

# BA Design Thesis Grading Criteria

Date: December, 2021

Aalto University School of Arts, Design and Architecture  
English-medium Bachelor's Programme in Design

Student's name		Date	
Evaluator's name		Grade proposal	

*\*Note to evaluators: Highlight the text of each criterion in bold. You may write a brief explanation for the grade proposal. Please don't exceed one page.*

Criteria	Fail	1	3	5
<i>Purpose and demarcation of thesis subject</i>	The thesis subject is undefined or hard to understand. The description of the purpose and scope for thesis are irrational and/or poorly demarcated.	The thesis subject is poorly defined and demarcated. The rationales for the subject choice and the purpose of the thesis are only weakly formulated.	The thesis subject is demarcated, but the purpose and goals for the thesis are weakly specified.	The thesis subject and purpose are clear and very well demarcated and justified.
<i>Design production</i>	The production does not align with the chosen thesis subject.  The production is not documented or documented in a very limited way.	The production aligns poorly with the chosen thesis subject. Its execution displays major shortcomings.  The production is documented but the documentation is very incomplete or is significantly flawed.	The production aligns and supports the thesis subject well. The execution displays design abilities in both thinking and doing.  The production is documented sufficiently. Its main aspects of can be understood and assessed through the documentation.	The alignment between the thesis subject and the production is excellent.  The production and its documentation form an insightful part in addressing the thesis subject. The execution is of very high quality.
<i>Subject area expertise and theoretical foundation for the thesis</i>	The thesis does not contain any references to literature on the subject area or references to prior literature are superficial or irrelevant.	The thesis displays very limited knowledge about the thesis subject. It only repeats prior work or existing ideas. Prior literature on the subject area is referenced but in a very limited manner.	The thesis shows that the student is familiar with the thesis subject. It includes definitions and combinations of knowledge and insights. Thesis addresses key literature on the subject area.	The thesis indicates that the student has more in-depth knowledge about the subject area and associated literature.  The student reflects on the quality of literature in combining prior knowledge with their own insights.
<i>Thesis structure</i>	The thesis does not have any structure or is structured very poorly. Fundamental information to comprehend the student's work is missing.	The thesis is poorly structured. The structure significantly impacts the possibilities to comprehend the student's work.	The thesis is well structured and covers fundamental information to comprehend the student's work.	The thesis is purposeful and logically structured, while striving for detail and precision in the report about the student's work.
<i>Use of language</i>	The text is not readable. There are serious shortcomings in spelling and grammar.	The text is readable but there are repeated shortcomings in spelling and grammar which significantly impacts the flow and comprehension of the text.	The overall language is clear, but there are small errors in spelling and grammar.	The language is clear and supports the understanding of the content. The sentence structure is versatile and varied.
<i>Use of references</i>	The thesis contains plagiarism.	The thesis is very poorly referenced. The references do not follow any style.	The thesis is appropriately referenced but there are inconsistencies in the reference style.	The thesis is well referenced. The voices of the student and others' (referenced, quoted) are presented fluidly. The reference style is used appropriately.
<i>Result and conclusion</i>	The result and conclusions are missing or very poorly presented.	The results and conclusions of the thesis are unclear.	The results and conclusions are clearly presented, but there is not much of the student's own reflection or analysis.	The results and conclusions are presented clearly. The student demonstrates ability to reflect on the quality of the results.
<i>The visual layout for thesis</i>	The visual layout for the thesis appears random and distracts the reader from the content.	The visual layout makes the thesis difficult to read.	The thesis has a clear visual layout, but there are shortcomings in the selection of fonts, use of margins, etc.	The visual layout is clear, attractive and makes the thesis easier to read. The visual layout strongly supports the content.
<i>Seminar presentation</i>	The presentation was not delivered or delivered very poorly.	The presentation was delivered but there were major shortcomings in content, visualizations and/or time used.	The presentation was prepared, but there were small shortcomings in content, visualizations or time used.	The presentation was well-prepared and insightfully delivered. Visualizations supported the content well.
<i>Management of thesis process</i>	The students did not demonstrate any skills for managing research-oriented work throughout the thesis process.	There were serious shortcomings in managing the research-oriented work throughout the thesis processes. The guidance offered was poorly used or neglected.	The student managed the research-oriented work well throughout the thesis process. The guidance offered was appropriately acknowledged and used.	The students managed the research-oriented work very well throughout the thesis process. The guidance offered was professionally acknowledged and used.

Comments (optional):