

Components	Poor (grade 1 - 3)	Insufficient (grade 4 - 5)	Sufficient (grade 6 - 7)	Good (grade 8)	Excellent (grade 9 - 10)
A1 Project definition	Student fails to describe the client's initial situation and (if possible) the cause of the problem. Because focus is lacking, the client's actual problem remains vague. Student formulates an issue, but fails to describe the link between this issue and the problem. Student formulates a goal that is not in line with the research problem and the issue. Because consistency is lacking, the project aim does not contribute to the solution of the business problem.	Student only provides a very limited description of the client's situation or (if possible) the cause of the problem. The problem is weakly based on factual evidence, not making sufficiently clear why a research project is necessary for the client. This description also fails to clarify why the researched practical problem is actually a problem. Although an issue is formulated, it is ambiguous because, for example, the issue describes more than one topic, or a closed question. Student formulates research (sub) questions that arise from the issue, but fails to clarify how answering each of these research (sub) questions will contribute to the resolution of the issue. Various important research (sub) questions are missing as well. Because the project aim is either absent or vaguely described, the potential benefits of the research for the company remain unclear.	Student describes client's situation and (if possible) the cause of the problem, and explains why the researched practical problem is indeed a problem. The issue is clearly defined and backed by basic evidence showing urgency and scope. Student poses research (sub) questions that logically follow from the issue. A relevant research (sub) question may be missing, however. Although the research (sub) questions are listed in logical order, student only partially explains how the answer to each of the research (sub) questions contributes to the resolution of the issue. Student formulates a project aim that is based on SMART criteria and is in line with the research problem and the issue. This aim helps set expectations for what can be beneficial for the company, but could have been more precisely formulated.	Student concisely presents the client's situation and (if possible) the cause of the problem. Student clearly states the practical problem based on strong evidence showing urgency and scope and explains why the problem is a problem. Student substantiates how resolving the formulated issue will contribute to the solution of the practical problem. Student formulates research (sub) questions that logically arise from the issue. For each of the research (sub) questions, student argues how answering the question contributes to the resolution of the issue. Student precisely formulates a project aim using SMART criteria. The aim is explicitly linked to the research problem and the issue, while stipulating exactly what benefits the research can generate.	See Good, plus: The central problem in the student's research has a substantial degree of complexity and relevance for the client.
A2 Theoretical framework	Student fails to define key terms. Student uses only standard concepts and models, without evaluating them with a critical eye. Therefore, a justification for the chosen theoretical framework is lacking. Student uses only non-academic literature (such as internet sources whose reliability has not been established) and standard literature prescribed by the course.	Student describes the meaning of key research terms (e.g. in a glossary), but does not make use of (academic) literature for the definition of these key terms. Different opinions in literature on key terms are not described as such. Theories and/or models are stated in the theoretical framework, but the relevance of these theories/models to their own research is not described. Because student fails to balance various available theories and/or models from literature, a balanced deliberation of the pros and cons of various opinions in literature and a justification for the chosen theories and/or models are largely lacking. Student consults mainly non-academic literature (such as internet sources whose reliability has not been established), or limits themselves to standard literature prescribed by the course.	Student uses (academic) literature for the definition of key research terms; student explains, for example, the meaning of their research terms. The relevance of theories and/or models for their own research is also determined based on (academic) literature. Student balances available theories and/or models from the literature and provides a basic justification why the chosen theories and/or models are the most suitable for their research. However, a full explanation of the pros and cons of the various opinions in literature is not supplied. Student does not limit themselves to consulting only standard literature prescribed by the course.	Student presents various definitions of key terms, based on (academic) literature. Student lists similarities and/or differences between the presented definitions and provides a strong justification for their choice of definitions in their research. Student also presents various theories/models based on non-standard (academic) literature, which may be relevant to their own research. Student lists similarities and/or differences and provides a strong justification as to which theories and/or models are the most suitable and should therefore be used in the research.	See Good, plus: Student provides an exemplary and thorough justification for the chosen theoretical framework. Student critically synthesizes multiple theoretical perspectives to build a robust theoretical framework that is tailored to the context of the research.
A3 Research methodology	Student fails to describe their research approach or stipulate which data will be collected. Student indicates which sources (such as respondents, public databases, company documents, statistical data reports or academic research articles) will be used for data collection, but without supplying arguments for the choices the student has made. A description of data collection and analysis procedures and their justification are also lacking.	Student does not explicitly describe the type of research in their research approach. Student provides insufficient justification as to why the chosen approach is (the most) relevant for their research. Student describes which data will be gathered, but provides limited arguments as to how these data contribute to the resolution of the issue. Although student indicates which sources (such as respondents, public databases, company documents, statistical data reports or academic research articles) will be used for data collection, here again the argumentation as to why precisely these sources are used is incomplete. Data analysis procedures are not clearly described. Because data collection and analysis procedures are insufficiently described, the research shows insufficient replicability/transparency. Justification and limitations of the method for collecting and analyzing data are largely lacking.	In their research approach, student indicates which type of research is carried out. Student also substantiates why the chosen approach is (the most) suitable for their research, but fails to provide a full assessment of the pros and cons of different possible approaches. Students indicate which data are needed to resolve the issue. Student also lists which sources will be consulted for data collection (such as respondents, public databases, company documents, statistical data reports or academic research articles). Data collection as well as analysis procedures are broadly described, but could have been more detailed. Student also provides a basic justification why the data were collected and analyzed in this particular way. Student lists the limitations of the chosen data collection and analysis procedure, but only minimally describes the implications of these limitations for their (follow-up) research.	In their research approach, student gives arguments for the type of research the student has chosen. After careful deliberation of the pros and cons of different possible approaches, student also arrives at a justified explanation on why the chosen approach is (the most) suitable for their own research. Student explains which data are needed to resolve the issue, providing arguments for their choice of sources for data collection (such as respondents, public databases, company documents, statistical data reports or academic research articles). Their description of data collection and analysis procedures is thorough and detailed. Student also provides a strong justification why the data were collected and analyzed in this particular way. Student demonstrates a critical awareness of the limitations of the chosen data collection and analysis procedure and its implications for any (follow-up) research.	See Good, plus: student uses a creative, non-standard research approach that goes further than what is offered by the course. Student provides a detailed description of the research approach as well as arguments why this approach was chosen. Student also provides an exemplary and thorough justification as to why this creative research approach is more suitable for their own research than a conventional approach.
A4 Analysis	Student analyses raw data in a way that is contradictory or not aligned with the standard models as described in the theoretical framework. This disconnects the analysis from the problem, the issue, the research (sub) questions and the theoretical framework. Consequently, the student presents irrelevant results. The quality of the results (such as the reliability and validity of the research) is not discussed.	Student analyses raw data in a way that is not entirely consistent with the selected theories/theoretical models as described in the theoretical framework. Student describes both relevant and less relevant results without explicitly distinguishing between them. In doing so, student either makes insufficient use of tables/figures, or presents an excess of tables/figures. Student does not link the results to the formulated research (sub) questions, and pays too little attention to result quality (such as reliability and validity of the research). Student tends to draw premature, general conclusions.	Student systematically analyses any raw data obtained. Their analysis is largely based on/in line with the chosen theories or theoretical models, as explained in the theoretical framework. Student uses tables/figures to present the most relevant results from their analysis. These results are not explicitly linked, however, to the formulated research (sub) questions. Student pays attention to the quality of the results, although reflection on the reliability and validity of the research could be more elaborate. Student is not tempted to draw premature, general conclusions from their analysis.	Student systematically analyses any raw data obtained. Their analysis is entirely based on the chosen theories/models, as explained in the theoretical framework. Student explicitly links the arising results to the formulated research (sub) questions. Student reflects on the quality of these results by elaborating on the reliability and validity of the research.	See Good, plus: In complete accordance with the theoretical framework and creative research approach, student carries out advanced (statistical) analyses, describing the mutual relations between different variables from the research.
A5 Solution	Student draws conclusions that are not related to the analysis results. Student presents recommendations that fail to contribute to the solution of the practical problem. Therefore the student fails to provide a (clear) solution to the issue. The implications for the client of executing the recommendation or plan are not mentioned. Suggestions for follow-up research are not described, even when the student's own research gives rise to follow-up research.	Student primarily repeats research results, but draws no, or illogical, conclusions from these results. Student does not sufficiently distinguish between main and side issues and provides only implicit, or partial, solutions to the issue. Student presents recommendations in the form of a recommendation or plan, but fails to sufficiently argue how the recommendation or plan contributes to the solution of the practical problem. Any implications for the execution of the recommendation or plan by the client are not or insufficiently described. Suggestions for follow-up research are mentioned, if relevant.	Student draws conclusions that logically arise from their research results. Student distinguishes between main and side issues and explicitly resolves the issue. Student presents a recommendation or plan based on the research conclusions. Student also outlines how the recommendation or plan contributes to the solution to the practical problem. There is an overall indication of the implications for the client when implementing the recommendation or plan. If relevant, suggestions for follow-up research are explained.	Student draws conclusions that are based on the main results of their research. Student also makes clear connections between these results. Student resolves the issue and all relevant research (sub) questions. Student also provides detailed argumentation on how the presented recommendation or plan contributes to the solution of the practical problem. Student also provides a detailed description of the implications for the client when implementing the recommendation or plan. Concrete suggestions for follow-up research are developed, if relevant.	See Good, plus: Student provides balanced recommendations and plans. The recommendations and plans are tailored to the client's situation.