

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

Thesis Author: Beata Kubešová  
 Title: The issue of reading in mother tongue and foreign language  
 Length: 74 pages  
 Text Length: 42 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 covers several issues connected to the thesis topic, yet some are not immediately relevant to the research (e.g., pp. 4-5, 6-7). The importance and complexity of teaching particular skills (especially those examined in the study) are not fully explored. Also, the literature on literacy transfer from L1 to L2 could have been explored more.
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 is descriptive of the elements of her research. Her hypotheses are somewhat unrealistic for a graduate thesis project; each could stand independently. Due to this framework, the study is cumbersome and limited in its scope and findings. Considering the complexity of reading, the author tried to examine too much. Furthermore, I also question the design of the actual research (e.g., the quality of the reading texts, and comparison of the results of 6 <sup>th</sup> and 9 <sup>th</sup> graders).
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 reports the data collected via her research tools (see my comments above). As such, the chapter corresponds with the individual parts of the research.  I wonder to what extent the author compared the numbers versus percentages of the whole numbers when comparing 6 <sup>th</sup> and 9 <sup>th</sup> graders

(e.g. 26). Also, how did the author arrive at this conclusion: "Nevertheless, the good results from the English part of the test for nine graders and the completed amount of exercises by pupils, who did not finish the whole test, indicate that we can monitor improvements in reading comprehension by pupils during the second stage of elementary education" (p. 33).		
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	Although the author presents interesting viewpoints of her findings, the term "good reader" is problematic. We only know that some students scored higher than others with one reading sample. Referring to them as good readers is oversimplifying the issue of reading comprehension skills.  Moreover, the author tries to draw a parallel between a reading method and a reading level later on without acknowledging literacy-based lesson (lesson to develop comprehension) between.  The author seems to take a somewhat simplified approach to reading and its development across grades.
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	
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 appendices could have been organized better for clarity (e.g. each appendix starting on a new page). Also, there is some inconsistency in APA formatting in the reference list.

Final Comments & Questions

Ms. Kubešová closely examined issues around developing learners' reading skills. She shows a lot of enthusiasm about the topic of her thesis and some expertise in developing reading skills. The author invested a lot of time and energy into the project.

Even though the thesis bears limitations, as pointed out above, it makes the reader consider the examined subject matter and the importance of developing reading comprehension skills in students' mother tongue and English.

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

During the defense, I would like Ms. Kubešová to address these questions:

If you could start over again, how would you approach your thesis – the topic and your research?  
What did you learn as a teacher during your project? What actual professional value did it have for you?

Reviewer: Mgr. Gabriela Klečková, Ph.D.

Date: August 29, 2023

Signature: