

**Graduate Thesis Assessment Rubric**  
**Department of English, Faculty of Education, University of West Bohemia**

Thesis Author: Tomáš Vyhňálek  
 Title: Effective Lesson Planning  
 Length: 102 pages  
 Text Length: 34 pages

Assessment Criteria	Scale	Comments
1. Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the problem. It places the problem in context. It presents and overview of the thesis.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
2. Literature review is comprehensive and complete. It synthesizes a variety of sources and provides context for the research. It shows the author's understanding of the most relevant literature on the subject matter.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
3. The methodology chapter provides clear and thorough description of the research methodology. It discusses why and what methods were chosen for research. The research methodology is appropriate for the identified research questions.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
4. The results/data are analyzed and interpreted effectively. The chapter ties the theory with the findings. It addresses the applications and implications of the research. It discusses strengths, weaknesses, and limitations of the research.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
5. The thesis shows critical and analytical thinking about the area of study and the author's expertise in this area.	Outstanding Very good Acceptable Somewhat deficient Very deficient	

6. The text is organized in a logical manner. It flows naturally and is easy to follow. Transitions, summaries and conclusions exist as appropriate. The author demonstrates high quality writing skills and uses standard spelling, grammar, and punctuation.	Outstanding Very good Acceptable Somewhat deficient Very deficient	
7. The thesis meets the general requirements (formatting, chapters, length, division into sections, etc.). References are cited properly within the text and a complete reference list is provided.	Outstanding Very good Acceptable Somewhat deficient Very deficient	

**Final Comments & Questions**

I appreciate the author's choice of the topic, which is practical. Effective lesson planning is indeed a crucial aspect of a successful lesson. Although the work is rather short and the references meet only the bare minimum, the thesis has a logical structure reads well.

Some paragraphs of the theoretical part lack citation. Those parts which are cited are cited properly, both the direct and indirect citations. Nevertheless, the number of direct citations is a bit excessive with respect to the length of the work.

Mr. Vyhňálek mentioned validity concerns of the rubric which is definitely praiseworthy, but then he adjusted it on the basis of one random lesson plan. The research methodology reflects the theories linked with effective lesson planning and the results are clearly stated, but they tend to be quite subjective. That could have been avoided by e.g. commenting on reasoning while evaluation the parts of the lesson plans and classifying them as "excellent", "meets expectations" and "unsatisfactory".

I value the author's intention to work on an up-to-date topic of implementing ICT into English classes. The topic itself is definitely worth investigating. Nevertheless, the research into the existing body of literature is rather broad and thus shallow.

On a positive note, the author challenged himself with a broad topic of lesson planning and I believe that the investigation into the free-downloadable online lesson plans enriched his own teaching practice.

I suggest that the thesis is awarded a **passing grade**.

**Questions:**  
 How did you proceed with classifying the parts of the lesson plans?  
 Which of the investigated lesson plans could you possibly use as an inspiration for your own classes and why?  
 If you are to design a research on the same topic again, what would you do differently?

Reviewer: Mgr. Barbora Reynaert, Ph.D.  
 Date: August 28, 2019