

Graduate Thesis Assessment Rubric (Methodology, Linguistics)
Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Lenka Hrochová
 Title: Relationship between Learners Autonomy and Language Proficiency
 Length: 52 pages
 Text Length: 41 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	<i>The author writes a very engaging introduction that provides readers with a clear idea about the focus of the thesis and the research question she seeks answers to.</i>
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	<i>I highly appreciate the author's familiarity with the wide range of sources that deal with the topic. In fact, the author provides a thorough review of the relevant literature on the subject matter. The author effectively organizes and synthesizes the scholarship on learner autonomy and provides good theoretical background for her research.</i>
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	<i>The presentation of the findings is clear, well organized and effectively supported with graphs and tables. However, it has to be noted that the tables are a bit difficult to read without the reader referring to the surrounding text.</i>
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	<i>The critical and analytical thinking is apparent throughout the whole thesis; however, the author demonstrates this extremely well in the research section of her thesis as she thoroughly analyzes</i>

		<i>the data and makes sound remarks regarding the findings.</i>
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	<i>The author shows a high level of academic writing proficiency.</i>
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

Ms. Hrochová writes a very scholarly thesis with a clear research goal. She conducts a useful and interesting analysis of the role of autonomy in language learning. There is a direct application of her findings to classroom practices. I have no doubt that by completing this thesis, Ms. Hrochová developed a lot of expertise regarding learner autonomy and gained valuable insights into students' out of school activities and preferences. Anybody familiarizing himself/herself with the thesis will gain good understanding of the topic of learner autonomy.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: August 12, 2012

Signature:

