Rubric for grading senior thesis
UNH Physics; September 24, 13 – approved by Undergraduate Committee

What goes in my thesis? How should I write it?

1. The thesis should be written so that another physics senior (not familiar with your specific subfield of physics) could understand your work.
2. Give an overview of the broad question you are working on. Why is it important/interesting to physicists? What are some key findings to date? What are some big unknowns?
3. What are your specific research questions/goals and how do they fit into the larger questions?
4. What research methods did you use and why were they appropriate? Were there other methods that you decided not to use? If so, why? What approximations did you make and why?
5. What challenges did you encounter in your investigation?   Were you able to overcome these, (if so, how) or do the challenges remain?
6. How did you monitor whether or not you were making progress? Whether or not your results made sense and were reliable? Whether or not your techniques were working and being applied correctly?
7. What were the results of your investigation?   Use well-labeled plots and tables, as appropriate. What can you conclude from your data?
8. What would be your next steps if you were able to continue on this project?

FAQ's
1. **Q: How long should my thesis be?**
   A: There is no minimum length. Typical lengths are 15-30 pages. Be guided more by answering the questions above (if they make sense for your project) than worrying about page limits.

2. **Q: What happens if I am not able to complete what I set out to do?**
   A: Because this is research, you cannot know ahead of time how it will turn out, and because you have a fixed amount of time, we cannot expect that every project will result in achieving all goals. However, we do expect you to show in your thesis that you were deeply engaged in your work by showing some combination of the following: making progress on a difficult problem, learning new physics, learning and applying research methods, learning to be metacognitive (realize when you are stuck and do something about it), making sure that your work is accurate, working independently but also get help when needed.