

Bachelor's thesis evaluation rubrics - Business studies

In use since 1.8.2020

	Evaluation trait	5	4	3	2	1	0
RESEARCH PROBLEM	Defining research questions	The research questions are defined meticulously and justified well. They are strongly linked to the recognized research problem and their delimitations are clearly acknowledged.		The research questions are defined clearly. They are linked to the recognized research problem and some of their delimitations are acknowledged.		The research questions are defined unclearly. They are somewhat vaguely linked to the research problem and their delimitations are vaguely acknowledged.	
RESEARCH PROBLEM	Novelty of the research problem	The defined research problem is very novel and topical.		The defined research problem is fairly novel and topical.		The defined research problem lacks novelty and topicality.	
RESEARCH PROBLEM	Practical implications of the research topic	The practical implications of the research topic are identified very clearly and justified with strong arguments.		The practical implications of the research topic are identified clearly.		There are some problems with identifying the practical implications of the research topic.	
THEORY	Theoretical framework	The theoretical framework is up-to-date, very relevant and strongly based on recognized theories in the field. The choice of framework is justified with particularly strong arguments.		The theoretical framework is up-to-date, relevant and based on theories that are recognized in the field. The choice of framework is motivated well.		There are some problems with the theoretical framework in terms of being based on theories that are recognized in the field, as well as in terms of being up-to-date and relevant. The choice of framework is motivated poorly.	
THEORY	Knowledge and use of relevant concepts and terminology	The key concepts and terminology are recognized very clearly and used almost flawlessly. The connections between the various concepts and terminology are articulated well.		The key concepts and terminology are recognized clearly and used correctly.		There are some problems with recognizing the key concepts and terminology and with their use.	
THEORY	Selection of relevant information	The selected articles and other sources of information are highly relevant and well tied to the research problem. Information is gathered from a wide variety of relevant academic sources.		The selected articles and other sources of information are relevant. Information is gathered from a reasonable variety of sources.		There are some problems concerning the relevance of the selected articles and other sources of information. Information is gathered from a narrow variety of sources.	
THEORY	Quality of critical analysis	The critical analysis of the selected information is advanced and takes into account a wide range of relevant points of view on the research problem.		The critical analysis of the selected information is sufficient and takes into account different points of view on the research problem.		There are some problems concerning the critical analysis of the selected information. The analysis presents a narrow point of view on the research problem.	
GENERAL EVALUATION & WORK PROCESS	Academic style and language	The basics of academic style and language are used to communicate the message with great clarity and fluency. The text is coherent, very easy to follow and almost flawless. Formatting of the text follows the University of Vaasa academic writing guidelines.		The basics of academic style and language is used to communicate the message. The text is easy to follow and contains only minor errors. Formatting of the text mainly follows the University of Vaasa writing guidelines.		There are some problems with using academic style and language to communicate the message. The text is difficult to follow and contains numerous errors. Formatting of the text is only partially in line with the University of Vaasa academic writing guidelines.	
GENERAL EVALUATION & WORK PROCESS	The student's own input to the research	The student demonstrated excellent initiative and responsibility at different stages of the process.		The student demonstrated sufficient initiative and responsibility at different stages of the process.		The student demonstrated only little initiative and responsibility at different stages of the process.	
GENERAL EVALUATION & WORK PROCESS	Keeping to the thesis timetable	The agreed-upon thesis schedule was kept throughout the process. The final version of the thesis is delivered by the set deadline or before.		The agreed-upon thesis schedule was fairly well kept throughout the process. The final version of the thesis is delivered by the set deadline.		The agreed-upon thesis schedule was poorly kept throughout the process. The final version of the thesis is delivered after the set deadline.	