

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

Thesis Author: **Hana HRDLIČKOVÁ**

Title: **DESIGNING ACTIVITIES FOR MIXED ABILITY CLASSES**

Length: 77

Text Length: 56

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	The Introductory Chapter is clear, easy to follow, proves the author's ability to lead the reader in the area discussed and gives a clear overview of the thesis.
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	The author should be appreciated for using (quoting and paraphrasing) many literature sources.
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 provides background information on her research and explains how the action research was carried out and who its subjects were. Both, the observation and the teacher's diary seem to be well-chosen and appropriate research tools to the nature of the investigation.
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 author presents her findings in an organized manner using tables to supplement her text. The chapter is well organized and the summary of the major findings at the end gives readers better awareness of the results.
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	This is demonstrated in the Implication section of the thesis in which the author comments on the findings.
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	The text is organized in a logical way with all the requirements fulfilled. The style of writing is appropriate; the standard of English is relatively high.

<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>The work is presented in the correct format.</p>
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Final Comments & Questions

This thesis provides useful insights into teaching English in mixed ability classes. It shows both the author's researching abilities as well as her willingness to follow-up on an area of research that interests her personally. In my opinion this thesis represents an **excellent** piece of academic writing based on the author's profound knowledge of the area concerned.

QUESTIONS:

Which of the described learning strategies and means of addressing mixed ability classes do you personally identify with? Why?

What have you gained personally from doing this research?

Were there any obstacles you had to overcome? If so, which were the most difficult ones?

Reviewer: Mgr. Danuše Hurtová

Date: 21 July, 2016

Signature:

