

Bachelor's Thesis Seminar Grading Rubric

Bachelor's Program in International Business, Mikkeli Campus

- The final grade for the Bachelor's Thesis Seminar is calculated as a weighted average of grades for each measurable attribute.
- Grading scale for Bachelor's Thesis Seminar: 5 (highest), 4, 3, 2, 1 (0 = fail). The grades 2 and 4 are not described in this rubric, but can be inferred and used like all other grades. A score of 0 in any of the attributes will result in a failing grade for the final thesis.
- Due to the varying importance of the measurable attributes, they have been assigned different weights (see the WEIGHT column) for use in the final grading.
- The BScBA Thesis Seminar Grading Sheet will be used by thesis supervisors (and replacements) for grading; it contains the formulas needed for calculating the weighted average and the final grade. The supervisors can also use the BScBA Thesis Seminar Grading Sheet during the process when advising students.
- Dropping out of the thesis process after submitting the Final Research Plan (without a special reason that has separately been agreed with the supervisor and the staff) will affect the thesis seminar grade by reducing it by 1 grade during the following thesis process the student will attend.

1. PROJECT MANAGEMENT

Measurable Attributes	0 = insufficient	1	2	3	4	5	Weight
1. Time management	Did not establish a realistic timeline and did not meet deadlines.	Relied on thesis supervisor to establish a timeline OR attempted to follow an unrealistic timeline. Missed at least one significant deadline during thesis process.		Generally followed a timeline as established by the student. Missed few if any significant deadlines during the process.		Successfully followed a clearly-defined and well-planned timeline established by the student.	1
2. Process management	Submitted insufficient work by most deadlines. Did not participate in any thesis info sessions or other meetings.	Submitted insufficient work by some deadlines. Relied on prompting from thesis supervisor to initiate or complete a significant proportion of tasks. Participated in one or two thesis info sessions or other thesis meetings.		Submitted sufficient work by most deadlines, but required some prompting by thesis supervisor to initiate or complete tasks. Participated in most info sessions and other thesis meetings.		Submitted sufficient work by all deadlines, allowing time for unplanned issues. Initiated tasks on own within the defined timeline. Participated in all thesis info sessions and other thesis meetings.	1
3. Engagement with the supervision process	Little or no communication with thesis supervisor. Did not respond to any constructive feedback.	Infrequent communication with thesis supervisor. Responded minimally to constructive feedback.		Satisfactory communication with thesis supervisor. Responded partially to constructive feedback.		Active communication with the supervisor. Responded well to constructive feedback.	2

2. THESIS PRESENTATION SESSION

Measurable Attributes	0 = insufficient	1	2	3	4	5	Weight
4. Thesis presentation content	The presentation content conveyed neither the thesis research questions, nor the methodology nor the findings.	The presentation content conveyed the thesis research questions, methodology and findings in an unclear or confusing way.		The presentation content conveyed somewhat clearly the thesis research questions, methodology and findings.		The presentation content conveyed very clearly the thesis research questions, methodology and findings.	2
5. Thesis presentation delivery	The delivery was unprofessional: the student spoke unclearly, without confidence, and with multiple distracting mannerisms; communicated poorly with the audience.	The delivery was only partly professional: the student failed to speak clearly and with confidence, with several distracting mannerisms, but overall managed to communicate minimally with the audience.		The delivery was somewhat professional: the student spoke clearly and with some confidence, with only a few distracting mannerisms, and communicated fairly well with the audience.		The delivery was very professional: the student spoke clearly and with confidence, without distracting mannerisms, and communicated well with the audience.	1
6. Involvement in the seminar	The student neither asked questions of other students nor participated in the seminar discussion.	The student asked no questions or irrelevant questions of other students and was passive in the seminar discussion.		The student asked a few relevant questions of other students and participated satisfactorily in the seminar discussion.		The student asked several or more relevant questions of other students and actively participated in the seminar discussion.	1