AALTO CHEM Unofficial English translation

Evaluation matrix for Bachelor’s thesis work

|  |  |  |
| --- | --- | --- |
| 1. **Aims** |  | **Grade** |
| 1 | * Aims of the thesis are not clear |  |
| 2 | * Aims of the thesis are vague and scope unclear |  |
| 3 | * Aims are appropriate for topic * Scope is expressed in a clear and logical manner * Aims and scope defined collaboratively by supervisor and student |  |
| 4 | * Aims are appropriate for the topic * Scope is expressed in clear and logical manner * Aims and scope defined by student with minimal support from supervisor |  |
| 5 | * Aims demonstrate a fundamental understanding of the subject matter and maturity * Scope defined by student independently |  |
| Fail | * Aims are not stated explicitly in the thesis |  |
| 1. **Structure** |  |  |
| 1 | * Structure of the thesis not immediately clear * Implementation significantly deficient |  |
| 2 | * Structure overall typical of a thesis in the relevant field of technology with some discrepancies |  |
| 3 | * Structure consistent and appropriate for the topic * Structure supports a good readable thesis |  |
| 4 | * Structure is perfectly suited to the topic * Content is conveyed logically * Thesis is easy to read |  |
| 5 | * Structure ideally suited for the topic and proceeds logically * Structure and title demonstrate excellent command of the topic |  |
| Fail | * Structure is inappropriate for the thesis presented |  |
| 1. **Research material, referencing methodology, and formatting** |  |  |
| 1 | * Insufficient command of referencing methodology and/or inclusion of irrelevant material * Insufficient number of original or peer-reviewed publications included (i.e. primary sources) |  |
| 2 | * Satisfactory application of chosen referencing methodology * Material included is incomplete or omits important aspects (e.g. one-sided) * Material included mainly secondary sources (e.g. textbooks) |  |
| 3 | * Satisfactory application of chosen referencing methodology * Material included chosen judiciously and is comprehensive * Material includes a wide range of related publications and possibly textbooks |  |
| 4 | * Consistent use of chosen referencing methodology demonstrating its command * Material judiciously and critically selected * Topic is complex * Student was able to produce a synthesis of the relevant literature (i.e. the student isn’t simply listing articles) |  |
| 5 | * Student demonstrates command of their chosen referencing method * Selection and processing of the material reflects understanding of the topic (readability, critical review, and summary). |  |
| Fail | * Insufficient material, lack of critical review, and poor application of citation methodologies |  |
| 1. **Discussion and conclusions** |  |  |
| 1 | * Discussion of the material presented is lacking and/or incomplete * Conclusions are poorly substantiated |  |
| 2 | * Limited discussion of the topic * Only a few of the conclusions included are supported by the material presented |  |
| 3 | * Student has provided a meaningful literature review effectively integrating different articles/works together * The conclusions are supported by the material presented and reflect the objectives as stated by the student |  |
| 4 | * The student has demonstrated their ability to present a critical review of the material included and draws reasoned conclusions from their analysis * Conclusions reflect the objectives as stated by the student. |  |
| 5 | * The student has demonstrated their ability to effectively execute and communicate a critical review of the material presented in the thesis. They have effectively used the literature to compare and contrast different studies and/or differing viewpoints found in the literature. * The conclusions drawn by the student reflects and supports the chosen structure of the thesis e.g. themes/sub topics/sub questions addressed * The conclusions presented are not only supported by the material presented in the thesis but are also carefully discussed and compared to the student’s objectives as they previously stated in their thesis. |  |
| Fail | * Thesis draws no conclusions and literature review provides no insight |  |
| **5. Language** |  |  |
| 1 | * Adequate use of technical vocabulary and language * Poor grammar and syntax, the subject of the sentence is not always clear (ineffective use of pronoun reference) * Inconsistent style * Quality of the writing impacts the communication of the work |  |
| 2 | * Adequate use of technical vocabulary and language * Satisfactory grammar and syntax however there may still be problems with e.g. conjugations, use of active/passive voice, and punctuation * Style may still be inconsistent |  |
| 3 | * The text reads well, and the technical vocabulary and language is effectively applied * Good grammar, spelling, syntax, and style |  |
| 4 | * The text is concise and straightforward to read * Technical vocabulary and language are applied effectively and demonstrate good command of the language specific to the relevant technological field * Excellent grammar, spelling, syntax and style |  |
| 5 | * The student has demonstrated significant maturity in their command of the technical vocabulary and language. * The text is pleasant to read with excellent execution of grammar, spelling, punctuation, and structure |  |
| Fail | * Quality of the writing substantially prevents the effective communication of the technical content |  |
| **6. Layout, formatting, supporting figures, tables etc.** |  |  |
| 1 | * Guidelines for the structure of the thesis were not followed resulting in an incomplete thesis that is difficult to understand (e.g. inclusion of unrelated figures or multiple figures that do not convey different information) |  |
| 2 | * Guidelines for the structure of the thesis were not entirely followed. The content of the thesis did not call for any deviation from the guidelines. Structure does not support communication of the technical content. |  |
| 3 | * The thesis follows the guidelines for structure, is well organized, and easy to follow. * All figures, charts, and tables are related to the topic and support the text. |  |
| 4 | * The work is well organized and complete. All visual elements included are appropriate and support the text. * The overall structure, formatting, and figures overall support the objectives as stated in the thesis. |  |
| 5 | * Excellent design and use of the structure of the thesis to support the objectives of the thesis. The student’s in-depth understanding of the topic is reflected in the figures and tables used to convey the position they have personally developed on the topic. |  |
| Fail | * The content of the thesis is made entirely meaningless by the design and application of the structure (or lack thereof) |  |
| **7. Independence** |  |  |
| 1 | * There were challenges in getting the student to independently make decisions with regards to their thesis * Frequent reminders from instructor were necessary to keep the student on schedule |  |
| 2 | * At times, there were some challenges in getting the student to independently make decisions with regards to their thesis * A few reminders from instructor were necessary to keep the student on schedule |  |
| 3 | * Over the course of the seminar, the student has learned how to work independently with support from their supervisor. * The work was completed according to the given schedule. |  |
| 4 | * Over the course of the seminar the student has worked fairly independently. The student actively discusses feedback with their instructor, judiciously integrating it. |  |
| 5 | * The student has worked independently in consultation with their supervisor with minimal support. * The student actively discusses feedback with their instructor, judiciously integrating it. |  |
| Fail | * The student made no independent decisions with regards to their thesis * OR the advice of the supervisor was not followed significantly negatively impacting the quality of the thesis |  |