



PERKHIDMATAN UTAMA
SISWAZAH

PEJABAT TIMBALAN NAIB CANSOLOR
(AKADEMIK & ANTARABANGSA)

Thesis Assessment Form

Faculty/Institute : Choose an item.
Students's Name : _____ Matric No. : _____
Thesis Title : _____

SECTION A: TO BE COMPLETED BY THE SUPERVISOR AND EXAMINERS

PART 1: TO BE COMPLETED BY THE SUPERVISOR

Supervisor's Name : _____
Telephone No. : _____ Email Address : _____

1.0 RESEARCH COMPETENCE (refer to Attachment A)	1-10
1.1 Commitment and Initiative	
1.2 Independence	
1.3 Efficiency with Data	
1.4 Handling of Supervisor's Comments and Development of Research Skills	
1.5 Keeping to the Time Schedule	
Total Points (Maximum 50)	

Signature and Official Stamp : _____ Date : _____

PART 2: TO BE COMPLETED BY THE SUPERVISOR AND EXAMINERS

Category: Supervisor Examiner

Name : _____
Telephone No. : _____ Email Address : _____

2.0 THESIS REPORT (refer to Attachment A)	1-10
2.1 Research Problem and Objectives	
2.2 Scope and Relevance	
2.3 Literature Review	
2.4 Methodology/Materials And Methods	
2.5 Analysis and Interpretation of Results	
2.6 Originality and/or Contribution To Knowledge	
2.7 Writing Skills	
Total Points (Maximum 70)	

Signature and Official Stamp : _____ Date : _____

PART 3: TO BE COMPLETED BY THE EXAMINERS

3.0 EXAMINATION (refer to Attachment A)	1-10
3.1 Verbal Presentation	
3.2 Defence of Thesis	
3.3 Knowledge of Field of Study	
Total Points (Maximum 30)	

Signature and
Official Stamp

: _____

Date : _____

SECTION B: TO BE COMPLETED BY SGS

Item	Supervisor	Examiner 1	Examiner 2	Examiner 3
Part 1 (points/50) x 25%				
Part 2 (points/70) x 40%				
Part 3 (points/30) x 35%				
Total Marks (out of 100%)				
Average Mark %				
Category (Refer to Attachment B)	<input type="checkbox"/> Distinction	<input type="checkbox"/> Merit	<input type="checkbox"/> Pass	

Signature and
Official Stamp

: _____

Date : _____

Attachment A: **ASSESSMENT RUBRICS FOR THESIS**

1.0 RESEARCH COMPETENCE (25%)					
Criteria	1-2	3-4	5-6	7-8	9-10
1.1 Commitment and Initiative	Not committed; shows no initiative or new ideas at all.	Lacks motivation and demonstrates little commitment; shows some initiative based on others' ideas.	Shows some commitment and initiative; dependent on the supervisor on ideas and how to develop them.	Committed to the research; resolves problems with supervisor's assistance; shows initiative and proposes some new ideas which are developed with supervisor's help.	Very committed; demonstrates initiative and motivation by taking control of the research; develops new ideas and able to resolve problems and setbacks.
1.2 Independence	Very dependent on the supervisor for detailed instructions and guidance on how to proceed with the research.	Dependent on specific instructions from supervisor; supervisor needs to monitor progress closely.	Some dependence on supervisor for specific tasks, but able to carry out the research quite independently.	Able to plan and perform tasks independently after some discussion with supervisor; demonstrates some critical self-reflection.	Independent and able to plan and perform most tasks; supervisor only needs to play the role of sounding board; shows active critical self-reflection.
1.3 Efficiency with data	Inefficient with data; unable to conduct experiment or to carry out data analysis.	Shows little efficiency with data; only able to carry out experiment and data analysis to a certain extent, but with errors.	Shows some efficiency with data; able to conduct experiment based on previous research; able to handle simple data analysis without necessarily contributing to the	Shows efficiency with data; able to conduct experiment based on previous research; able to handle data analysis which contributes to the significance of the research and answers the	Very efficient with data; able to execute an experiment with appropriate modifications; handles data analysis well and relates data to literature review; makes in-depth analyses and sound conclusions based on

			significance of the research.	research questions.	data.
1.4 Handling of supervisor's comments and development of research skills	Not able to handle supervisor's comments; shows lack of knowledge of field of study and insufficient research skills.	Shows little ability to handle supervisor's comments; shows some knowledge and research skills after supervisor's guidance and instructions.	Some ability to incorporate supervisor's comments; demonstrates some research skills and knowledge of the field of study.	Mostly able to respond to and incorporate supervisor's comments; develops knowledge and research skills through supervision process and independently.	Able to respond critically to supervisor's comments and incorporated where necessary; develops knowledge and research skills mostly independently; able to reach own solutions.
1.5 Keeping to the time schedule	Not able to keep to the schedule in producing the final version of the thesis; misses deadline by more than 50% without valid reason.	Not able to keep to the schedule in producing the final version of the thesis; misses deadline at about 50% without valid reason.	Realistic time schedule in producing the final version of the thesis; misses deadline by no more than 25% without valid reason.	Realistic time schedule in producing the final version of the thesis; misses deadline by no more than 10% without valid reason.	Able to produce final version of the thesis on time (or overdue but with good reason).

2.0 THESIS REPORT (40%)

Criteria	1-2	3-4	5-6	7-8	9-10
2.1 Research problem and objectives	Does not identify research problem appropriately. Does not state objectives clearly, or objectives stated do not relate to the research problem. Indicates confusion of issue.	Identifies the main research problem. Objectives are not within the parameters of, or digress from the research problem.	Identifies the main research problem. Shows adequate understanding of the issue. Attempts to summarize and address the research problem but not clearly.	Shows sound grasp of the research problem. Objectives are clear and relate to the research problem.	Demonstrates excellent grasp and understanding of the research problem and its relation to the surrounding issues. Objectives and significance of the problem are stated clearly.

2.2 Scope and relevance	Research has no clear scope and relevance.	Research has unclear scope and little relevance.	Research has quite clear scope and some relevance in relation to previous research.	Research has clear scope and relevance in relation to previous research.	Research has very clear scope and relevance which are well-delineated.
2.3 Literature review	Little or no awareness of the latest and relevant references. Does not demonstrate adequate knowledge or understanding of previous research.	Little awareness of the latest and relevant references. Demonstrates little or implicit understanding of previous research.	Some awareness of the latest and uses some relevant references. Demonstrates some understanding of previous research.	Shows awareness of the latest and uses relevant references. Demonstrates clear understanding of previous research.	Uses the latest and relevant references. Demonstrates excellent understanding of previous research through ability to synthesize information and findings.
2.4 Methodology/ Materials and methods	Shows little or no grasp of the methodology adopted. Does not adequately justify the selection of materials and methodology.	Shows little grasp of the methodology adopted. Attempts to justify implicitly the selection of materials and methodology.	Shows some understanding of the methodology adopted. Attempts to justify the selection of materials and methodology.	Demonstrates good understanding of the design. Justifies adequately the choice of methodology and materials.	Demonstrates excellent understanding of the design. Justifies effectively the choice of methodology and materials.
2.5 Analysis and interpretation of results	Does not present or analyse data adequately. Reaches erroneous conclusion based on interpretation of results.	Attempts to present and analyse data appropriately but with some inconsistencies. Reaches somewhat appropriate conclusions based on interpretation of results.	Presents and analyses data adequately. Reaches sound conclusions based on interpretation of results.	Analysis and interpretation are sound and insightful. Reaches sound conclusions and makes good recommendations.	Analysis and interpretation are rigorous and insightful. Reaches intelligent conclusions and makes excellent recommendations.

2.6 Originality and / or contribution to knowledge	Study is not comprehensive, and only echoes existing research in the field. Very dependent on existing research, to the point of only regurgitating past studies. Strong suggestion of plagiarism.	Study is of passable length, but only echoes existing research in the field. Dependent on existing research, without making any original claims. Suggestion of plagiarism in parts.	Study is of publishable length, and makes some original claims which are not entirely proven. Dependent on existing research, but no plagiarism detected.	Study is comprehensive, and makes some original claims which are subsequently addressed. Dependent on existing research, but no plagiarism detected.	Study is comprehensive, and contains original evidence or data that contributes greatly to the field. Not dependent on existing research, and no plagiarism detected.
2.7 Writing skills	Thesis is on the whole badly structured and written; information appears in wrong locations; level of detail is inappropriate throughout.	Thesis is badly structured and written in places; some information appears in wrong locations; level of detail is generally inappropriate.	Thesis is somewhat well-structured and written, but not logical in places; some ambiguity of statements.	Thesis is quite well-structured and written, but not logical in places; some ambiguity of statements, and lacks conciseness in some parts.	Thesis is well-structured and written; logical ordering of sections; appropriate use of details, and clear and concise.

3.0 EXAMINATION					
Criteria	1-2	3-4	5-6	7-8	9-10
3.1 Verbal presentation	No structure. Difficult to follow presentation; bad timing; student not able to answer questions.	Unclear structure. Student reads from slides; timing not well kept; student able to answer only the simplest questions.	Presentation is structured, but quality of presentation is mixed, sometimes clear sometimes hard to follow. Student able to answer at least half of the questions	Clear structure with only some exceptions; quite good timing; student able to answer nearly all questions clearly and in an appropriate manner.	Presentation clearly structured, concise and to the point; clearly spoken and lively. Student able to give appropriate and clear answers to all questions.

			appropriately.		
3.2 Defence of thesis	Student not able to defend thesis. Does not demonstrate knowledge of contents.	Student has difficulty in defending thesis. Demonstrates little knowledge of contents.	Student mostly able to defend thesis; demonstrates adequate knowledge of contents.	Student able to defend thesis; shows mastery of contents; demonstrates sound knowledge of contents.	Student able to defend thesis well, and discuss improvements to the thesis; able to place thesis in either scientific or practical context.
3.3 Knowledge of field of study	Student does not master the most basic knowledge in relation to the thesis.	Student demonstrates little understanding of the subject matter discussed in the thesis.	Student demonstrates some understanding of the subject matter of the thesis at textbook level.	Student demonstrates good understanding of the subject matter of the thesis, as well as literature used in the thesis.	Student demonstrates excellent understanding of the subject matter of the thesis, and shows awareness of current discussions on the topic.

Attachment B: THESIS GRADE AND DESCRIPTION

Grade	Mark	Explanation
Distinction	A = 80 - 100	A “distinction” is awarded when the thesis is deemed as excellent or outstanding. All criteria of evaluation which include research problem, organisation and structure, theoretical framework/basis, literature review, methodology, data analysis, and technical features are found to have reached a very high level. The thesis particularly demonstrates a high level of originality and critical analysis.
Merit	A-, B+ = 70 - 79	A “merit” is awarded when the thesis is deemed as very good. Most criteria of evaluation which include research problem, organisation and structure, theoretical framework/basis, literature review, methodology, data analysis and technical features are found to have reached a high level with some minor shortcomings such as theoretical framework or methodology. The thesis demonstrates some aspects of originality and critical analysis.
Pass	B = 65 - 69	A “pass” is awarded when the thesis is deemed as good. Most criteria of evaluation which include research problem, organisation and structure, theoretical framework/basis, literature review, methodology, data analysis, critical analysis, and technical features are found to have reached an adequate level with some significant shortcomings such as lack of polish in presentation, omissions in literature review, or a design flaw.