

Graduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Ludmila Tomanová

Title: Formativní hodnocení gramatiky a slovní zásoby pomocí online nástrojů a platformem

Length: 50

Text Length: 43

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
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	Just to claim that something is “nowadays the most popular topic” (p. 1) tends to signal what the author’s opinion is like.
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	The author herself admitted several research limitations that, however, should have been resolved before the very research. The whole research seems to be a sort of pilot research before actual research that would – using these findings – be based on e.g. teachers’ and/or learners’ (or even in case of action research the author’s own) experience etc.
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	The use of content analysis based on pre-defined criteria was a very good choice – nevertheless, since it was the only tool used in this research, it could have been even more profound (i.e. to avoid subjectivity, for a truly in-depth discussion, etc.) – e.g. combine qualitative and quantitative procedures, etc..
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

The present thesis aims to evaluate a variety of online tools and platforms that can be used in terms of formative assessment of grammar and vocabulary in language learning context. In the theoretical part, the thesis summarizes aspects of both, formative assessment and its role in language learning and teaching and the teaching of grammar and vocabulary. In particular, the author highlights five key strategies of formative assessment that were part of the follow-up research. In the practical part, the author presents a number of online tools and platforms that - based on "selected websites and theoretical sources" (p. 21 – 39) - can be used in the language classroom and are supposed to suit the concept of formative assessment. The thesis itself deals with a topical and highly relevant issue. Moreover, combining the online context and formative assessment makes the thesis topic even more up-to-date and necessary. If the research itself had covered a broader scale of aspects of the proposed issue, it would have been an excellent contribution to the field.

Suggested grade: 1 – 2

1. In the final part of your thesis you admit that "the findings of the applicability of some task types were highly subjective" (p. 41) and that it would be better to have more examiners to analyze the tools. What else could be done to make the whole research process more objective?
2. Please, react to the reviewer's comments n. 3 and 4.

Supervisor/Reviewer: PhDr. Eva Skopečková, Ph.D.

Date: 30. 8. 2021

Signature: