**Essay assessment criteria**

Student’s name Personal identity number

Title of essay

Course/Course module

Grade Date grade was given

Examiner

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Criteria stating the requirements for a pass at all levels****The criteria below must be at least ”Satisfactorily fulfilled” in order for the essay to be given a pass. If one of these criteria is not satisfactorily fulfilled, the essay will not be passed and the student must do further work on it.** | Not satisfactorily fulfilled | Satisfactorily fulfilled | Very well fulfilled |
| 1 | The aim is clearly formulated, has a strong scientific grounding, has been fulfilled, and is reflected in the structure and content of the essay. |  |  |  |
| 2 | The problem/issue addressed is distinct, clearly formulated, and of scientific relevance. |  |  |  |
| 3 |  The aim, issues, analysis, results and conclusions are coherently interlinked. |  |  |  |
| 4 | The disposition of the essay is adequate. |  |  |  |
| 5 | The methods employed are relevant, clearly described and consistently used. |  |  |  |
| 6 | The essay shows the student’s ability to analyse, reflect over and present well-founded conclusions. |  |  |  |
| 7 | The results are presented and discussed clearly. |  |  |  |
| 8 | The theoretical framework is relevant, clearly described and used in the analysis.[[1]](#footnote-1) |  |  |  |
| 9 | The essay is clearly related to relevant scientific literature. |  |  |  |
| 10 | Relevant scientific literature is well described. |  |  |  |
| 11 |  The language is correct and concise. |  |  |  |
| 12 |  The essay is precise and accurate and the formalities of documentation are applied consistently and in accordance with accepted norms. |  |  |  |
| 13 | The student’s opposition of another essay was well performed. |  |  |  |
| 14 | The student’s defence of his/her own essay was well performed. |  |  |  |
|  | For Archaeology, History, History of Science and Ideas, and Religious Studies and Theology: |
| 15 | The essay is based on relevant empirical material. |  |  |  |
| 16 | The author adopts a critical position with respect to his/her source material, e.g. concerning reliability, intention, representativeness, selection and relevance. |  |  |  |
|  |  |  |  |  |
|  | **Bachelor level – additional criterion for a pass** |
| B1 | The essay demonstrates the student’s knowledge of different applicable methods. |  |  |  |
|  | **Master level – additional criteria for a pass** |
| M1 |  The essay demonstrates the student’s knowledge of different applicable methods. |  |  |  |
| M2 | The essay demonstrates that the student has in-depth knowledge of the methods used in his/her main field. |  |  |  |
| M3 | An essay written in Swedish has an English abstract which clearly summarizes the main content of the essay. An essay written in a language other than Swedish has a Swedish abstract (this requirement may be waived if the writer does not know Swedish). |  |  |  |

**Criteria for a pass with distinction**

In order to gain a pass with distinction, all the criteria for a pass must be at least satisfactorily fulfilled.

In addition, for a pass with distinction, criteria 1-7 above must be very well fulfilled.

Criterion 13 (that the opposition of another essay was well performed) is of high significance when assessing whether the essay merits a pass with distinction.

The general rule is that the more criteria that are very well fulfilled, the stronger the reasons are to give the essay a pass with distinction.

Comments, if any:

1. Not necessary at level B [↑](#footnote-ref-1)