information	3
Grading Rubric	4
First Supervisor Grade	6
Second reader	9
Disagreement on the first given grade Instruction	11
Feedback for the student	10
Final grade	11

Instructions

Along the document, there are instructions to follow for each step of the process. Please, follow this carefully.

Double signature

The supervisor and the second reader should sign this document twice to:

- declare their mark
- validate the agreed mark after the second reader has undertaken their role

Questions?

Happy to help. Please email 5.1.2e @law.leidenuniv.nl. This mailbox is monitored intermittently so any response may not be immediate.



Basic information

Program	Adv. LL.M. in 5.1.2e
Student name	5.1.2e
Student Registration Number	5.1.2e
Thesis Title	5.1.2e
Thesis Supervisor	5.1.2e
Second Reader	5.1.2e
Plagiarism check	38 per cent
In case of a high percentage similarity score (plagiarism check), is this a case of concern?	Please indicate if the similarity score is a red flag and the plagiarism protocol should be initiated No. However, there were two (small) issues that 5.1.2e corrected in the final version (submitted end of 5.1.2e One paragraph 5.1.2e 5.1.2e seems to be copied without proper reference from: 5.1.2e From the same source one sentence 5.1.2e seems copied, with reference to the source but without quotation marks. Additionally, apparently the author had used AI-tools 5.1.2e This is clarified in the final version as well. For both issues one (1,0) point is deducted from the final thesis grade. If the plagiarism protocol is initiated, please indicate the paragraphs or passages in the thesis that should be revised in a bullet point format.



Grading Rubric

Any grade awarded below 6.0: non-passing grade

5.5 grade: never given

6.0: lowest passing grade

6.0, 6.5 (etc. at 0.5 intervals): passing grades

Grade	Research question	Structure of argumentation	Quality of argumentation	Use of relevant literature	Layout and presentation, readability	Independence
6	Composition and rationale of the research question leave some room for improvement	The link between the research question and the conclusion are satisfactory but not entirely convincing	Arguments are in principle correct and relevant but inadequately discussed and analysed; very similar to arguments in literature and/or case law	Most relevant literature and case law is included but no or little further research; use of literature is not incorrect but superficial	The reading of the thesis requires concentration as the structure, the referencing and the use of language are barely adequate	Needed much help and support (in every phase of the writing process); limited independent preparation/elaboration of questions and/or of intermediary drafts, feedback offered incorporated with only limited independent thinking (supervisor is sometimes looking at 'own work'), and/or indications not followed adequately; also a lot of support needed with planning.
7	Clear research question.	Thesis leads via comprehensible intermediate steps to a well substantiated conclusion	Own thinking; diverging opinions and arguments are addressed but deeper academic thinking is missing	Most relevant literature and case law is included but little further research; use of literature and case law is adequate	The thesis is easily readable but would have profited from a thorough final editing	Amount and type of supervision conforms to 'independent learning process'; reasonably independent attitude through sufficient preparation/elaboration of questions and/or intermediary drafts; indications followed independently and adequately. Limited support needed with planning.
8	Clear, coherent and concise well-argued research question with an interesting	Thesis leads via related corroborated logical intermediate steps to an extremely well	Clear readily understandable with good comprehensive description of divergent opinions; balancing and discussion in own conclusion;	Independent research providing well-documented text on the basis of various sources of information, comparative,	A well structured and elegant text with more than adequate references to suitable sources,	Amount and type of supervision conforms to 'independent learning process', independent attitude through thorough and decent preparation/elaboration



	analytical framework	substantiated conclusion	thorough academic research	historic and/or international sources which are relatively difficult to find. All information is exhaustively discussed and used.	without spelling or grammatical errors	n of questions and/or intermediary drafts, indications never more than offering guidance and these were incorporated correctly. Little to no support needed with planning.
9- 10	Clear, profound and critically well- argued research question with an interesting analytical framework; original and new topic	An inspiring extensively developed and rational text which convinces from beginning to end and leads to stimulating and interesting discussions	Deeply engaging new arguments and points of view; excellent basis for further publication on challenging issues in the field	Use of original and very difficult information not easily accessible without persistence in thoroughly researching the subject matter.	Of publishable quality. An extensively developed work using advanced and specialized vocabulary	Amount and type of supervision conforms to 'independent learning process'; attitude of an independent researcher; supervisor acts mostly as discussion partner and sounding board.



First Supervisor Grade

Fill in the explanation and grade for every aspect here below. Once finished, send it to the second reader:

Research question Is there a clear and well-argued research question and an appropriate framework for analysis that aims to add to the existing body of knowledge?	
Explanation In view of the phasing-out of cookies, the research question and sub questions are relevant and interesting. Noteworthy, the analysis of 5.1.2e 5.1.2e	Grade 5.1.2e
Structure Balanced organization of paper & clarity of discussion. Does the thesis address the research question in a meaningful and comprehensive way? Does the conclusion relate to the research question?	
Explanation The thesis is structured in a logical, straightforward manner. All research questions are answered	Grade 5.1.2e
Quality of arguments Does the thesis contain a comprehensive and adequate inventory of all relevant arguments and points of view? Is there a balancing of arguments that leads to plausible (intermediate) conclusions? Are concepts, arguments, etc., adequately discussed? a. Description & analysis of existing writings and knowledge b. Developing new ideas, precise formulation, and sound underpinning of such ideas	
Explanation Naturally, as the analysis is done from the perspective of 5.1.2e 5.1.2e	Grade 5.1.2e
Use of relevant literature Has the student covered a substantial range of relevant literature, case law and/or other sources? Has the research led to the discovery of new sources and information?	



Explanation A lot of literature is processed and digested. More attention could have been given to 5.1.2e 5.1.2e	Grade 5.1.2e
Use of language, format, and presentation Is the thesis readable due to: - Clear division between chapters and paragraphs - Adequate reference to literature - Comprehensive draft and style of the English text without spelling/grammatical errors - Includes an executive Summary and an overview of Main Findings (a list of the most important findings of the paper: what the author thinks is/are the most significant contribution(s) that they make in the paper to the knowledge and understanding of the subject - The thesis respects the word count limit	
Explanation The thesis shows a clear and comprehensible division between chapters and paragraphs. Sometimes sentences could be mor compact and direct or neutral. Perhaps, because 5.1.2e 5.1.2e <i>No. However, there were two (small) issues that 5.1.2e corrected in the final version (submitted 5.1.2e)</i> <i>One paragraph (p. 6, starting with 5.1.2e and ending with 5.1.2e) seems to be copied without proper reference from:</i> 5.1.2e <i>From the same source one sentence (p. 10 5.1.2e ... 5.1.2e seems copied, with reference to the source but without quotation marks.</i> <i>Additionally, apparently the author had used AI-tools 5.1.2e . This is clarified in the final version as well. For both issues one (1,0) point is deducted from the final thesis grade.</i>	Grade 5.1.2e (one point deducted from final thesis grade)
Self-reliance (Independence) Is this thesis the result of an independent learning process? Not the number, but the character of supervision meetings indicates the student's self-reliance in they work. For instance: the student only asks questions after preliminary work; the student independently incorporates the supervisor's directions and feedback in they own words; the student independently follows the prescribed planning. Please, indicate whether the student has been flagged for late submissions warranting grade subtraction*	



Explanation	Grade
The thesis is the result of an independent learning process, as the student and supervisor had only two (short) meetings to discuss – more substantial input from the supervisor could have contributed more, but unfortunately circumstances did not allow for that	5.1.2e

Final grade	
*Subtraction grade	-1.0
First supervisor grade	
research question	5.1.2e
structure of argumentation	
quality of argumentation	
use of relevant literatur	
lay-out and presentation, readibility	
independence	

Additional comments	
First supervisor's name and signature	5.1.2e



Second reader

Read the thesis and the first supervisor evaluation. Do you agree with the original grade?

Yes, I agree

If yes, please, fill in the following table with your thoughts on the thesis and send it to the first supervisor for final signature on the final grade.

No, I disagree

If you do not agree, please explain why you do not agree and schedule a meeting with the first supervisor to discuss the grade.

**Second Reader
Comments**

5.1.2e



Do you agree with the original grade awarded for this paper? Please explain if you do not agree.	Yes, I agree.
In your capacity as second reader, what do you think about this paper and grade in terms of quality/content/clarity/use?	5.1.2e
Second reader's name and signature	5.1.2e
Date	5.1.2e



Disagreement on the first given grade | Instruction

It could be that two supervisors differ in their assessment of a thesis. If this is the case, the second reader should schedule a meeting with the first supervisor to discuss the grade and reach a final agreement. Once that agreement is reached, please fill in this table:

First supervisor grade	
Second reader grade	
Brief explanation of the disagreement	

Feedback for the student

The student may want to know more about their performance for the thesis. Please, share your thoughts here below - we will post them on brightspace.

First supervisor	Positive feedback	<i>Please, write down what aspects of the student's work you enjoyed the most.</i>
	Room for improvement	<i>Please, write down constructive feedback on the student's work.</i>
Second reviewer	Positive feedback	5.1.2e
	Room for improvement	



Final grade

Please fill in this table for the final grade

Agreed final grade	5.1.2e		
Date	5.1.2e		
First supervisor's name and signature	5.1.2e	5.1.2e	