

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

Thesis Author: **Věra Hrušková**  
 Title: **Project-based learning of English as a foreign language in primary schools: from theory to practice**  
 Length: **57 pages**  
 Text Length: **46 pages**

<b>Assessment Criteria</b>	<b>Scale</b>	<b>Comments</b>
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 <b>Acceptable</b> 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 <b>Acceptable</b> Somewhat deficient Very deficient	<i>The author provides an adequate overview of the background information on project based learning. She touches upon many different ideas related to the topic yet I believe more focus could have been given to PBL in language learning instead of PBL issues in general. Also, the origin of the ideas presented on pp. 3-5 (Pros and cons of PBL) is not very clear.</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 <b>Acceptable</b> 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 <b>Acceptable</b> Somewhat deficient Very deficient	<i>The author dedicates a lot of space to the discussion of the findings yet the consequent implications for teaching based on the research are rather limited.</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 <b>Acceptable</b>	

	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 <b>Acceptable</b> 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 <b>Acceptable</b> Somewhat deficient Very deficient	

**Final Comments & Questions**

Based on the review of literature, Ms. Hrušková designed and carried out a project along with some additional data collecting to investigate the positives as well as some obstacles associated with the implementation of project based learning. The thesis project falls in the category of action research during which the author develops her teaching practices and awareness through reflective practice. There is no doubt that the literature review and consequent analysis of the project that was carried out in contrast with theory have resulted in the author's better awareness of the practices of PBL and built her professional skills.  
 I suggest that the author is awarded the grade "very good" for her thesis project.

Supervisor: **Mgr. Gabriela Klečková, Ph.D.**

Date: **May 5, 2014**

Signature:

