

Thesis evaluation matrix (2024–)

| Evaluation area | Fail (0) | Passable (1) | Satisfactory (2) | Good (3) | Very good (4) | Excellent (5) |
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| 1. Objective and question setting of the thesis | No research question is formulated. | The research question is very unclear and/or completely unconnected to the prior literature. | The research question lacks clarity and/or is weakly connected to the prior literature. | The research question is clear and connected to prior literature. | The research question and its significance are clear, relevant and well justified regarding prior literature. | The thesis objectives and its research question(s) are very clear and well-motivated. They are well connected to current scientific discussions and provide a new perspective on them. The student shows insight in the selection and definition of the topic. |
| 2. Scientific framework of the thesis and use of sources | Terminology in the discipline or topic has not been grasped. The research is not connected to previous studies (few or no citations of primary studies). The thesis mainly draws from uncited or non-academic sources. Citations are vague and altogether deficient. | The mastery of disciplinary concepts is deficient. The thesis follows the principles of research ethics practice by citing external sources. The thesis does not violate copyright legislation. However, the thesis is mostly based on sources provided by the supervisor or, for example, textbook sources. Citations do not cover the essential studies of the research domain. The thesis includes a lot of paragraphs based on a single source. The thesis mainly cites just a few sources. The list of references and the in-text citations include errors. | The thesis demonstrates adherence to research ethics principles by appropriately citing a variety of sources. The thesis relies predominantly on supervisor-provided or textbook sources. Citations do not cover the essential studies of the research domain. The thesis manages occasionally to integrate multiple sources within paragraphs. Although some errors exist in the list of references and in-text citations, they do not significantly impede the scholarly presentation's integrity. | The research is connected to previous studies in the field. The terms used are appropriate, key sources are cited, but the source literature is otherwise limited. The sources used are wide-ranging and comprehensive in terms of the thesis topic. The list of references and the in-text citations include practically no errors and follow instructions. Most of the publications cited are original publications and central for the research field. The student has made a significant contribution to finding sources. All figures and tables are cited in the text. | The student understands the idea behind the accumulation of scientific knowledge and uses concepts and methods consistently. The student uses practically nothing but original publications. The student has found central sources for the thesis. The student has obtained essential information from the sources. The use of citations is fluent, and the student's own arguments can be distinguished from the sources. The student shows that can master source criticism, and various sources are in dialogue with each other in the text. | The thesis is tightly connected to current scientific discourse and provides a new perspective on it. The research design is commendably reflected from several perspectives, and the source literature is diverse and justified. The student has found the key sources in the research field and used the best sources in diverse ways. The citations support the student's own writing. The student's arguments are based on the simultaneous use of several sources. The student can distinguish between scientific research information and generic or popular information. In using conflicting sources, the student's own arguments are highlighted. The student demonstrates mature source criticism. |
| 3. Data and research methods | The research material is unclear and/or misrepresented. The student's contribution to the collection/analysis of the material cannot be distinguished. The methods are hardly described or are unsuited to answer the research questions. | The material is described. Its selection, limitation, or collection are, however, unclear or not described. The material is of limited scope or not well suited to respond to the research questions. The methods are described, but the justification for choosing them is unclear. The description of the methods is not balanced compared to the rest of the thesis. The methods are used inconsistently and/or deficiently. The scope of the practical work is clearly excessive or too small. | The material is described. However, there still occur some unclear descriptions of the selection process or the material's limitations. The methods are described, but further clarification is needed to justify the selection of these methods, ensuring coherence with the research design. Some inconsistencies or deficiencies are present in the application of methods. The description of the methods is not balanced compared to the rest of the thesis. | The material is described. Its selection, limitation, or collection are described and/or justified. The material is sufficient and suited to respond to the research questions. The methods are described, and their selection is justified. Overall, the methods are used appropriately. The description of the methods is relatively balanced compared to the rest of the thesis. The scope of the practical work is appropriate. | The material and its selection, limitation and collection are well-described and justified. The material is sufficient and well suited to respond to the research questions. The methods are well described, and their use is justified. The description of the methods is appropriate and balanced compared to the rest of the thesis. The practical work is based on discipline-specific practices, and its scope is fully appropriate for a thesis. | The material is described in accordance with good scientific practice. The material is of an appropriate scope for responding to the research questions. The methods are described in accordance with good scientific practice, and their use is justified, critical and flawless. The description of the methods is appropriate and balanced compared to the rest of the thesis. The practical work is based on discipline-specific practices, and its scope is fully appropriate for a thesis. |
| 4. Presentation of the results of the thesis | The student does not present the results appropriately, and/or does not apply them to the relevant topic. | The presentation of the results is of a modest or basic-level quality. It involves the use of graphics and/or verbal explanations, but no reflection. | The presentation of the results is satisfactory. The presentation of the results exhibits a satisfactory level of | The material is analyzed thoroughly in relation to the method used, and the results are presented systematically in relation to the material. The thesis | The results are presented and described carefully in relation to the chosen method. The results are set in context with previous | Results are connected to the methodological literature through reflection, presented commendably and set in context with the scientific discourse on the |

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| | <p>The figures and tables are unconnected and unclear, and there are problems in numbering them. The figures and tables are not cited in the text. Most citations are missing.</p> | <p>The presentation of the results is superficial and, in places, deficient. There are inconsistencies between figures, tables, and the text, and these are not always suited to their purpose. The student's research results cannot always be distinguished from background/comparative material.</p> <p>The figures are unconnected and not referred to in the text. The figures contain too much (irrelevant)/too little information. The technical quality of the figures is poor, or the figures have been scanned/captured from other sources and include information that is irrelevant for the thesis. The units used in the tables and figures are mutually incommensurate.</p> | <p>detail but lacks depth in certain areas. The distinction between the student's research results and background/comparative material is becoming clearer, though further clarification is needed. Refinement in presentation consistency and clearer delineation between original research and supporting material is needed.</p> <p>The figures demonstrate satisfactory integration with the text, though some connections remain unclear. The technical quality of the figures needs some attention to eliminate any remaining poor-quality elements or irrelevant details inherited from sources.</p> | <p>includes some reflection by the student.</p> <p>Results are presented clearly and consistently, with no major deficiencies. There are no significant inconsistencies or overlaps in the use of figures, tables, and the text, and these are, overall, suited to their purpose. The student's research results can be distinguished from background or comparative material.</p> <p>The figures and tables are appropriate. The captions provide key information, but the figures need text for support. The quality of the figures varies.</p> | <p>scientific discourse and their relevance is considered.</p> <p>The results are presented consistently and demonstratively. The figures, tables and text support each other. The student's research results are clearly highlighted.</p> <p>The appearance of the figures is uniform. The captions make the content of the figures understandable to the reader. The student has created most of the figures him- or herself. All symbols used in the figures are explained. References to figures are in the right order, and the numbering of figures is flawless. Justified conclusions have been drawn from the material and are presented logically.</p> | <p>topic by returning to the research questions set.</p> <p>The presentation of the results is consistent, demonstrative, and flawless. The figures, tables, and text support each other, and there are no unnecessary overlaps. The student's research results are highlighted demonstratively, and the presentation of the results is fit for publication and in line with scientific publication practices.</p> <p>The student has created the figures and tables whenever justified. The implementation follows good scientific practice. The figures and tables help to highlight the key results of the thesis. The material is presented commendably and in a justified manner. Figures and the accompanying captions stand alone, but the captions do not include anything unnecessary. For tables/figures based on the literature and the units of measurement have been harmonized.</p> |
| 5. Reflection and conclusions | <p>The thesis is of no scientific or practical significance, and its premise is not justified.</p> <p>The introduction does not highlight the research questions clearly. The details and general discussion of the research topic have been combined in a confusing way. The results, their analysis and conclusions are not properly separated.</p> | <p>The thesis provides little new knowledge but is somewhat coherent and contains no major errors.</p> <p>The structure of the thesis does not always follow the instructions. In addition, there are inconsistencies in the structure and the text (deductive or inductive reasoning). The order in which matters are discussed varies within the thesis, and the thesis often contains repetition.</p> | <p>The thesis provides some new knowledge and is coherent.</p> <p>The structure of the thesis follows the instructions. There are some inconsistencies in the structure and the text. The order in which matters are discussed is adequate, but the thesis contains some repetition.</p> | <p>The results are discussed and used to draw conclusions relevant to the research question. Conclusions are based on the results.</p> <p>The content of the thesis corresponds to the titles at all levels. Overall, the structure proceeds logically: the material and methods as well as the results are presented as distinct sections. However, the thesis may include text that is irrelevant in terms of the research questions.</p> | <p>Conclusions drawn from the results are justified, and the thesis is of obvious practical significance or can be used as a basis for a scholarly article.</p> <p>The order of paragraphs within chapters is logical. The context does not change from one paragraph to the next. The thesis may include some inconsistencies. For example, the introduction may start from a too general/too specific perspective, or the analysis of the results may discuss matters not mentioned in the introduction.</p> | <p>The thesis provides convincing evidence of advanced scientific thinking, with sound reflection and argumentation. The research results can usually be published as a scholarly article either as such or after minor adjustments.</p> <p>All topics addressed in the introduction are also brought up later in the thesis. The structure for analyzing the results is logically based on the results. All areas of the results are examined in the analysis of the results. The analysis of the results is linked with matters discussed in the introduction and the theoretical section and responds to the question posed. The student clearly specifies the relationship between the research results and previous research and examines the research process and results critically and thoroughly.</p> |
| 6. Thesis as an academic text | <p>The student uses colloquial expressions. There are clear deficiencies in the use of discipline-specific terms. The writing does not flow smoothly (only main clauses or</p> | <p>The writing does not flow smoothly, and the style of writing is mainly report-like. The thesis includes many grammatical errors. The use of discipline-specific terms is inconsistent.</p> | <p>The writing mainly flows smoothly, but there are several elements of report-like writing. The thesis includes some grammatical errors. The use of discipline-specific terms is satisfactory.</p> | <p>The writing flows smoothly and is, generally, grammatically correct. The style of writing is only partly report-like.</p> | <p>The writing flows smoothly and the style is that of a coherent scientific text. The clause structure is fluent and grammatically flawless.</p> | <p>The language is of a publishable standard, clear, interconnected, and flawless, and the argumentation is convincing.</p> |

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| | <p>unnecessarily complex text, e.g., subordinate clauses at the third level of the clause hierarchy). The thesis includes plenty of grammatical errors.</p> <p>The thesis is unpolished. The headings do not support the content.</p> | <p>The thesis is not polished, and there are inconsistencies relating to font size, italics, etc.</p> | <p>The thesis is mainly polished.</p> | <p>The thesis follows instructions, but may include, for example, too short paragraphs or problems in the placement of figures, tables, or scales.</p> | <p>The thesis follows the instructions provided and is polished and virtually flawless.</p> | <p>The visual appearance is consistent in every respect. The thesis has been carefully polished to a flawless standard.</p> <p>The text is thoroughly logical and interconnected. The structure is clear and consistent within and between paragraphs and between chapters. All text in the thesis is relevant for the context.</p> <p>The extent of the main body of the thesis rests within the reasonable page range (e.g., ~40-60 pages, excluding e.g., appendices).</p> |
| <p>7. Working during the thesis process</p> | <p>Never completed</p> | <p>The thesis has been completed after a long period of prodding and waiting. The supervisor has taken a great deal of responsibility for the progress of the thesis. The supervision plan has expired.</p> | <p>The thesis has been completed after a moderate delay. The supervisor has taken some deal of responsibility for the progress of the thesis.</p> | <p>Completing the thesis in the planned timetable or deadline has been only slightly extended. The student has partly achieved his or her own agreed targets.</p> | <p>The thesis is completed in the agreed timetable. Clear independent input from the student.</p> | <p>The thesis is completed in the agreed timetable. Overall, the student has taken independent responsibility for the thesis's progress. Considerable personal input from the student. The student has creatively adopted methods and solved problems.</p> |