

STUDENT ID#: _____

Criteria* by Sections (Report: 27 marks)	Not achieved (D)	Satisfactory (C)	Good (B)	Excellent (A)
Abstract¹ Provides a concise overview of the entire report/review (in 200 ±10 words), by giving/stating <ul style="list-style-type: none"> • A brief background of the research topic • A paraphrased version of the research objective • A concise information of the methodology used to conduct the present research • The most significant finding/s of the study • <i>The key implication of the main finding/s</i> 	0 — 0.25 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	0.5 Adequate, but less effective response to MOST of the criteria	0.75 A sound course, responding to MOST of the criteria	1 Excels in responding to ALL of the criteria
Introduction² An introductory text that <ul style="list-style-type: none"> • Properly sets the context of the study <u>and</u> establishes that the selected research topic/area is important • Assures reader that the researcher is familiar with key research in their area by providing a brief review of literature relevant to the topic/area • Determines <u>and</u> states a valid gap in the current body of knowledge and/or practice • A proper <u>and</u> valid research objective relevant to the determined gap • Justifies the present research by stating <u>at least two</u> plausible theoretical and/or practical implications • Provides an outline of the structure of the report/review to come 	0 → 1 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	1.5 Adequate, but less effective response to MOST of the criteria	2 A sound course, responding to MOST of the criteria	3 Excels in responding to ALL of the criteria
Literature review³ Sufficiently provides a rigorous synthesis of relevant past research by <ul style="list-style-type: none"> • Grouping relevant past research according to their location, theme, objective, methodological approach, findings or chronology • Providing clear signposts that the review is organized • Skilfully arriving at a research question (RQ) or a research hypothesis (H) <u>and</u> properly articulating RQ or H 	0 → 2 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	3 Adequate, but less effective response to MOST of the criteria	4 — 5 A sound course, responding to MOST of the criteria	6 Excels in responding to ALL of the criteria
Methodology⁴ Provides sufficient information, making a replication of the study possible, including: <ul style="list-style-type: none"> • The research method used to conduct the present research • Location of data collection <u>and</u> the population • Procedures followed to find, access, and select resources in chronological order • Sampling method <u>and</u> sample • Features of the instrument/s by their specifications • Analytical procedures employed on the collected data 	0 → 1 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	1.5 Adequate, but less effective response to MOST of the criteria	2 A sound course, responding to MOST of the criteria	3 Excels in responding to ALL of the criteria



Criteria* by Sections (Report: 27 marks)	Not achieved (D)	Satisfactory (C)	Good (B)	Excellent (A)
Results⁵ Sufficiently presents the findings of the study and briefly comments on them by: <ul style="list-style-type: none"> • Reporting the trends, patterns or irregularities spotted in data and observed in test results • <i>Visualising processed data and the results of analyses in APA format</i> • <i>Providing a brief commentary for results reported that adds meaning to data and make it more understandable for the reader</i> 	0 → 1 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	1.5 Adequate, but less effective response to MOST of the criteria	2 A sound course, responding to MOST of the criteria	3 Excels in responding to ALL of the criteria
Conclusion⁶ A concluding text that <ul style="list-style-type: none"> • Makes a reference to the objective of the research • Provides a summary of the most important finding(s) and compares them with the findings of past studies or current practice • <i>Identifies limitations that restricted the capacity of the research conducted</i> • <i>Highlights at least two plausible implications of the conducted research and/or its findings (i.e., events, situations and/or actions likely to happen as a result of this research)</i> • <i>Provides at least two case-specific suggestion(s)</i> 	0 → 1 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	1.5 Adequate, but less effective response to MOST of the criteria	2 A sound course, responding to MOST of the criteria	3 Excels in responding to ALL of the criteria
References⁷ <ul style="list-style-type: none"> • Uses at least 10 academic journal articles relevant to the selected research topic • Uses sufficient amount of non-scholarly resources relevant to the research topic for supporting ideas/arguments • <i>Near perfection</i> in applying the APA format to in-text citations (see footnote seven) • <i>Near perfection</i> in applying the APA format to the individual entries to the reference list and the list of references at the end of the text (see footnote seven) 	0 → 1 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	1.5 Adequate, but less effective response to MOST of the criteria	2 A sound course, responding to MOST of the criteria	3 Excels in responding to ALL of the criteria
Appendix <ul style="list-style-type: none"> • Includes the research instrument and other necessary supplements (such as transcripts of qualitative data, if the research was a qualitative design) on a new page entitled appendix at the tail end of the report/review. 	0 — 0.25 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	0.5 Adequate, but less effective response to MOST of the criteria	0.75 A sound course, responding to MOST of the criteria	1 Excels in responding to ALL of the criteria
Quality of communication⁸ <ul style="list-style-type: none"> • A title that adequately describes the paper in fewest words possible • <i>A clear presentation of ideas/arguments and findings that facilitates reading by using correct/smart sentence structures, word choices, grammar, paragraphing, and transitions between paragraphs/sections</i> • A well-organised report into sections/sub-sections that are subsequently numbered (except for the abstract, references, and appendix) 	0 — 1 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	2 Adequate, but less effective response to MOST of the criteria	3 A sound course, responding to MOST of the criteria	4 Excels in responding to ALL of the criteria



Criteria* by Sections (Data collection/analysis: 13 marks)	Not achieved (D)	Satisfactory (C)	Good (B)	Excellent (A)
Data collection⁹ <ul style="list-style-type: none"> Collects data from relevant participants by complying with the research ethics and provides evidence (in appendix) that a Consent Form is used Collects data from a sample sufficiently big enough to reliably perform intended tests 	0 — 0.5 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	1 Adequate, but less effective response to MOST of the criteria	1.5 A sound course, responding to MOST of the criteria	2 Excels in responding to ALL of the criteria
Instrument design⁹ Demonstrates capacity to design a research instrument that <ul style="list-style-type: none"> is in line with the research objective <i>is a good industry practice in terms of practicality, form of response to each item, wording, sequencing, and physical characteristics</i> contains a blend of various types of 8-to-12 items 	0 → 2 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	2.5 Adequate, but less effective response to MOST of the criteria	3 — 4 A sound course, responding to MOST of the criteria	5 Excels in responding to ALL of the criteria
Data analysis⁹ Demonstrates capacity to process raw research data into meaningful information by <ul style="list-style-type: none"> Choosing the right variable/s for the right type of analysis/-es <i>Exploring trends/patterns/relations between pairs or groups of data through a blend of bivariate or multivariate analyses</i> Summarising data key to research objective/s by relevant univariate analysis Executing all intended tests on data properly 	0 → 2 Fails to respond appropriately to MOST or ALMOST ALL of the criteria	3 Adequate, but less effective response to MOST of the criteria	4 — 5 A sound course, responding to MOST of the criteria	6 Excels in responding to ALL of the criteria

Total marks achieved: / 40

/ 100

Notes:

*Your teacher will make a handwritten mark in the **Criteria by Sections** column to indicate one of the following comment:

- ✓ (a tick) A clear and convincing response to the criteria is provided. Thank you.
- ≈ (a wave) A weak or peripheral response to the criteria is provided. Please pay more attention to the tasks and instructions in future assignment/s.
- ✖ (a cross) Either an irrelevant response is provided or the criteria is not addressed at all. Please revisit and pay more attention to the topics covered in lectures and skills practiced in tutorials.

Not all itemised criteria for each section is equal in weight. Please note that some criteria are italicised. An italicised criterion for a section has relatively more weight than the others in the evaluation of a response. For example, in the 3-item 'Instrument design' section, which is worth 5 marks in total, a ✖ for the second, and a ✓ for each of the other two criteria (in other terms, 1 incorrect, 2 correct responses) do not secure a mark within the 'Good' range, but most likely within the 'Not achieved' range because the core element is not achieved.

If a criterion requires addressing more than one element in response this is indicated by an underlined bold face conjunction '**and**'. The response is worthy of mark/s only if it addresses both elements –at least satisfactorily.

Assessment criteria are based on the assignment instructions provided in detail in the course outline. The quadripartite success levels reflect the School's grade descriptions and generic marking guide for Level 8 study (see course outline).

Footnotes:

1. Aside from class contacts, face-to-face and email supports (to some), course materials supporting this section are: information in course outline (p. 14), marking guide (as check list), and tutorials #1 and #4b. As part of self-learning, a suggestion to observe the abstracts of examined scholarly journal articles was also made to plan the writing of this section.
2. In addition to class contacts, face-to-face and email supports (to some), course materials supporting this section are: information in course outline (p. 14), Pasek (2012)—a self-study article on writing research reports, marking guide (as check list), and tutorials #2 and #4b. As part of self-learning, a suggestion to observe the introductions of examined scholarly journal articles was also made to plan the writing of this section.
3. Information in course outline (pp. 14-15), Pasek (2012)—a self-study article on writing research reports, a 4-page guidance entitled 'features of good writing' (self-study material on the course website), marking guide (as check list), and class-contacts (the Q&A session on assignment) supported the writing of this section. As part of self-learning, a suggestion to observe this section in the reviewed scholarly journal articles was also made.
4. Beside class contacts, face-to-face and email supports (to some), course materials supporting this section are: information in course outline (p. 15), Pasek (2012)—a self-study article on writing research reports, marking guide (as check list), tutorials #4b and #6. As part of self-learning, a suggestion to observe the methodology sections of examined scholarly journal articles was also made to plan the writing of this section.
5. Teacher-led support to equip learners with knowledge and skill to write a proper results section include class contacts, face-to-face and email supports (to some), information in course outline (p. 15), Pasek (2012)—a self-study article on writing research reports, marking guide (as check list), tutorials #4b and #7. As part of self-learning, a suggestion to observe the results/findings sections of reviewed scholarly journal articles was also made to plan the writing of this section.
6. Aside from class contacts, face-to-face and email supports (to some), course materials supporting this section are: information in course outline (p. 15), Pasek (2012)—a self-study article on writing research reports, marking guide (as check list), tutorials #4b and #8. As part of self-learning, a suggestion to observe the conclusion/discussion sections of examined scholarly journal articles was also made to plan the writing of this section.
7. This is the third time learners' capacity to apply the APA format for referencing is being assessed (the first was in A1, the second in A2, and comment/feedback was given) because the APA is an assignment standard at Whitireia. Course activities and materials supporting this section are: tutorial #1, a session with Auckland Campus library manager in W3, and sources on the course website, including the 'Guide to APA Referencing for Whitireia Students'. Accordingly, near-perfection in this particular assignment criterion is expected in the third/last/final assignment.
8. The quality of communication is being assessed for the third time in this assignment (the first was in A1, the second in A2, and a detailed feedback was given). Marks allocated to this section is 10% of the total available marks due to a departmental decision. This criterion requires a reasonable demonstration of academic language skills. Course activities and materials supporting this criterion are: tutorials #1, #2, #4b, #6, #7, and #8, the documents in the "Get better at scientific writing" folder in the self-study materials section on the course website, tips on writing good research reports by examples in the "Recommended Resources" listed on p.5 of course outline.
9. In addition to -assignment instructions, tutorials #4b (partly), #5, #6, and #7, the documents in the "Get better at scientific writing" folder in the self-study materials section on the course website, marking guide (as check list), and class-contacts (the Q&A session on assignment) supported learners' addressing of these sections. As part of self-learning, a suggestion to observe the relevant sections in the reviewed scholarly journal articles was also made.

GRADES

Achievement	Description	Grade	Grade Point	Mark Range
Excellent	Learning outcomes met. Proficient in the most difficult concepts, theories and skills. Is able to integrate concepts, theories and skills, and recognise the links and relationships between them. Is able to adapt and apply concepts, theories and skills to new situations, and to formulate and evaluate new ideas.	A+	9	90–100
		A	8	80–89
Good	Learning outcomes met. Is able to use and apply the fundamental theories, concepts and skills of the learning outcomes to a wide range of problems, going beyond mere replication of content knowledge or skill. Shows an understanding of key ideas, awareness of their relevance, some use of analytical skills and some originality.	B+	6	75–79
		B	5	65–74
Satisfactory	Learning outcomes met. Has a basic grasp of factual content, theories, concepts and issues, and/or performance of basic skills to a level that would allow continuation of study in the area or to carry out work requiring these skills.	C+	3	60–64
		C	2	50–59
Ungraded Pass	Assessment result only: competency component.	P	1	---
Not Achieved	Did not achieve one or more learning outcomes.	D	0	0–49
Ungraded Fail	Ungraded Fail. One or more course requirements not met.	F	0	---

Verbatim from Student Handbook and Course Outline

BUS 8400/8500 Research Methods in Management

ASSESSMENT MARKING GUIDE: LEVEL 8

	'A' Grade Description	'B' Grade Description	'C' Grade Description	'D' Grade Description
Criterion One: Ideas and understanding	<ul style="list-style-type: none"> Excels in responding to assessment tasks Interesting; demonstrates development of complex ideas Appropriately limits and defines terms. Central ideas are clearly and succinctly communicated Understands and critically evaluates supporting evidence /reference material 	<ul style="list-style-type: none"> A sound course, responding to assessment tasks Attempts to define terms, not always successful Clearly states central ideas, but may have minor lapses in development Begins to acknowledge the complexity of central ideas and the possibility of other points of view Shows careful reading of supporting evidence/ reference material but may not evaluate them critically 	<ul style="list-style-type: none"> Adequate, but less effective response to assessment tasks Presents central ideas in general terms, occasionally depending on generalisations and/or dictionary definitions Limited exploration of other points of views Shows basic comprehension of supporting evidence /reference material with occasional lapses in understanding 	<ul style="list-style-type: none"> Does not respond appropriately to the assessment task Lacks central ideas Supporting evidence /reference material misunderstood or inadequate Ineffective development of ideas Assessment too brief
Criterion Two: Supporting Evidence	<ul style="list-style-type: none"> Uses citations appropriately and effectively, providing sufficient evidence Explanations supported and justified convincingly 	<ul style="list-style-type: none"> Support points using a range of relevant citations Begins to interpret and justify the evidence, explaining connections between evidence and main ideas 	<ul style="list-style-type: none"> Generalizations sometimes used to support points Sometimes depends on unsupported evidence or personal experience Occasionally assumes that evidence speaks for itself and needs no application to the point being discussed Occasional lapses in logic 	<ul style="list-style-type: none"> Uses irrelevant or inadequate supporting evidence /reference material throughout Supporting evidence /reference material consistently not acknowledged
Criterion Three: Organisation and coherence	<ul style="list-style-type: none"> Uses logical structure appropriate to assessment tasks Transitional sentences often develop and link ideas and identify their logical relations Paragraphs have topic sentences guiding the reader through the chain of reasoning or progression of ideas 	<ul style="list-style-type: none"> Shows a logical progression of ideas and uses transitional sentences Some logical links may be faulty but each paragraph clearly relates to central ideas 	<ul style="list-style-type: none"> Occasionally lists ideas arranged randomly (rather than using any evident logical structure) While each paragraph may relate to central idea, logic is not always clear Arrangement of sentences within paragraphs may occasionally lack coherence 	<ul style="list-style-type: none"> Lacks organisation, paragraph coherence and uses few or inappropriate transitional sentences Paragraphs lack topic main ideas and may not all relate to assessment tasks
Criterion Four: Style	<ul style="list-style-type: none"> Chooses words for their precise meaning and uses discipline appropriate language Writing style fits assessment task Sentences are varied, yet clearly structured, focused and succinct 	<ul style="list-style-type: none"> Generally uses words and discipline appropriate language accurately and effectively Sentences generally clear, well-structured and focused, though some sentences may be awkward or ineffective 	<ul style="list-style-type: none"> Occasionally uses relatively vague and simple words May use some non-academic language occasionally Sentence structure generally correct, but sentences may occasionally be wordy, unfocused, repetitive or confusing 	<ul style="list-style-type: none"> Too vague and abstract Overall, contains awkward or grammatically incorrect sentences Majority of sentence structure is too simple with use of non-academic language
Criterion Five: Mechanics (Spelling, punctuation, grammar, referencing and formatting)	<ul style="list-style-type: none"> Almost entirely free of mechanical errors 	<ul style="list-style-type: none"> May contain mechanical errors, which may distract the reader but not impede understanding 	<ul style="list-style-type: none"> Contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding 	<ul style="list-style-type: none"> Contains many mechanical errors that block the reader's understanding and ability to see connections between ideas

NB: To achieve an A grade a student must achieve an A in 3 of the 5 criteria and at least a B for the other 2; To achieve a B grade a student must achieve a B for 3 of the 5 criteria and at least a C for the other 2; To achieve a C grade a student must achieve a C for all criteria.