

	FAIL (UNSATISFACTORY)	3RD (SATISFACTORY)	LOWER 2ND (GOOD)	UPPER 2ND (VERY GOOD)	FIRST (EXCELLENT)
SUMMARY: [Does the proposal summarise the chosen empirical article?]	There is no summary of the chosen empirical paper.	The chosen empirical paper is described, but with inaccuracies or imprecision.	The chosen empirical paper is described, with only a few errors, gaps, or a minor lack of clarity.	The chosen empirical paper is clearly and fully summarised, with appropriate terminology and precision.	The chosen empirical paper is clearly and fully summarised, with excellent terminology, accuracy and accessibility, showing a comprehensive understanding of the paper.
RESEARCH QUESTION [Does the proposal critique the research question and general domain?]	There is no overview of the research domain or research question addressed.	The proposal summarises the research area and general question addressed, but does so imprecisely or with errors.	The proposal accurately summarises the domain of research and the specific question addressed in the paper.	The proposal accurately summarises the domain of research and the specific question addressed in the paper and does so in an accessible and precise manner.	The proposal accurately summarises the domain of research and the specific question addressed in the paper and does so in an accessible and precise manner while evaluating the merit or importance of the research.
METHOD [Does the proposal critically evaluate the chosen method and operationalisation of variables?]	There is no attempt to evaluate the methods of the paper.	Evaluation of the methods are few and preliminary.	Evaluation of the method is clear, but doesn't consider important aspects.	Evaluation of the method is clear and focusses on important aspects.	Evaluation of the method is clear, identifies the most important aspects, and the impact on possible results is argued.
OUTCOME [Has the proposal critically evaluated the analysis, reporting, and interpretation of the results?]	There is no discernible evaluation of the results section.	The proposal makes few, superficial comments on the presentation and analysis of results.	The proposal makes a good attempt at presenting an evaluation of the results, but they are preliminary.	The proposal makes good suggestions for how the results may be more accurately presented and analysed.	The proposal shows insight in the evaluation of analysis, reporting and interpretation of the results of the chosen study.
DISCUSSION [Does the proposal address how well results are integrated into the literature, and how the authors address limitations and opportunities for extension?]	The proposal has failed to address how the results sit within the literature or the authors efforts to critique their own work.	The proposal presents preliminary ideas on how the research integrates results and appraises the research.	The proposal presents clear appraisal of how the research integrates results and appraises the research.	The proposal presents thoughtful evaluation of how the research integrates results and appraises the research.	The proposal examines how results are discussed well and presents a robust examination of the researchers discussion.
IMPROVEMENTS [Does the proposal present means by which to avoid limitations and/or build on strengths of the study?]	The proposal makes no effort to mitigate limitations or build on strengths.	The proposal has identified steps by which to EITHER avoid limitations or accentuate positive aspects of the study.	The proposal has dealt with limitations AND strengths and proposed improvements.	The proposal has identified important limitations and strengths and presented feasible improvements.	The proposal identifies and argues the most salient areas of improvement and presents carefully considered and supported suggestions for improvement.
CRITICAL REFLECTION/CONCLUSION [Does the proposal clearly summarise key points from the essay and propose specific means by which the student may improve research in this area?]	There is no reflection on how the points made in the essay work together or how the student may feasibly improve work in this area.	There is an effort to synthesise the argument made during the essay and an attempt to illustrate how the author may improve research in this area, but it is vague.	A conclusion is presented and it features reflections on future improvement that don't tie together or have limited focus on priority.	The conclusion brings the main points of the critique together and a clear set of ideas presented by which the student may improve research in the area.	The conclusion synthesises the main points of the critique nicely with clear evaluation. The student has presented a thoughtful and focussed reflection on how they might make a meaningful improvement in the research field.
DESIGN SCHEMATIC [The inclusion of a copy of the Experimental Design Schematic 2x2 grid is required. At the very least, it must include details of a single IV, with 2 levels, and a calculated Effect Size]	Design Schematic not included.	Design Schematic included but fails to either break down one IV with two levels (relevant to the target paper) or present an effect size	Presents the schematic with correct details of at least one IV with an effect size	The Design Schematic is presented and includes correct information for one IV, an effect size and at least one other element (e.g. Hypothesis, Sample Size, Details of DV)	The Design Schematic is presented and includes correct information for both IVs, an effect size for each and at least two other elements (e.g. Hypotheses, Sample Size, Details of DV)
FORMAT AND REFERENCING [Is the proposal well-written, well-presented, with appropriate in-text citations and references?]	The proposal is poorly formatted and referencing is either absent or very poorly inserted / inaccurately listed at the end.	The format is adequate and there is some appropriate referencing, but there are also lots of inaccuracies and omissions.	The format and referencing is appropriate for the most part, but there are a number of minor errors.	Formatting is good and references are inserted accurately and appropriately in the text and listed correctly at the end.	The format is clear and professional and referencing is to a high academic standard.
GRADE [Why was your proposal placed within its particular degree class?]	A typical fail contains no or very limited material to indicate the student has attended relevant lecture(s), attended relevant labs or read any relevant literature.	A typical third class proposal presents material that is for the most part relevant, but it is poorly organised and tends to contain quite a few errors, is overly general, or indicative of misunderstanding.	A typical 2:2 proposal contains relevant material that is mostly accurately presented (although there may be a few minor errors). However, the proposal fails to elaborate or integrate aspects of the critique into a logical structure or coherent narrative.	A typical 2:1 proposal presents relevant material with very few errors. It is well organised and clearly expressed. However, the level of analysis is not particularly deep and critical reflection is formulaic.	A typical first class proposal presents highly relevant wide-ranging material that clearly addresses a considered critique of the study and domain. It also includes specific ideas on how the Mini-Dissertation (and future work by the student) may tangibly improve research in the area.