

Graduate Thesis Assessment Rubric

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

Thesis Author: Simona Hejhalová

Title: The importance of formative assessment in English language classes

Length: 88 pages

Text Length: 57 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	<i>The author doesn't mention and justify selecting the research approach.</i>
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	

<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	
<p>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.</p>	<p>Outstanding Very good Acceptable Somewhat deficient Very deficient</p>	<p><i>The text includes a few formatting inconsistencies (e.g., p.19, p.23)</i></p>

Final Comments & Questions

<p>Ms. Hejkalová introduces a very interesting and up-to-date topic on formative assessment in ELT and its impact on students' learning. The theoretical part is well-written, synthesizing a variety of sources and viewing formative assessment from a historical point of view, illustrating different strategies, and examining assessment in English language classes.</p> <p>The methodological part includes three research questions. However, the action research methodology was not adequately explained, and the rationale for choosing it was not provided. The description of the five lessons is commendable, and each lesson is accompanied by a detailed lesson plan. The analysis of the findings is very detailed. The implications section is also well-written, offering teachers insights on how formative assessment strategies can be integrated into their lessons.</p> <p>Suggested grade: 1</p> <p>Questions:</p> <ol style="list-style-type: none"> 1) Why did you choose action research over other research methods? 2) How did your reflections after each lesson influence the subsequent lessons, if at all?

Reviewer: Mgr. Tereza Havránková, Ph.D.

Date: August 28, 2023

Signature: