

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

Thesis Author: KATEŘINA BÍLKOVÁ
Title: CONFUSING WORD PAIRS
Length: 44
Text Length: 38

<i>Assessment Criteria</i>	<i>Scale</i>	<i>Comments</i>
Introduction is well written, brief, interesting, and compelling. It motivates the work and provides a clear statement of the examined issue. It presents and overview of the thesis.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
The thesis shows the author's appropriate knowledge of the subject matter through the background/review of literature. The author presents information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources are included (if appropriate).	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
The author carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Ideas are richly supported with accurate details that develop the main point. The author's voice is evident.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
The thesis displays critical thinking and avoids simplistic description or summary of information.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
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 uses standard spelling, grammar, and punctuation.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
The language use is precise. The student makes proficient use of language in a way that is appropriate for the discipline and/or genre in which the student is writing.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below
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.	<u>Outstanding</u> Very good Acceptable Somewhat deficient Very deficient	See below

Final Comments & Questions

The thesis, focusing on an interesting and useful area of lexical study, is a very decent piece of work. The author collected the most frequent examples of confusing words, which represent several different specific phenomena, with a linking feature – similarity in form. I consider this collection and relevant descriptions and analyses of the material very useful, as such a type of vocabulary is often in the centre of interest by learners of English. The theoretical part is well-organized and accessible, making thus a good basis for the practical part. The analysis and description of the material is consistent in method and form, and so really clear for the reader. I also appreciate the pedagogical implications, which actually link the theoretical explanation with the practice. This approach is especially praiseworthy in relation to the author's study branch – "English Language in Education". The conclusion of work gives coherent information, I would only recommend to summarize the quantity of all the items collected and present particular numbers of individual types.

The language of the work is not very complicated, but at the same time clear and stylistically appropriate.

The evaluation suggested: excellent (výborně).

Supervisor: PhDr. Naděžda Stašková, Ph.D.

Date: 3 June 2018

Signature:

