

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

Thesis Author: Zora Válová  
 Title: Developing cooperative skills in English language classes  
 Length: 47 pages  
 Text Length: 44 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 <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 Acceptable <b>Somewhat deficient</b> Very deficient	<i>I wish the literature review was a bit more thorough examining the organization of collaborative group work (students' roles, characteristics of tasks, communication issues within the group, etc.). The author discusses issues from a rather general perspective without providing a clear guidance to the reader on how to achieve effective cooperative activities.</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>I am wondering what the state of the individual principles of cooperative learning activities would be like across classes. The author presents the level of these principles within each lesson, but it would also be interesting to see whether one area comes out as less developed than another one across observed lessons.</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 <b>Very good</b> 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 <b>Very good</b> Acceptable Somewhat deficient Very deficient	

Final Comments & Questions

The thesis clearly shows that Ms. Válová has gained expertise and experience in the development of cooperative learning skills and inclusion of cooperative learning tasks in English language classes. It shows Ms. Válová's ability to choose a topic, identify and review relevant literature, and conduct research that would provide her with insights into language teaching practices and the use of cooperative learning tasks in teaching English. Although some flaws can be identified in the thesis (e.g. in the theoretical background chapter), it is obvious that the thesis was driven by Ms. Válová's interest in the researched topic. For these very reasons, it has been a very valuable project for the author and it is obvious that Ms. Válová recognizes the value of guiding students in their development of cooperative skills and inclusion of cooperative learning tasks in English lessons.

I suggest that the author is awarded the grade "very good" for her thesis project.

Supervisor: Mgr. Gabriela Klečková, Ph.D.

Date: August 5, 2015

Signature: 