

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

Thesis Author: Lenka Kajerová
 Title: Classroom management and strategies for effective classroom management
 Length: 48 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 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	The author chooses a very comprehensive subject matter for her thesis. A more narrow focus would have allowed her to explore a specific aspect of classroom management in more depth and thus be of a bigger value rather than cover a lot of areas of classroom management at a general level. To conclude the chapter, the author could have provided a summary of core ideas for the readers.
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 succeeds in providing the key information on the background of the research and thus making her research credible. Maybe information on the background of the participants could have been included here rather than in the results of the research.
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 miss the author's commentaries on the data collected through the questionnaire. She mostly restates the findings (pp.30-31) rather than comments on them in relation to the theory.
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	

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.	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	The criterion is well met except for a little inconsistency in capitalization of book titles in the reference list and unneeded empty space, e.g. on p. 31.

Final Comments & Questions

In this thesis, Ms. Kajerová shows her ability to choose a topic, identify and review relevant literature, and conduct research that would provide her with insights into in language teaching practices. The thesis does bear some limitations; however, it is for sure that it has helped Ms. Kajerová to develop expertise in the subject matter of classroom management in general and specific classroom management strategies.

During the defense, I would like the author to address these questions:

You yourself claim that classroom management is a big umbrella term that includes many aspects associated with managing instruction effectively. What criteria did you use to identify the three core areas – role of the teacher, role of the classroom, behavior and rules - that you outline in the theoretical background?

It seems to me that your research questions, especially your third research question, are answered in your theoretical background section of the thesis (Q3 – pp. 8-10). What drove your research questions exactly?

In your diary part of the research, you talk about three types of classroom layouts – rows, groups, U-shape. However, it isn't very clear what the actual layout for the groups was like. Was it really a different desk set up or did you only change the interaction pattern?

What did you truly learn through your research about classroom management that you didn't know prior to the research?

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

Reviewer: Mgr. Gabriela Klečková, Ph.D.
 Date: July 6, 2014
 Signature: 