

Evaluation Matrix for Bachelor's Theses in Mathematics and Statistics Track in BSc programme

The bachelor's thesis is evaluated on a scale of 0-5, following the criteria outlined below where applicable.

	0	1	2	3	4	5
Content and Methods	The topic has not been agreed upon with the supervisor or the text does not relate to the topic. The work lacks essential parts relevant to the thesis or contains serious errors.	The work includes university-level mathematics or statistics concepts and methods that are relevant to the given topic. The work contains at least one subject-level proof, application of a method, or equivalent. The student provides background on the topic or research question in at least one sentence. In works that include data analysis, the student discusses the results in at least one sentence.		The student uses mathematical or statistical arguments, most of which are at the intermediate studies level. The student presents the necessary concepts, methods, statistical models, or data mostly well. In statistics, the chosen models and methods are suitable for the topic. The work includes at least one relevant and illustrative example, figure, or table. In works that include data analysis, the student reviews the results of their work comprehensively.		The student presents the necessary concepts, methods, statistical model, or data comprehensively and accurately, skillfully using illustrative examples, figures, or tables. The topic or research questions are justified and contextualized. The work includes demanding intermediate studies level mathematical or statistical arguments, methods, or applications. The student critically examines the results of their work and makes reflections and conclusions at the expected level for a bachelor's student.
Structure and Presentation	The argumentation is very deficient or the text is very difficult to follow. The thesis text does not follow the style of the discipline, or there are no scientific sources in the work.	The work generally follows the structure of the field's thesis. It is divided into meaningful chapters, and the text can be followed. The argumentation is mostly correct. The work includes a reference list with at least one relevant source.		The text is fluent and mostly grammatically correct. The argumentation is correct and, with minor deficiencies, relatively easy to follow. The text contains elements that integrate well into the whole, such as examples, figures, or tables. The work has a reference list with appropriate sources for the parts of the work, and the number of sources is suitable. Sources are cited in the text.		The text progresses logically and focuses on essential points of the topic, forming a coherent and balanced whole. The proofs and data analyses presented by the student are clear and error-free. The text is clear, unambiguous, precise, and consistent, adhering to the style of the field. The argumentation is easy to follow. The examples chosen by the student are well considered. The reference list is in accordance with the practices of the field, contains several relevant sources, and citations are made correctly. Supporting elements in the text, such as examples, figures, and tables, are refined, illuminating, and integrate naturally into the whole. For example, figures are referenced and have informative captions.
Working Process	The work does not progress independently. Delays in the work have not been discussed with the supervisor. It is unclear whether the student has written the text of the thesis themselves. The student does not make the corrections suggested by the supervisor.	It is clear that the student has written the text of their thesis themselves. The progress of the work is allowed to be very supervisor-driven. The student makes only the absolutely necessary corrections suggested by the supervisor.		The student has written the text of their work and has developed the arguments better than, for example, merely translating. The use of AI applications has been reported. The student makes the corrections suggested by the supervisor. The student informs the supervisor about possible delays in the originally agreed schedule. The working process is mostly student-driven.		The student has delved deeply into the topic, elaborated the subject area and arguments, and clearly created their own presentation of the topic. The use of AI applications has been reported accurately. The student corrects their work not only based on the supervisor's suggestions but also proactively. The student stays within the agreed schedule, which is not longer than six months. The entire working process progresses in a student-driven manner.
Overall Impression	The student does not understand the text they have written. The delimitation of the topic is unsuccessful.	The text indicates that the student perceives some connections between the concepts presented in their work. The handling of the topic is allowed to be somewhat too narrow or broad, as long as the delimitation is meaningful.		The work demonstrates the student's good command of the subject matter, and their own thinking is reflected. The handling of the topic is appropriately limited to a meaningful whole.		The work demonstrates the student's excellent command of the subject matter, and their own thinking is clearly visible. The delimitation of the topic is very successful; the work is neither too narrow nor too broad.
The grade for the thesis is determined based on the overall quality and is not necessarily the average of the grades for the individual areas. A passing thesis must receive at least a grade of 1 in each area. The grade for each area is determined based on the description that best matches the thesis' level, even if some criteria correspond to a different level. Intermediate grades of 2 and 4 are given when, based on the descriptions, the work falls between 1 and 3 or between 3 and 5. Interpretation Guidelines for the Matrix: Requirements that appear at lower levels but do not appear in the descriptions for higher grades are interpreted as recurring at least at the same level. At the bachelor's level, course books and similar sources are also counted as scientific sources. The appropriate number of sources is determined according to the topic of the thesis. For example, in statistics, there are often more sources than in mathematics.						