

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

Thesis Author: **Gabriela Hájková**

Title: **Growing up Bilingual: How do Bilingual Children Acquire Languages?**

Length: 54 pages


Text Length: 50 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 examined issue. It presents and overview of the thesis.	Outstanding <u>Very good</u> Acceptable Somewhat deficient Very deficient	The introduction is short and “to the point”.
2. 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).	Outstanding <u>Very good</u> Acceptable Somewhat deficient Very deficient	The author convinces the reader of wide reading and the ability to apply theoretical insights to real cases.
3. 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.	Outstanding Very good Acceptable Somewhat deficient Very deficient	The author opted for a small number of case studies, and has analyzed those in detail, drawing attention to the differences between them. She is therefore able to convince the reader of the complexity of the topic.
4. The thesis displays critical thinking and avoids simplistic description or summary of information.	Outstanding Very good <u>Acceptable</u> Somewhat deficient Very deficient	The author writes clearly about the chosen subjects and other similar settings. She does not go beyond that to look at bilingualism in the world at large, and the social and political questions that are involved.
5. Conclusion effectively restates the argument. It summarizes the main findings and follows logically from the analysis presented.	Outstanding Very good Acceptable Somewhat deficient Very deficient	The conclusion is very neatly done.
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 uses standard spelling, grammar, and punctuation.	Outstanding <u>Very good</u> Acceptable Somewhat deficient Very deficient	The text is well organized in the main, and easy to follow. There are some small problems of style and punctuation, but these do not detract from the main argument.

7. 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.	Outstanding Very good <u>Acceptable</u> Somewhat deficient Very deficient	The language is acceptable, despite some common problems with articles and punctuation.
8. 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 <u>Acceptable</u> Somewhat deficient Very deficient	Overall this is a clear and well-organized thesis, with good use of sources and appropriate citation.

Final Comments & Questions

This thesis includes a very clear overview of the topic of bilingualism in general, and faces a number of the issues involved. The case studies are well conducted and serve to show that the topic of bilingualism is much more complex than is generally believed. The pedagogical implications are clear. The work is supported throughout by a sound theoretical base. The author should be congratulated on a VERY GOOD piece of work.

Supervisor:  Libuše Slavíková, MA, CSc.

Date: August 20th, 2012

Signature: