

## Assessment

Grade	1	2	3	4	5
	A poor thesis with significant shortcomings in meeting the basic requirements; however the thesis does meet the minimum requirements in terms of discussing the topic and the reporting practices. Completing the thesis has required a great deal of either thesis advisor or supervisor support. In spite of being advised to do so, the student has failed to correct the shortcomings. Serious shortcomings include:	An acceptable thesis with significant shortcomings in areas specified in the examiner's statement such as discussing the topic, the results, scheduling, structure, language or overall appearance of the thesis. The grade may also be lowered if the student has required a disproportionate amount of thesis supervisor or advisor support. The thesis has shortcomings in the following:	A well-structured and independently written master's thesis. The thesis has all the necessary elements, but no particular merits. The examiner's statement identifies definite needs for improvement. A good thesis, which meets the basic requirements in at least the following respects:	A meritorious thesis which meets all the basic requirements of a good thesis. In addition, the thesis has extraordinary merits identified in the examiner's statement in areas such as the following:	An exceptionally meritorious thesis demonstrating very good skills in creating or applying technical or scientific knowledge. The thesis is impeccable in all respects, which is apparent primarily from the following:
<b>Definition of the research scope and goals</b>	The goals are unclear and it is evident that the student has not fully understood the purpose of the master's thesis.	The scope is narrow and vaguely defined, and the thesis may not answer the research questions. Both the goals and the thesis proposal are vaguely defined.	The goals have been somewhat clearly defined in a primarily appropriate manner. The thesis proposal is clear.	The goals and scope have been successfully and clearly defined in an appropriate manner.	The goals have been presented clearly, and the research scope is clearly defined, which indicates deep understanding of the topic. The goals are set high but are attainable.
<b>Goals</b>	unclear	vague	clear	clear, appropriate	clear, understandable
<b>Scope</b>	vague, inaccurate	narrow	clear	clear, appropriate	clear, understandable
<b>Command of the topic</b>	The references are too few, they are of poor scientific quality or ill-suited for the thesis. There are significant shortcomings in the command and referencing of the literature and prior research on the topic, and	The references are few or of poor scientific quality. There are notable shortcomings in the referencing. Source evaluation is lacking and the list of references contains errors.	The student demonstrates good command of the relevant literature and background material, and has applied them appropriately, but the connection between the background material and the empirical data is not	The thesis combines the cited works and empirical data consistently and clearly. The cited works consist primarily of high-quality scientific publications (journals, other peer-reviewed forums), which are sufficiently numerous and	The sources used have been selected not only appropriately but critically; the number of relevant works cited is sufficient, consisting primarily of high-quality scientific publications (journals or other peer-reviewed forums). The

	the bibliography contains errors.		necessarily made sufficiently explicit.	appropriately chosen. The student demonstrates good command of the research topic.	results have been evaluated in the light of the cited works, as well as in that of prior research and theories on the topic. In addition, the student demonstrates deep understanding of the research topic.
<b>References</b>	few, poor quality	few, poor quality	relevant	high-quality	sufficient, high quality
<b>Methods, conclusions</b>	The choices of methodology and material are inappropriate or poor. The chosen method has been applied erroneously. The empirical data is scarce or ill-suited for the purposes of the thesis. The conclusions are few and poorly founded.	The empirical data is scarce or there are shortcomings in its collection or analysis. Critical analysis is scarce or non-existent. Although methodological choices have been made, methods are used inconsistently. The conclusions drawn are few and may even contain factual errors.	The methods and the experiments are adequate and justified. The methods have been chosen in accordance with the prevailing practice; they have been used correctly and reported. However, a critical evaluation of the methodology is not a requirement for this grade. The conclusions have been drawn appropriately from the material.	Appropriate methods have been used in a well-founded manner. The research process has been described at least on a general level, while the transferability of the results has been evaluated to some extent. The empirical data has been presented well and its relevance to the results is clear. The empirical data is sufficiently extensive to justify the conclusions drawn, And the line of reasoning behind the conclusions is easily followed.	The student demonstrates command of the relevant research methods, uses appropriate and justified methods, reports the research process and the methods accurately and precisely and justifies the choices made. The reliability and transferability of the results have been thoroughly evaluated, and the thesis may be based on exceptionally extensive empirical data. In addition, the line of reasoning behind the conclusions is particularly clear, accurate and critical and proves that the student has gained a deep understanding of the topic. The research results provide thorough answers to the posed research question.
<b>Methods</b>	inappropriate, wrong	inconsistent	consistent	appropriate, well founded	precise, reliable
<b>Conclusions</b>	few, poorly founded	few	appropriate	clear	clear, accurate

<b>Contribution to knowledge and thesis structure</b>	The student does not demonstrate ability to conduct independent research. The thesis is excessively dependent on the references or does not explain the results. The topic is irrelevant for the field of research or industry in question and no contribution to new knowledge can be identified. The time taken to complete the thesis was disproportionate to the difficulty of the topic.	The goals and results of the thesis contradict each other, and the student has evidently had difficulties in comprehending the goal or scope of the research or in defining the research questions. The thesis may also depend excessively on the cited works, i.e. the results are not based on independent research but rather on the references. The topic has little significance for the field of research or industry in question or no contribution to new knowledge can be clearly identified in the thesis.	The thesis produces reliable results using the chosen methods in a suitable manner. It also answers the posed research question or reaches the goal set for it. Contribution to new knowledge is identifiable, and the topic is at least of some interest to academia or industry. The thesis has mostly progressed according to the original thesis proposal.	The results are of theoretical interest or have practical relevance. The research results provide an answer to the posed research question.	The results meet the standards of international conference publications, even though it is not necessary that the thesis contribute to new scientific knowledge. The results are of interest to academia or industry or otherwise relevant to professionals in the field. The student has produced a meritorious thesis independently while the contributions of the thesis advisor and supervisor have been minor.
<b>Contribution</b>	minor	dependent on references	identifiable	clear	conference level
<b>Structure</b>	unidentifiable	unidentifiable	consistent with proposal	consistent with proposal	well-implemented
<b>Presentation and language</b>	There are significant shortcomings in the structure and presentation of the thesis; it is difficult to read and the line of reasoning is difficult to follow.	The thesis is not a coherent, well-organised whole, and its various parts may be out of balance or it meanders. It contains inconsistencies, unexplained conclusions or even factual errors.	The thesis structure has no major weaknesses; it is well-organised and serves its purpose. The thesis uses appropriate language, and satisfactory attention has been paid to the overall appearance of the thesis.	The thesis is a consistent written presentation of the topic and, for instance, the referencing is correct and consistent. The thesis is a coherent and balanced whole.	The appearance, presentation and language of the thesis are impeccable.
<b>Presentation</b>	confusing	not clear	balanced	consistent	faultless
<b>Language</b>	insufficient	insufficient	satisfactory	satisfactory	faultless