

**Valuation Bachelor's Research Paper Utrecht University School of Economics
Economics and Business Economics Bachelor's Programme**

Name of Student

Student number

Title of Research Paper

Evaluation criteria		Achievement level/Comments	Maximum points
		Indicate whether the performance is poor, moderate, sufficient, good or excellent, and explain why	
1	<p>The student describes/motivates societal relevance of the main research question (societal relevance).</p> <ul style="list-style-type: none"> Based on an appropriate demarcation, contextualization and accountability of the topic, a clear and relevant aim is formulated Unambiguous research questions with some sub questions that logically arise Consistency of aim and question 		(10)
2	<p>The student describes the contribution to the existing literature (scientific relevance).</p> <ul style="list-style-type: none"> Literature is made applicable to own research and extent and relevance of studied literature is appropriate Independent critical and in-depth review of literature Contribution to the literature clearly specified 		(10)
3	<p>The student motivates and explains the research approach (methodology)</p> <ul style="list-style-type: none"> Research approach is appropriate for research question; accountability of data collection and analysis, systematic operationalization of research question. Validity and reliability of study 		(10)
4	<p>The student applies the research approach in an appropriate and correct way; if applicable, insights and theories of the dedicated minor are incorporated in the research (approach).</p> <ul style="list-style-type: none"> Adequate quantitative or qualitative analysis is conducted Quantitative or qualitative analysis is conducted correctly Adequate hypothesis testing or derivation of propositions Presentation of results: complete, to the point, adequate 		(25)
5	<p>The student interprets research findings in the light of societal and scientific relevance (interpretation).</p> <ul style="list-style-type: none"> Answer to the questions is based on literature and empirical / theoretical research Confrontation and intelligent combination of theoretical insights and empirical data Reflection on results in the form of practical significance / (policy) recommendations 		(25)
6	<p>The student presents his/her research in an appropriate and structured way (written presentation).</p> <ul style="list-style-type: none"> Clear and functional structuring of research paper, appealing layout, grammatically correct and in a decent language. Accountability of sources and quotes 		(10)
7	<p>The student conducted the research in an independent and self-responsible way (process).</p> <ul style="list-style-type: none"> Independence of execution Dealing with feedback 		(10)
8	<p>Other (bonus / malus) – examples:</p> <ul style="list-style-type: none"> The research was not conducted in the full respect of the Code of Conduct for Research Integrity (malus) The quality of writing is above average making the paper easy and pleasant to read (bonus) In doing the research, the student used methods and/or concepts that are typically taught at a higher (graduate) level (bonus) The research excels/disappoints in an aspect not covered by the above criteria (bonus/malus) 		(max +/- 5 points)
<p>A. for Research Paper = Total points (out of 100), divided by 10 <i>(this grade will count for 80% in the final grade for the research paper; the remaining 20% is based on the participation and contribution to the Research group evaluated below)</i></p>			

Remarks if after consultation 2nd supervisor differs twenty points or more:		
Research Paper has been checked for plagiarism (Urkund) In case the <i>percentage for plagiarism</i> (in the main text) is higher than 10%, please briefly comment on that here.		%
Name of 1st supervisor	Name of 2nd supervisor	
Signature of supervisor	Signature of supervisor	
Date	Date	
Remarks: In case the research paper or the final grade is <i>not sufficient</i> , please note here whether the student is eligible for an improvement trajectory.		

Research group						
1	The student participates actively in the meetings (participation)					
	<ul style="list-style-type: none"> <i>general participation (in discussion) during all meetings</i> 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(10)
2	The student is engaged in the feedback process (feedback).					
	<ul style="list-style-type: none"> <i>providing useful feedback with positive-critical attitude</i> <i>adequately coping with feedback from others</i> 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(20)
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(20)
3	The student presents his/her research in an appropriate and structured way (oral presentation).					
	<ul style="list-style-type: none"> <i>Clarity/transparency of presenting research</i> <i>Clear and functional structuring of presentation, appealing layout, grammatically correct and in a decent language.</i> 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(25)
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(25)
B. for presentations and participation in the Research group = Total points (out of 100), divided by 10 (this grade will count for 20% in the final grade for the research paper)						

Score (0.8*A+0.2*B), not rounded:	
Final grade (0-10), rounded:	

Clarification of concepts

Societal relevance	<ul style="list-style-type: none"> To what extent is the research question based on a problem definition that demonstrates insight in the societal debate? To what extent does the research paper give insight in the societal dimension?
Scientific relevance	<ul style="list-style-type: none"> To what extent does the research paper contain an analytical report of the existing scientific debates? To what extent is the research question based on a problem definition that demonstrates insight in the central debates and methods in the economics domain?
Methodology	<ul style="list-style-type: none"> To what extent are key concepts and theory used of courses (major / dedicated minor) from the bachelor? Are the key concepts and theories understood correctly? If new key concepts, theories or methods will be applied, are they clearly and transparently explained? Have reliable sources been used? What was the complexity of the dataset and data preparation? If the research is quantitative, is the data description clear and traceable? If the research is qualitative, is the research valid and reliable? If the research is combined with a second discipline: is the relationship between the second domain and economics described in an analytical way?
Approach	<ul style="list-style-type: none"> Are the key concepts and methods correctly applied? To what extent is the interaction between analysis and theory described?
Interpretation	<ul style="list-style-type: none"> To what extent are the conclusions transparent and traceable? To what extent has the societal relevance been incorporated? Are all conclusions justified and based on the research conducted?
Written presentation	<ul style="list-style-type: none"> To what degree does the research paper transfer knowledge clearly and unambiguously? Has the research paper been written in an academic language and style? Can the tables and figures be read independently? To what extent is the research paper free of errors or spelling mistakes and follows any referencing style in a consistent way.
Process	<ul style="list-style-type: none"> Does the research paper show that the student can work independently? To what extent did the student formulate the research question and problem definition independently? Was the research appropriate? What was the level of the review of the literature? Were the research design and planning realistic? How well did the student cope with feedback; both from students and supervisors?

General interpretation standard:

Poor: The student does not reach the standard described, or the use of terminology is **inconsistent or incorrect**. Application of concepts is **inappropriate**. The student displays **minimal analytical skills**. The student communicates information that **may not always be relevant**. The student attempts to structure the work, but it may be **unclear** and/or **inappropriate** to the format required.

Moderate: The use of terminology is **mostly accurate and usually appropriate**, though some errors remain. Application of concepts is **not always appropriate**. The student **demonstrates** conceptual awareness and understanding by **describing basic** connections to the subject matter. The student demonstrates **basic** investigative skills. The student communicates information that is **mostly relevant**. The student attempts to structure **and sequence** the work but is **not always successful**. Sources of information are documented, though there **may be omissions or consistent errors** in adhering to conventions.

Sufficient: Terminology is used **accurately and appropriately**. **Relevant** facts and examples are **used to show understanding**. The student provides **accurate** descriptions; explanations are **adequate** but not well developed. Application of concepts is **appropriate but superficial**. The student **attempts** to apply concepts to other situations but is not always successful. The student demonstrates **adequate** investigative skills. The student communicates information that is **relevant**. The student uses a structure **appropriate to the task** and sequences the content **logically**. Sources of information are documented, with **occasional errors** in adhering to conventions.

Good: A **range** of terminology is used accurately and appropriately. Application of concepts is **appropriate and shows some depth**. The student **applies** concepts to other situations. The student demonstrates **effective** investigative skills. The student communicates information that is **always relevant**. The student organizes information into a **well-developed and logical sequence**, appropriate to the format required. All sources of information are **documented according to a recognized convention**.

Excellent: The student shows an **excellent command of a wide range** of terminology and uses it appropriately. An **extensive range** of relevant facts and examples are used to show understanding. Application of concepts is **appropriate and sophisticated**. The student applies concepts **effectively** to other situations. The student demonstrates **sophisticated** investigative skills. The student communicates information that is **always relevant**. The student organizes information into a **well-developed and logical sequence**, appropriate to the format required. All sources of information are **documented according to a recognized convention**.