

### 1. Selecting the topic and setting goals

Shared competence: Learning to learn

	Fail	1	2	3	4	5
<b>Justification for selecting the topic</b>	You do not justify the selection of the topic and/or your justification includes incorrect information.	You select a topic considering the development of your field which is linked to the development of working life, but your justification for selecting the topic is inadequate.	You select a useful topic considering the development of your field and briefly justify the selection of your topic relative to previous research data and the field's development needs.	You select a useful topic considering the development of your field and justify the selection of your topic well based on previous research data and the field's development needs.	You select a significant and relevant topic considering the development of your field and justify the selection of your topic clearly and diversely based on previous research data and the field's development needs.	You select a significant, current and innovative topic considering the development of your field and justify the selection of your topic professionally based on current knowledge, research and the field's development needs.
<b>Setting goals</b>	You do not define your topic relative to the development of your field.	You set goals for the development of your field, but they could be more specific.	You set goals for the development of your field.	You set appropriate goals for the development of your field.	You set appropriate and highly current goals for the development of your field.	You set appropriate, innovative and current high-quality goals for the development of your field.

### 2. Knowledge base

Shared competence: Learning to learn

	Fail	1	2	3	4	5
<b>Selecting sources</b>	You do not select and define sources suitable for handling your topic.	You select sources that concern your topic and are mainly current, and you use research data briefly and based on domestic sources.	You select current sources that concern your topic and use research data, but you only use international sources very briefly.	You select justified, reliable and current sources considering your topic and use research data and international sources well.	You diversely use reliable, current and well-justified sources considering your topic and use research data and international sources diversely.	You critically select reliable and current sources and broadly use research data and international sources.
<b>Content of the knowledge base</b>	You do not present key concepts regarding your topic and/or compile the knowledge base relating to your topic based on data sources.	You summarise a fragmented knowledge base based on sources, and its link to the goals or definition of your thesis is inadequate. You present key concepts, but you do not have a good command of their definition.	You prepare an appropriate knowledge base considering the topic and goals of your thesis by referring to various data sources. You define key concepts considering your topic.	You prepare a clear, consistent and appropriate knowledge base considering the topic and goals of your thesis. You define key concepts and present links between them.	You prepare a good, clear, consistent, appropriate and synthesis-based knowledge base considering the topic and goals of your thesis. You define key concepts comprehensively and clearly present the links between them.	You prepare a clear, logical and consistent whole of the knowledge base based on an excellent synthesis. The knowledge base of your thesis is appropriate considering your topic and goals. You define key concepts and the links between them comprehensively and analytically.



### 3. Execution

Shared competence: Proactive development, and ethics

	Fail	1	2	3	4	5
<b>Selection and command of methodology</b>	You do not select and/or describe research and/or development methods suitable for your topic. You do not have a good command of the research and/or development methods you have used.	You select research and/or development methods suitable for your topic. Their justification is significantly inadequate. You use the research and/or development methods selected inadequately in part.	You select research and/or development methods suitable for your topic, but their justification is partly inadequate. You use research and/or development methods appropriately, but inconsistently in part.	You select research and/or development methods suitable for your topic and justify them well. You use the research and/or development methods selected well and appropriately.	You select research and/or development methods well-suited for your topic and justify and assess your selections diversely. You use research and/or development methods skilfully and appropriately.	You select research and/or development methods that are excellently suited for your topic, apply them innovatively, and justify and assess your selections analytically. You use and apply research and/or development methods very appropriately.
<b>Good scientific practices and reliability</b>	You do not identify the principles of good scientific practices in the thesis process. You do not assess reliability.	You identify and describe the principles of good scientific practices in the thesis process. You assess reliability, but your assessment is inadequate.	You address and describe the principles of good scientific practices in the thesis process. You assess reliability briefly.	You implement and describe the principles of good scientific practices in all phases of the thesis process. You assess reliability thoroughly and well.	You implement and describe the principles of good scientific practices with justification in all phases of the thesis process. You assess reliability thoroughly and diversely considering the entire thesis process.	You implement and describe the principles of good scientific practices systematically and with justification in all phases of the thesis process. You assess reliability thoroughly, diversely and critically considering the entire thesis process.

### 4. RESULTS AND REFLECTION

Shared competence: Proactive development

	Fail	1	2	3	4	5
<b>Applicability of results to the development of the field, and the achievement of goals</b>	You do not produce research/development results related to the goals set.	You produce research/development goals related to the goals set, but they can poorly be used in the development of your field. You achieve the goals set for your thesis poorly considering the results.	You produce research/development goals corresponding to the goals set, and they can be used in the development of your field to some extent. You mainly achieve the goals set for your thesis considering the results.	You produce research/development goals that correspond well to the goals set, and they can be used and applied in the development of your field. You achieve the goals set for your thesis well considering the results.	You produce research/development goals corresponding to the goals set, and they can directly be used or applied in the development of your field. You achieve the goals set for your thesis very well considering the results.	You produce significant research/development goals that correspond to the goals set, and they can be broadly used and applied in the development of your field. You achieve the goals set for your thesis excellently considering the results.

<b>Conclusions and proposals for further development</b>	You do not present any conclusions of your results or proposals for further development/research relating to the development of your field.	You present a few conclusions and proposals for further development/research considering the development of your field. Personal professional knowledge has mainly been used in preparing them.	You present conclusions of your results and proposals for further development/research considering the development of working life, but they are inconsistent in places. You have attempted to use professional knowledge and research data with an interactive approach in preparing them.	You present consistent conclusions of your results and proposals for further development/research suitable for the development of working life. They have clearly been prepared with an interactive approach regarding professional knowledge and previous research data.	You present consistent and justified conclusions of your results and proposals for further development/research that are well-suited for the development of working life. Professional knowledge and previous research data have been used very well with an interactive approach in preparing them.	You present very clearly and understandably justified conclusions of your results and proposals for further development/research that are excellently suited for the development of working life. Professional knowledge and previous research data have been used expertly in preparing conclusions.
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**5. Expertise in the thesis process**  
Shared competence: Learning to learn

	<b>Fail</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Command of the thesis process and development as a specialist</b>	Command of the thesis process is clearly inadequate.	You carry out the thesis process, but you need plenty of support in all its phases. Independent views are presented briefly. The logic of proceeding in the process is inadequate.	You carry out the whole thesis process fairly systematically and logically under self-guidance, supported by the supervisor. Independent views are presented briefly, but you use the feedback given to you.	You carry out the thesis process, proceeding systematically and logically, and you use guidance appropriately. You present your own views with justification, and use the feedback given to you.	You carry out the whole thesis process in a goal-driven and self-guided manner, systematically and logically, and use guidance and feedback appropriately based on feedback and justifying your selections.	You carry out the thesis process determinedly, systematically and logically under self-guidance, and you use guidance appropriately. You use feedback analytically in your activities and are able to modify them, if required.
<b>Cooperation in the thesis process</b>	There is no cooperation with others participating in the thesis process.	You work with others participating in the thesis process.	You work appropriately with others participating in the thesis process.	You work smoothly with all others participating in the thesis process.	You work smoothly and constructively with all others participating in the thesis process.	You work expertly and constructively with all others participating in the thesis process.

**6. LANGUAGE AND TEXT QUALITY, AND INTERACTIVE PRESENTATION OF DATA**

	<b>Fail</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Reporting and communicating results</b>	You do not prepare a report to describe the whole process or communicate your results.	You prepare a report, but its structure is inconsistent and disorganised regarding its content. You follow the thesis instructions for reporting inadequately. You communicate your thesis focusing on the descriptive level. You present your results in graphic format, but your solutions are inconsistent, and their content is inadequate.	You prepare an organised structure for your report that is only partly consistent. You follow the key parts of the thesis instructions in your reporting. You also present your results in graphic format, but their presentation is inadequate. You primarily communicate your thesis based on the competence given by experience-based knowledge.	You prepare a report that is mainly consistently organised. You follow the thesis instructions in your reporting. You communicate your thesis based on the competence required by professional activities. You consistently present your results in graphic format.	You prepare a structure with a consistent content. You follow the thesis instructions in your reporting. You communicate your thesis with an interactive approach based on the competence required by research and professional activities. You present the results of your thesis using highly illustrative graphic solutions.	You prepare a clear and consistent structure with a concise content. You follow the thesis instructions in your reporting. You have an excellent command of the requirements and presentation methods defined for presenting interactive data. You present the results of your thesis using insightful graphic solutions and illustrative examples.
<b>Writing and the use of sources</b>	You have no command of writing academic texts and/or the appropriate use of sources.	You write academic text, but it contains several errors. The linguistic presentation is rigid, and does not meet all requirements set for academic texts. You can use and cite sources, but their use is significantly inadequate and inconsistent.	Your text mainly meets the requirements set for academic texts, but the linguistic presentation is rigid. You can use and cite sources, but their citing is inadequate.	You write good academic text regarding its linguistic form and style, and you cite sources appropriately following instructions.	Your academic text is nearly flawless regarding its linguistic form and style. You use sources diversely and mainly with a comparative approach, and you cite them appropriately.	You can write academic text with an excellent linguistic form. You can produce text in the language used in your field, following the style of research texts. You use source data diversely with a comparative approach, and cite them appropriately and unambiguously.