

Renewed evaluation matrix for master's thesis 2024

The grading of master's theses is based on the areas of assessment below, but will be an overall evaluation. The grade does not need to be the average of the grades given for the areas assessed as the thesis is evaluated as a whole.

AREA OF ASSESSMENT	FAIL/INSUFFICIENT 0	PASSABLE 1	SATISFACTORY 2	GOOD 3	VERY GOOD 4	EXCELLENT 5
1. Thesis objective and research questions	The topic is not suited to the discipline.	The topic is poorly suited to the discipline, and its definition is unclear.	The topic is partly suited to the discipline, but its definition is inadequate.	The topic is suited to the discipline. The definition of the topic is clear.	The topic is insightful for the discipline, and is defined clearly.	The topic is insightful as well as new and valuable for the discipline, and is defined clearly.
	The thesis has no objective, or it is presented very unclearly.	The description of the thesis objective is VERY limited, and the significance of the thesis remains unclear.	The thesis objective is presented partly in an unstructured manner.	The objective of the thesis is clear and connected to the theoretical background.	The objective of the thesis is clear and profoundly connected to the theoretical background.	The objective of the thesis is clear and has been defined in a justified manner, and the relationship to the theoretical background demonstrates the student's profound, justified and independent thinking.
	No research questions are presented.	The formulation of the research question is unclear.	The formulation of the research questions is justified, but partly unstructured.	The formulation of the research question is clear and justified.	The formulation of the research question is clear and justified, and its connection to the research literature is demonstrated.	The formulation of the research question is justified analytically, and its connection to the research literature is demonstrated clearly.
2. Scholarly framework and use of sources	The scholarly framework is very inadequate or not at all related to the research task and questions.	The scholarly framework is described in a limited, unbalanced and inadequate manner. The link between the framework and the research task and questions is weak.	For the most part, the scholarly framework is sufficiently described. The link between the framework and the research task and questions is somewhat unstructured.	The scholarly framework is described in an appropriate and justified manner. The link between the framework and the research task and questions is mainly clear.	The scholarly framework is described in a diverse and justified manner. The link between the framework and the research task and questions is clear.	The scholarly framework is described in an analytical, insightful and justified manner. The link between the framework and the research task and questions is very clear.
	Concepts are not defined, or they do not apply to the thesis topic.	There are serious deficiencies in the definition of concepts. The concepts used are poorly suited to the thesis topic.	There are some deficiencies in the definition of concepts. The concepts used are mainly suited to the thesis topic.	Concepts are appropriately defined and consistently used. The concepts used are suited to the thesis topic.	Concepts are appropriately and precisely defined and consistently used.	The definition of concepts is analytical, precise, exact and justified, and they are used consistently.

	There is little reference to research literature. The references are haphazard, and key sources are missing.	The research literature used is limited, and its use is one-sided and fragmented.	The research literature used is partly appropriate. Research literature is used in a summarising manner.	The research literature used is appropriate and mainly refereed. The research literature used includes sources relevant to the research questions, and the sources are used in a justified manner.	The research literature used is appropriate and mainly refereed. Research literature is used in a diverse, justified and interpretive manner. The sources are set in dialogue with each other.	The use of the research literature is abundant and demonstrates excellent knowledge and an analytical approach, and the latest refereed research is taken into account. The research literature is examined in a diverse and critical way, and the sources are commendably set in dialogue with each other and synthesised.
3. Research data and methods	The research data are not suited to the research task, or they are insufficient in scope. The description of the research data and their acquisition is seriously deficient.	The scope or quality of the research data is poorly suited to the research task. The description of the research data and their acquisition is deficient. The choices are not justified.	There are deficiencies in the scope, quality or suitability to the research task of the research data. The research data, their quality and their acquisition are described in a limited manner. The choices made are justified in a broad outline.	The scope and quality of the research data are suited to the research task. The choice of methods is appropriately justified, and the chosen methods are suited to the research task. The choices made are justified well.	The scope and quality of the research data are well suited to the research task. The research material, its quality and its acquisition are carefully described in accordance with good scientific practice. The choices made are convincingly justified, and the consequences of these choices are taken into account in the thesis.	The scope and quality of the research data are very well suited to the research task. The research data, their quality and their acquisition are commendably described in accordance with responsible research conduct. The choices made are convincingly justified. The consequences of these choices are taken into account in the thesis in diverse ways.
	There are significant deficiencies in the application of the chosen research method. The research data are not analysed, or there are serious deficiencies in the analysis.	The research method is poorly suited to the research task. The description of the method is deficient. There are significant deficiencies in the analysis of the research data.	The research method is somewhat suited to the research task. The description of the method is limited. The research data are analysed in a superficial manner.	The research method is suited to the research task. The choice of research method is justified. The research data are analysed appropriately.	The research method is well suited to the research task. The choice of research method is justified appropriately. The research data are carefully analysed.	The research method is very well suited to the research task. The choice of research method is analytically justified. The research data are analysed with insightful and critical justification.
	The principles of research ethics have not been followed or taken into account. There is no reflection on research ethics.	The consideration of research ethics perspectives is inadequate. The description of research ethical	The key research ethical perspectives are taken into account and described sufficiently.	Research ethical perspectives are taken into account and described appropriately.	Research ethical perspectives are considered and applied analytically and skilfully.	Research ethical perspectives are considered and applied analytically, skilfully and thoroughly.

		perspectives is unclear.				
4. Presentation of thesis results	There are serious deficiencies in the presentation of the results. The research questions are not answered.	The results are presented in a confused manner, and their connection to the research questions is unclear.	The results are presented somewhat logically, and they are by and large connected to the research questions.	The results are presented logically, with clear answers to the research questions.	The results are presented logically, with convincing answers to the research questions. The main results are distinct from less significant ones.	The results are presented logically and analytically in relation to the research questions. The results have scholarly novelty value.
	The results are not illustrated.	Attempts have been made to illustrate the results, but the illustration remains limited. The illustrations remain separate from the text.	The forms of illustration and the text are to some extent linked to each other, but the connection remains incomplete.	The results are appropriately illustrated. There is a link between text and illustration.	Various forms of illustration support the text successfully.	Various forms of illustration support the text insightfully.
5. Discussion and conclusions	There is no critical and ethical examination of the thesis process and results.	The critical and ethical examination of the thesis process and results is deficient and unclear.	The critical and ethical examination of the thesis process and results is partly appropriate but limited.	The thesis process and research results are critically examined, taking into account research ethics.	The thesis process and research results are critically examined, taking research ethics well into account.	The thesis process and research results are critically examined, taking research ethics very well into account.
	The reliability of the results is not assessed, or its assessment is unclear.	The reliability of the results is assessed in a very limited way, or this assessment is irrelevant for the research task.	The reliability of the results is assessed to some extent from the perspective of the research task.	The reliability of the results is examined appropriately from the perspective of the research task.	The reliability of the results is considered from several perspectives and justified in terms of the different stages of the research process.	The reliability of the results is assessed critically and thoroughly in terms of all of the stages of the research process.
	The research results are not correlated with prior research.	The correlation of the research results with prior research is deficient.	The research results are correlated with prior research to a degree.	The research results are discussed using theoretical literature.	The research results are discussed theoretically and by versatily comparing them with sources.	The review of the results and the conclusions drawn are multifaceted and demonstrate that the student has applied the theoretical perspective. The conclusions are discussed and analysed critically. The results are commendably linked to the research literature.
	No conclusions are presented.	The presentation of conclusions is limited or unclear	Conclusions are presented, but not discussed more	Conclusions are presented with justification and placed in an appropriate context.	The conclusions supplement the theory and/or provide new applications. The	The conclusions provide new theoretical interpretations and/or a new conceptualisation of the

			broadly or placed in a societal context.		conclusions are successfully placed in an appropriate context.	relevant phenomenon. The conclusions are placed in an appropriate context in a justified and analytical way.
	Topics for future research and/or application possibilities are not presented.	The presentation of topics for future research and application possibilities remains insufficient.	Some topics for future research are presented, but reflection on application	Application possibilities and topics for future research are appropriately presented.	New topics for future research related to the theme as well as possibilities for the application of the results are considered insightfully.	Application possibilities and topics for future research are insightfully presented and discussed.
6. The thesis as an academic text	The argumentation does not comply with the practices of academic writing, and the student does not demonstrate proficiency in these practices.	There are deficiencies in the scholarly argumentation. The student demonstrates some proficiency in the practices of academic writing.	The scholarly argumentation is uneven. The student demonstrates reasonable proficiency in the practices of academic writing.	The argumentation is primarily scholarly. The student demonstrates proficiency in the key practices of academic writing.	The argumentation is scholarly. The student demonstrates very good proficiency in the practices of academic writing.	The argumentation is scholarly and insightful. The student demonstrates excellent proficiency in the practices of academic writing.
	The thesis is confusing in terms of content and language. The thesis contains few references and no source criticism. The style of referencing is severely lacking. There are serious deficiencies in spelling and grammar.	The thesis constitutes a somewhat consistent whole in terms of content and language. The list of references or style of referencing contains errors. There are significant deficiencies in spelling and grammar.	The thesis constitutes a coherent whole in terms of content and language, but there are some inconsistencies. The list of references or style of referencing are mainly appropriate. There are some deficiencies in spelling and grammar.	The thesis constitutes a consistent whole in terms of content and language. The list of references and style of referencing are mainly appropriate. The spelling and grammar are mainly appropriate.	The thesis constitutes a convincing whole in terms of content and language. The list of references and style of referencing are appropriate throughout. The spelling and grammar are appropriate.	The thesis constitutes a convincing whole in terms of content, with excellent language use The list of references and style of referencing are appropriate throughout. The spelling and grammar are mainly flawless.
	There are serious deficiencies in the	There are significant deficiencies in the	There are some deficiencies in the layout and polishing of the thesis.	The layout of the thesis is appropriate and the thesis is sufficiently polished.	The layout of the thesis is clean and the thesis polished.	The layout and polishing of the thesis are excellent.

	layout and polishing of the thesis.	layout and polishing of the thesis.				
7. Conduct of work during thesis process	The student has not taken supervision or feedback from the supervisor.	The student has accepted supervision and feedback, but has not used them to a great degree.	The student has accepted supervision and feedback and used it to some extent during the process.	The student has accepted supervision and feedback and used it during the process.	The student has willingly accepted supervision and feedback and applied it during the process.	The student has willingly accepted supervision and feedback and used it in working independently and creatively.
	The student has assumed little or no responsibility for the thesis process.	The student has assumed some responsibility but has required a great deal of support in managing the thesis process at all stages.	The student has assumed responsibility for independent work, but has required a great deal of support in managing issues that have arisen at various stages of the thesis process.	The student has worked mainly in a goal-oriented and independent manner.	The student has worked independently and actively.	The student has worked independently, actively and responsibly.
	The time spent on or work done during the thesis process has not been methodical.	The time spent on or work done during the thesis process has been somewhat methodical.	The time spent on or work done during the thesis process has been mainly methodical.	The time spent on or work done during the thesis process has been methodical.	Time was spent on the thesis process in a controlled manner. The work has progressed in a goal-oriented and methodical manner.	Time was spent on the thesis process in a controlled manner. The work has progressed in a clearly goal-oriented and determined manner.