

## MAST Evaluation Matrix for Master's Theses 2024-2026

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Assessment area	0	1	2	3	4	5
<b>1. Objective and question setting of the thesis</b> <ul style="list-style-type: none"> <li>Justifying the thesis topic and its significance</li> <li>Showing insight in the selection and definition of the topic</li> <li>Defining a clear research question and objective, research problem or theme</li> <li>Considering research ethics</li> </ul>	The objective and the research setting do not reach the level of grade 1.	The research problem is not explained or motivated clearly. The goal or topic area of the work is not fully understood or is not apparent when reading the work.	There are problems with outlining or delimiting the research area. The objectives are unspecific.	The topic and objectives are well delimited. The topic is not very challenging.	The topic is challenging and well outlined with a focus on the essential.	The topic is related to current or potential research, or the topic is particularly challenging.
<b>2. Scientific framework of the thesis and use of sources</b> <ul style="list-style-type: none"> <li>Being familiar with relevant research and literature</li> <li>Defining a research perspective and concepts relevant to the problem discussed</li> <li>Using a wide range of source literature</li> <li>Using source criticism and original scientific sources</li> <li>Analytically examining perspectives presented in the source literature and creating syntheses</li> </ul>	The scientific framework and use of sources do not reach the level of grade 1.	The work shows significant shortcomings in the knowledge of the research area. Few sources have been used, or the sources referenced are irrelevant or sub-quality.	Knowledge of the topic is shallow, or the writer's own input is small. Few sources have been used, or the sources referenced are irrelevant or sub-quality.	The work shows the writer is familiar with the research topic through background literature. The topic is carefully analysed.	The writer shows good command of the topic, and uses comprehensive source material of good quality.	There is excellent in-depth command of the topic area, based on high-end scientific source material. The discussion proves excellent understanding.

<b>3. Data and research method</b> <ul style="list-style-type: none"> <li>• Selecting an appropriate method to address the research question</li> <li>• Describing the method comprehensively (strategy, information retrieval and analysis)</li> <li>• Ensuring that the material is sufficient and applicable for the research question and analysis method</li> <li>• Describing the material</li> <li>• Using the method critically and in an evaluative way</li> <li>• Considering research ethics</li> </ul>	<p>The data and research methods do not reach the level of grade 1.</p>	<p>There are significant shortcomings in choice of methods, data, and analysis. The clarity and rigor of proofs and arguments are mostly acceptable.</p>	<p>The writer has mainly used good research methods and data, but the work contains some problems or inconsistencies in the choice of data and analysis. The clarity and rigor of proofs and arguments are acceptable.</p>	<p>The research methods and data are suitable for the problem, and their choice is well argued. The analyses are mainly justified. Proofs and arguments are rigorous and mostly well explained.</p>	<p>Use of research methods and data is good, well-argued, and clearly based on scientific method literature or scientific tradition. Proofs and arguments are rigorous, well explained, and easy to follow.</p>	<p>The work is excellent when it comes to research methods and data selection. The methods have been analysed in depth. Proofs and arguments are rigorous, well explained, and easy to follow. The level of detail is well adapted to the topic.</p>
<b>4. Presentation of the results of the thesis</b> <ul style="list-style-type: none"> <li>• Addressing the research question in the results</li> <li>• Reporting the results or main findings clearly and logically</li> <li>• Illustrating the relationship between the images, diagrams and tables and the text</li> <li>• Utility, usability, and/or applicability of results</li> <li>• Depth of theory or reporting of data-based or calculative results</li> </ul>	<p>The presentation of the results does not reach the level of grade 1.</p>	<p>There are significant shortcomings in all areas of reporting the results.</p>	<p>The work shows that the writer has some concept of reporting findings, but there are clear shortcomings in communicating them. The significance of the results remains partially unclear.</p>	<p>The findings are mainly reported in a clear and logical way. The use of pictures, figures, and tables is mostly good. The results answer the research questions and are feasible.</p>	<p>The findings are reported in a clear and logical way. The use of pictures, tables and drawings supports the analysis of results. The work ponders how generalizable the findings are.</p>	<p>The reporting of findings and use of pictures, tables and drawings is well considered and apt. The thesis is a good source for future studies or research.</p>

<p><b>5. Reflection and conclusions</b></p> <ul style="list-style-type: none"> <li>• Specifying the relationship between the research results and previous research</li> <li>• Presenting new research problems</li> <li>• Considering opportunities for applications</li> <li>• Assessing the reliability of the thesis according to the research approach</li> <li>• Considering issues of research ethics</li> <li>• Examining the research process and results critically and thoroughly</li> <li>• Drawing thorough, reliable and insightful conclusions</li> <li>• Basing the conclusions on the results</li> </ul>	<p>The reflection and conclusions do not reach the level of grade 1.</p>	<p>Conclusions and discussion are very brief and the writer does not show clear understanding of the significance of the results.</p>	<p>The work shows the writer's own input. Based on conclusions and discussion, however, the writer does not have a clear concept of the significance of the findings.</p>	<p>The writer's own input is evident in the conclusions and discussion of results.</p>	<p>The writer understands the most important topics and results and includes their own input.</p>	<p>The core matter is deeply internalized and conclusions are clear. The discussion of findings may even show an aptitude for independent research.</p>
<p><b>6. Thesis as an academic text</b></p> <ul style="list-style-type: none"> <li>• Using a clear structure appropriate for the research approach</li> <li>• Mastering the craft of academic prose (varies according to the research approach)</li> <li>• Distinguishing between the author's own interpretations and the information presented in sources as well as incorporating these two elements clearly and seamlessly</li> <li>• Using grammatically correct language</li> <li>• Documenting sources appropriately and consistently</li> <li>• Writing a clear and accurate bibliography</li> <li>• Using an appropriate layout</li> </ul>	<p>The text does not reach the level of grade 1.</p>	<p>The text does not follow a scientific style, but is e.g. list-like or unpolished.</p>	<p>The writer divides the text into logical parts, but the parts are imbalanced. There is room for improvement in language and use of source references.</p>	<p>The language is exact. The terms have been defined. The style of presentation varies, but the disposition is clear and progresses well. There pictures are clear and well argued. The text is well polished.</p>	<p>The text runs smoothly. The presentation is consistent in style. The use of figures and tables is well justified. The use of source references is flawless. The whole text is logical and consistent when it comes to research question, description of research setup, findings and conclusions.</p>	<p>Discussion proves excellent understanding and knowledge of the entire topic. The scientific results have been pinpointed with care with the help of pictures and tables. Language, disposition, structure and the contents of the different parts follow good scientific practice. The text is excellent.</p>

<b>7. Work during the thesis process</b> <ul style="list-style-type: none"> <li>• Being open-minded and independent</li> <li>• Adopting methods and solving problems creatively</li> <li>• Completing the thesis in the planned timetable</li> </ul>	The work does not reach the level of grade 1.	The completion of the work is not predictable. The work requires a great deal of supervising resources to bring the work to an acceptable form.	The work progresses at varying speeds, which makes supervision challenging.	The writer matures into independent work during the thesis process. The work primarily follows the allocated timetable.	The writer quickly matures into independent work during the thesis process. The work typically follows the allocated timetable.	The work is very creative and independent. The work progresses at a good speed the whole time.
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