

Thesis B overall contributes 15% to the overall Thesis Mark.

Thesis B Report Marking (out of 100) - contributes 70% to the overall Thesis B Mark

Descriptor	Weight	Accomplished	Distinguished	Solid	Adequate	Deficient
Mark bands		85-100	75-84	65-74	50-64	0-49
Reporting Progress	60%	Achievement is beyond expectations with respect to plan. If any complexities or challenges have been encountered, a plan for equivalent work has been developed with significant progress made. Highly detailed discussions on work completed. The student is clearly on track to demonstrate a sophisticated understanding of the meaning and implications of their research findings.	Highly satisfactory achievement against the plan. If complexities or challenges have been encountered, a plan for equivalent work has been developed with satisfactory progress made. Detailed discussions on the work completed. The student is clearly on the way to demonstrating a good understanding of the meaning and implications of his/her research findings.	Mostly satisfactory achievement against the plan. If complexities have been encountered, a plan for equivalent work has been developed and a good start has been made. Some discussion of the work completed. The student looks to be developing a reasonable understanding of the meaning of his/her research findings.	Marginal achievement compared to the plan. If complexities have been encountered, a plan for equivalent work has been developed but with little progress. Only superficial discussions of the work completed. The student will probably be able to demonstrate some understanding of the meaning of their results.	Achievement is not satisfactory with respect to the plan. Little work has been done to address any complexities or challenges encountered. Little or no discussion of the work completed. It is unclear that the student understands what his/her results mean.
Reflection on Progress	15%	Compares and contrasts the thesis, with industrial and other academic experiences, illuminating the differences and similarities between them. The student also demonstrates deep understanding of his/her field(s) of study and broadening perspective through the research experience. Evaluates changes in learning through the thesis, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration), demonstrating self-awareness, and envisions a future self or develops plans that build on the research experience.	Compares and contrasts the thesis, with industrial and other academic experiences, illuminating the differences and similarities between them. The student also demonstrates a growing understanding of his/her field(s) of study and developing perspective through the research experience. Evaluates changes in learning through the thesis, through either recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration), demonstrating self-awareness, and/or envisioning a future self / developing plans that build on the research experience.	Compares and contrasts the thesis, with industrial and/or other academic experiences, illuminating the differences and similarities between them. Evaluates changes in learning through the thesis, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration).	Compares and contrasts the thesis, with industrial or other academic experiences, inferring differences and similarities between them. Articulates strengths and challenges during the thesis, with contexts.	Identifies superficial connections between the thesis, and industrial or other academic experiences. Describes own performances during the thesis with general descriptors of success and failure at a superficial level.

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Revised project plan	15%	Highly thoughtful and incisive discussions on future project plan and expected results. A reasonable strategy to ensure progress is stated, explained in detail and innovative.	Quality discussion of the future project plan and expected results. A reasonable strategy to ensure progress is stated and explained in detail.	Some discussions of future project plan and outcomes. A reasonable strategy to ensure progress is stated and briefly explained.	Superficial discussion of future project plan &/or outcomes. A reasonable strategy to ensure progress is stated.	Little or no discussion of future project plan or outcomes. No reasonable strategy to ensure progress in stated.
Document presentation	10%	The document follows a clear and logical structure indicated using headings and other conventions. The report is very easy to read: well- written, with good spelling and grammar, and a good language style. Text spacing aids readability. All aspects of formatting are consistent throughout the document. Graphical and tabular presentation of data is appropriate, clear, consistent and economical. Discernment is shown in the placement of graphical elements (figures, tables, etc.), whether in the body of the work or in the appendices. References in text match reference list (and vice versa) and are cited properly.	The document makes good use headings, sub-headings and other stylistic conventions to indicate document structure. The report is easy to read: writing is clear enough, with good spelling and grammar, and reasonable choice of language style. Graphical elements (figures, tables, etc.) are labelled, largely formatted consistently and cited correctly. References in text match reference list (and vice versa) and are cited properly.	The document makes some use headings and other stylistic conventions to indicate document structure. The report is reasonably easy to read: there may be some issues with spelling, grammar or style but it doesn't affect comprehension. Figures and diagrams are generally fine, although there may be some issues with the graphical presentation of data - poor choice of axes, overcrowding, poor use of chart space, etc. References in text match reference list (and vice versa) and are cited properly.	Document is not at a professional level but does make use of headings and sub-headings to indicate document structure. The report is difficult to read: writing is just ok, broad idea comes across; spelling and grammar have some flaws, not quite appropriate language style. Although figures and tables are labelled, the formatting is unclear and/or inconsistent to the extent that the reader can lose track of the context when reading. References in text match reference list (and vice versa) and are mostly cited correctly.	The document is poorly structured, does not cohere or shows a lack of understanding of the purpose of its sections. Much effort is required to read and understand the report: writing is poor, many mistakes with spelling and grammar, and possibly inappropriate language style (e.g. too informal). Presentation is poor to the extent that it impedes reading of the document. Examples include inconsistent formatting, and unlabelled figures or tables. References are either not cited or cited inconsistently.