

Master's thesis	Grading scale				
Area of assessment (See the assessment matrix.)	1 (Passable)	2 (Satisfactory)	3 (Good)	4 (Very Good)	5 (Excellent)
1. Research topic and purpose 2. Knowledge of the research field and related theories as well as the use of literature <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Scale 0–5, weight 20–35%</div>	The thesis is significantly lacking, but passably meets the requirements set for master's theses in several areas of assessment. The thesis contains relevant matters in somewhat logical order, to an approvable extent.	The thesis is lacking, but meets the requirements set for master's theses in several areas of assessment. The thesis comprises an understandable and adequate logical whole.	The thesis meets the requirements set for master's theses well in most areas of assessment. The thesis is well written, containing all essential matters in logical order and forming a consistent whole.	The thesis meets the requirements set for master's theses very well in almost all areas of assessment. The thesis is very well written, indicating the author's maturity, critical approach and familiarity with the topic. The thesis includes all essential matters in logical order, forming a clear and consistent whole.	The thesis meets the requirements set for master's theses exceptionally well in all areas of assessment. The thesis is exceptionally well written, indicating the author's scientific maturity, critical thinking and advanced familiarity with the topic. The thesis includes all essential matters in logical order, forming a coherent and consistent whole.
3. Material, acquisition of material and analyses (=methods) 4. Research results and reporting <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Scale 0–5, weight 20–35%</div>					
5. Examination of results (discussion) and conclusions 6. Structure, clarity and polishing of the thesis <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Scale 0–5, weight 20–35%</div>					
7. Conduct of the work during the thesis process <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Scale 0–5, weight 10–25%</div>					
Thesis grade* <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; vertical-align: middle; margin-left: 10px;"></div>	0 (Fail) The areas of assessment for the thesis do not meet the minimum requirements. The thesis is fragmented and illogical and does not form a whole.				

* A weighted average of the areas of assessment. For a thesis to be approved, all areas must receive a grade from 1 to 5.

AREA OF ASSESSMENT	PASSABLE	SATISFACTORY *	GOOD	VERY GOOD *	EXCELLENT
	1	2	3	4	5
1. Research topic and purpose	The description of the objective of the thesis is narrow, and the grounds for its scientific purpose are unclear. The link between the question formulation and the background literature is unclear. The framing of the thesis in relation to the question formulation is unclear. The consideration of research ethics is inadequate.	The objective of the thesis and its connection with the theoretical background are clearly described. The scientific purpose of the research is well described. The question formulation is clear, while the choice of topic and the framing of the thesis are clearly justified in relation to the question formulation. The consideration of research ethics is good.		The theoretical premise and concepts are profoundly described. The question formulation is very clearly and critically justified. The thesis topic is insightful, and its framing is clearly justified in relation to the question formulation. The consideration of research ethics is excellent.	
2. Knowledge of the research field and related theories as well as the use of literature	The description of the theoretical background is narrow or unbalanced and partly inadequate. The perspective and concepts chosen apply to the topic partly/poorly. The use of literature is one-sided, unsure or uneven, indicating limited familiarity with the literature and/or a lack of source criticism.	The theoretical background is well described. The perspective and concepts chosen are suitable and appropriate for the theme of the thesis. The use of literature relevant to the research questions is versatile. Perspectives presented in the source literature are examined and synthesised.		The description of the theoretical background is analytical and justified. The perspective chosen and the definition of concepts are insightful in relation to the theme of the thesis. Literature is used appropriately, including the original sources relevant to the research questions. Perspectives presented in the source literature are analytically examined and successfully synthesised.	
3. Material, acquisition of material and analyses (=methods)	The description of the material and methods is narrow. The chosen research methods have been inadequately justified and/or the chosen method suits the research task only satisfactorily. The scope of material acquisition and analyses is either too limited or excessive. The connection between theory and empirical work is poorly demonstrated. The consideration of research ethics is limited.	The material and methods are adequately described. The chosen research methods are well justified and well suited to solving the research task. The scope of the material is sufficient and suitable for the thesis. The connection between theory and empirical work is well demonstrated. Research ethics are taken well into consideration in the acquisition, processing and/or analysis of the material.		The description of the material and methods is commendable. The chosen research methods are excellently justified, indicating awareness of the consequences of these choices. The scope of the material is excellent in relation to the research formulation. Theory and empirical work are connected in an excellent and insightful manner. Research ethics are handled excellently throughout the thesis.	
4. Research results and reporting	Use of the material's potential is narrow. The results are superficially or even erroneously presented; the connection between the results and the research question is unclear. The use of images, tables and text is inconsistent.	The results provide answers to the research questions. The material is well utilised. The results are logically and clearly presented. Images, tables and appendices are clear and support the text well.		The connection between the results and the objective of the thesis is very clear. The results are presented as a whole, indicating scientific maturity. The results include new scientific knowledge. Images and tables independently compiled in a commendable manner support the text excellently.	
5. Examination of results (discussion) and conclusions	The examination of results is superficial, with the focus on personal findings, while the results have been inadequately set in context with prior research. The presentation of new research problems and the consideration of application opportunities is also limited. The assessment of the reliability of the results is inadequate. The conclusions are based on the results, but their scope is narrow.	The central results of the research are well highlighted and examined in relation to the literature of the research field, the presented theoretical background and the author's research questions. The conclusions are justified. The assessment of the reliability of the results is good. The work considers opportunities for the application of the results.		The examination of results is excellent and justifiably critical, while the results are commendably linked with the literature and theories of the research field. The results are used in the examination in a comprehensive manner, presenting new scientific knowledge. The conclusions answer the research questions in an excellent manner. The reliability of the results is assessed in a justifiably critical manner. New research problems are presented and/or application opportunities convincingly considered.	
6. Structure, clarity and polishing of the thesis	The thesis includes relevant content, but as a whole it is unbalanced, in many parts inadequate. The text is in academic style, but contains linguistic errors. There are errors in the bibliography and/or reference style. The appearance of the thesis complies with instructions. The illustrations (tables, images and appendices) are appropriate, but their presentation is partly unclear.	The thesis includes all essential matters in logical order, forming a coherent whole. The text is precise and in keeping with good grammar and academic style. The author's scientific thinking is identifiable in the text. The use of terminology is appropriate. The bibliography and style of references are mainly faultless. The illustrations are faultless.		The thesis is consistent and clear throughout, forming an excellent whole. The thesis is written in faultless language and academic style. The author's scientific thinking and profound understanding are easily identifiable. Terminology, the style of references and the bibliography are faultless. The layout of the thesis is excellent.	
7. Conduct of the work during the thesis process	The student has had trouble conducting independent and target-oriented work in different stages of the process. He/she requires extensive support for advancing the process, adopting methods and solving problems.	The student has worked in a target-oriented and steadily progressing manner, with an independent and skilful approach. The student has no difficulties working as part of a research group. The student has maintained and observed the thesis plan and schedule.		The student has demonstrated excellent initiative and independence while working responsibly as part of a research group. He/she has effortlessly adopted/developed methods and participated in solving problems in a creative manner. The student has worked in a target-oriented and determined manner.	

* Grades (2) SATISFACTORY or (4) VERY GOOD: The thesis does not meet all the criteria of the grade above, as one or more of the weighted assessment criteria for the higher grade are not met.