

	0	1	2	3	4	5
Content (physics, chemistry, computer science)	Essential elements are missing from the contents (e.g. conclusions). There are no sources, or they have not been used properly. The thesis does not properly address its topic or the topic has been severely misunderstood.	The topic and aim of the thesis have been named, and thesis forms an entity. The essential contents are mostly correctly presented. The thesis is based on a few sources, without the author's own reflection. The thesis does not demonstrate the author's familiarity with the topic.		The background of the topic and its relationship to the thesis's central contents are well presented. The methods are appropriate. There are sufficient sources and they are research articles. The essential contents are correctly presented and causal relationships are clear. The results are presented well, with consideration given to their implications. The conclusions include the author's independent reflection.		The topic, aims, and methods are presented particularly well. The background of the topic is introduced from multiple points of view. The scope is clearly defined. There are enough sources and their usage is multifaceted. Presentation of the results is excellent and well connected to the topic at hand. Conclusions are comprehensive and they show insight into the topic and the field of science.
Content (mathematics and statistics)	The thesis does not address the given topic. Essential elements are missing from the thesis or the argumentation is severely lacking.	The thesis addresses the given topic and contains typical elements of a mathematical text (e.g. definitions, theorems and proofs). It is clear that the student grasps some connections between the concepts.		Definitions of concepts, proof steps and used methods are presented but the student's own thinking is not conveyed by the text. It is clear that the student understands the conceptual content.		Definitions of concepts, proof steps and methods used are presented clearly. It is clear that the student has internalized the topic and understands what they are writing. The text conveys excellent command of the topic. The thesis contains demanding mathematical or statistical argumentation or methodology.
Structure and appearance	The thesis is not structured at all. Academic writing style is not used. Citations are missing. The layout is not as instructed. Non-textual elements are disjointed from the text. There are frequent, major mistakes in for example, punctuation and compound words.	There are major weaknesses in the structure of the thesis or usage of academic writing style. Citation technique and the use of sources are inadequate, but all sources are cited and can be identified from the details given. The thesis may exhibit unfounded claims, opinions or "advertising material". The thesis is considerably longer/shorter than specified, or its layout is seriously inadequate. Elements supporting the text are used instead of text or unclear, unnecessary, incorrect, or the symbols are not explained.		The thesis is well-structured and written in an academic writing style. Citation technique is in accordance with the expected academic style. The layout and length are as specified. Elements supporting the text are illustrative and support the other contents. The thesis is aimed at an appropriate audience. The thesis is written in good English.		The thesis is excellently structured and written in an academic writing style. Citation technique is in accordance with the expected academic style, and citations appear as a natural part of the text. Layout and length are as specified. Elements supporting the text are made with care, they are illustrative and support other contents. The elements and the text are in balance. All symbols and abbreviations have been explained. The thesis is well written and a pleasure to read.
Work process	The student does not progress independently. The supervisor was not updated on progress; there was no cooperation with the supervisor. The thesis took an extremely long time to prepare.	The role and views of the supervisor are clearly visible in the thesis. The author can understand the central methods, but the independent work is lacking. The author's ignorance of the methods used, or the results obtained, is evident. The thesis was finished significantly more slowly than agreed.		The author has demonstrated their ability to carry out independent work as well as take advice, but the views of the supervisor are still evident in the end result. The author sticks to the agreed schedule and informs the supervisor about possible delays.		The author works independently, supported by the supervisor. The thesis shows that the author has assimilated concepts and techniques from the literature. The author sticks to the agreed schedule and informs the supervisor about possible delays.
General impression	The report is severely lacking.	A modest basic report that could be improved significantly.		A good basic report that perceives the main points well. No errors as such, but could be improved.		An excellent study where the topic has been assimilated in depth and conclusions are clear and to the point

The grade of the thesis is determined by the evaluation of the whole, not, for example, as the average of the grades for different criteria.

To pass, at least a grade of 1 is required in all areas.

The intermediate grades 2 (4) are given when the work is not quite 3 (5), but exceeds the criteria for 1 (3).

The difficulty of the topic, the availability of sources, and other similar factors can affect the review.