

Graduate Thesis Assessment Rubric

Department of English, Faculty of Education, University of West Bohemia

Thesis Author: Zuzana Klímová

Title: Implementing formative assessment in English language instruction

Length: 46 pages

Text Length: 45 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	
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>The chapter lacks in-depth theoretical background of formative assessment.</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	<i>The choice and explanation of the research method is not properly justified.</i>
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 chapter lacks an in-depth analysis of the findings. There isn't an entry from the diary in the appendix to demonstrate how the researcher approached the process of writing a teacher's diary.</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	
6. The text is organized in a logical manner. It flows naturally and is easy	Outstanding Very good	

to follow. Transitions, summaries and conclusions exist as appropriate. The author demonstrates high quality writing skills and uses standard spelling, grammar, and punctuation.	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 Very good Acceptable Somewhat deficient Very deficient	<i>Formatting of headings and paragraphs and fonts appear to be inconsistent. (p. 28)</i>

Final Comments & Questions

The thesis addresses formative assessment in ELT. The theoretical section introduces formative assessment, summative assessment, and various formative assessment strategies applied before, during, and after instruction. The theoretical part reviews various research studies, but the author could have included deeper insight into the problem in the ELT setting.

In the research portion of the thesis, the author did not provide a rationale for selecting her research method over other potential methods. The gathered data from teachers' observations and questionnaires offers valuable insights. However, the data analysis chapter would benefit from a more detailed description and a stronger connection to the theoretical section.

Last, the thesis has the potential to inspire teachers. Ms. Klímová presented various hands-on formative strategies, some of which may be novel to educators.

Suggested grade: 2

Questions:

1) What information or details would you add to the chapter on results to make it more insightful and aligning it with the action research practices?

2) You have showcased a variety of hands-on formative strategies. Which of these hold(s) the most significance for the ELT classroom?

Reviewer: Mgr. Tereza Havránková, Ph.D.

Date: August 28, 2023

Signature: