MASTER'S THESIS RUBRIC

Quality criteria		Excellent	Good	Fair	Insufficient
Formal presentation of the thesis	**Guidelines**	the work fully complies with the proposed guidelines	the work generally complies with the proposed guidelines	the work complies with several of the proposed guidelines	the work does not comply with the proposed guidelines
	Figures and graphs	legible and referenced in the text	reasonably legible, with some errors in the in-text references	some are illegible, with many errors in the in-text references	illegible and poorly referenced in the text
	Figure and table captions	provide appropriate information and are numbered consecutively and sequentially	contain some errors in the in-text references; numbering is correct	contain many errors in the in-text references; numbering is only partly correct	do not provide adequate documentation and have no numbering
	Bibliographic citations	follow the standards and are correctly referenced	contain some referencing errors	contain many referencing errors	are not referenced according to the standards
	Writing and spelling	correct, with no errors	contain some writing errors	contain some writing and spelling errors	the language's spelling conventions are not followed and the writing is poor
Work objectives	**Presentation**	clearly presented and coherently formulated on the basis of the introduction	clearly presented, although with some inaccuracies, on the basis of the introduction	not presented very clearly and contain many inaccuracies in relation to the introduction	not presented clearly or coherently on the basis of the introduction
	Scope	realistic and within the student's capabilities and the duration of the course	fairly realistic and within the student's capabilities and the duration of the course	not sufficiently realistic, either because of the student's capabilities or the duration of the course	unrealistic and unattainable for the student within the duration of the course
	Formulation	formulated with scientific, managerial, or social relevance	formulated without scientific, managerial, or social relevance	some are not formulated correctly	not formulated correctly
References and bibliography	**Bibliography**	appropriate, comprehensive, and up to date; references are relevant	sufficient, but with gaps or outdated references; references are relevant	limited, with gaps or outdated references; references are not relevant	very limited or nonexistent, not up to date or clearly outdated; references are irrelevant and inappropriate
	Review	critical and concise review of the most relevant works	concise review of the most relevant works	description of the most relevant works, without critical analysis or synthesis	no critical and concise review of the most relevant works
	In-text references	sufficient to support the arguments and discussion	contain some gaps in supporting the arguments and discussion	contain many gaps in supporting the arguments and discussion	generally lacking; the arguments and discussion are unsupported
	Understanding	clear understanding of current trends in the topic of the work	some understanding of current trends in the topic of the work	limited understanding of current trends in the topic of the work	no evidence of sufficient understanding of current trends in the topic of the work
Methodology	**Research design**	coherent	reasonably coherent	moderately coherent	weak coherence
	Choice of methods and procedures	appropriate and justified	appropriate but not justified	not fully appropriate and not justified	completely inappropriate
	Limitations	identified and reasoned	identified but not reasoned	partly identified	not identified

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Contents	**Organization of contents**	appropriate, with no gaps	appropriate, with some gaps	not fully appropriate	inappropriate
	Sections	coherent in the reasoning and lines of argument followed throughout the work	sufficiently coherent in the reasoning and lines of argument followed throughout the work	contain several inconsistencies in the reasoning and lines of argument followed throughout the work	not coherent in the reasoning or lines of argument followed throughout the work
	Arguments and assertions	consistent	not all are consistent	several are inconsistent	most are inconsistent
	Analysis	detailed and thorough	detailed	superficial	nonexistent
	Results	clear and conclusive	clear	some are unclear	neither clear nor conclusive
	Discussion (comparative analysis)	compared with previous research	reasonably compared with previous research	includes some comparison with previous research	nonexistent or inadequate in relation to previous research
Conclusions	**Alignment with objectives**	align with the stated objectives and are based on the results achieved	align with the stated objectives, with some deficiencies, and are based on the results achieved	align with some stated objectives, with many deficiencies, and are not based on the results achieved	do not align with the stated objectives and are not based on the results achieved
	Advances	represent advances over previous work	represent some advances over previous work	represent only a few advances over previous work	do not represent advances over previous work
	Recommendations	the work proposes interesting and coherent recommendations based on the conclusions reached	the work reasonably proposes recommendations based on the conclusions reached	the work proposes some recommendations based on the conclusions reached	the work lacks realistic recommendations based on the conclusions reached
Presentation and defense of the work	**Supporting materials**	clear, legible, and error-free; confident command and appropriate use during the presentation	clear and legible, with few formal errors; command and use during the presentation show few shortcomings	unclear or difficult to read, with several formal errors; command and use during the presentation show many shortcomings	unclear and illegible; no command or effective use of supporting materials is demonstrated
	Oral presentation	clear and fluent, with an appropriate speaking volume	some shortcomings in clarity, fluency, and speaking volume	many shortcomings in clarity, fluency, and speaking volume	lacks appropriate clarity, fluency, and speaking volume
	Structure	clear, well structured, and fluent, without reading the content of the multimedia materials	clear, well structured, and fluent, with some minor sequencing errors; occasionally reads the content of the multimedia materials	clear, well structured, and fluent, with several minor sequencing errors; frequently reads the content of the multimedia materials	unclear, unstructured, or not fluent; relies mainly on reading the content of the multimedia materials
	Time	fits the allotted time	reasonably fits the allotted time	does not quite fit the allotted time	does not fit the allotted time
	Vocabulary	excellent command of general and technical vocabulary	adequate command of general and technical vocabulary	inadequate command of general and technical vocabulary	poor command of general and technical vocabulary
Debate and discussion	**Answers**	correct answers to the questions asked	reasonable answers to the questions asked	answers somewhat related to the questions asked	incorrect answers to the questions asked
	Attitude	positive attitude toward the feedback received	appropriate attitude toward the feedback received	not entirely appropriate attitude toward the feedback received	inappropriate attitude toward the feedback received
Supervisor's report		the student's work was carried out continuously, fully following the work plan and meeting the established milestones; attendance and participation in every supervision session, with demonstrated interest	the student's work was carried out continuously, reasonably following the work plan and meeting some of the established milestones; attendance at most supervision sessions	the student's work was carried out intermittently, not fully following the work plan and failing to meet many of the established milestones; attendance at only a few supervision sessions	the student's work was carried out erratically, without following the work plan or meeting the established milestones; non-attendance and lack of participation in supervision sessions, with evident lack of interest