

CRITERION	VERY GOOD (5)	GOOD (4)	SATISFACTORY (3)	UNSATISFACTORY (2)
<b>Formal criteria</b>				
Structure	The thesis is of adequate length and has been harmoniously divided into chapters or sections. The division corresponds to the objectives pursued. Key sections of the thesis (e.g., introduction or conclusion) are well structured and contain all required elements.	The thesis is of adequate length and divided into chapters or sections, but the division is not harmonious (e.g., too many short sections). The division corresponds to the objectives pursued. Key sections of the thesis (e.g., introduction or conclusion) are well structured and contain the vast majority of required elements.	The thesis is not of an adequate length. It is divided into chapters or sections, but the division is not harmonious (e.g., too many short sections). The structure of the thesis is not optimal from the point of the objectives pursued. Key parts of the thesis (e.g., introduction or conclusion) are structured rather correct and contain most of the required elements.	The thesis is not of an adequate length. Chapters or sections are not well defined, or the structure is not appropriate to the objectives pursued. Key sections (e.g., introduction or conclusions) have significant shortages.
Stylistic and linguistic correctness	The language is flawless. There are no spelling, grammar and punctuation errors. The style is formal, appropriate to academic papers, and the writing is factual.	The language is correct. Errors are rare and do not distort the reception of the text. Apart from a few errors, the style is formal, appropriate to academic papers, and the writing is factual.	The number of linguistic errors is significant but does not prevent the reception of the content. The style of expression in the thesis significantly deviates from the standards of scientific papers.	Numerous linguistic errors prevent comprehension of significant portions of the text. The style of expression is inappropriate for a scientific paper.
Formatting of text and graphic elements	The formatting is consistent throughout the text. It is clear and facilitates the reading of the thesis. Graphic elements are correctly presented and described. In particular, their titles and sources are given. In a thesis with a significant number of such objects, a list of graphic elements is provided.	Formatting is consistent throughout the text. Graphic elements are correctly presented and described. In particular, their titles and sources are given. A list of graphic elements is missing, although it is needed considering their number.	Formatting is rather consistent – existing inconsistencies do not impede the reception of the text. Graphic elements are not described uniformly, titles or sources are often missing. There is no list of graphic elements, although it is needed considering their number.	Formatting is inconsistent and makes the text difficult to understand. Graphic elements are described chaotically and nonuniformly.
Bibliography and footnotes	Footnotes and bibliography are made uniformly. All required elements were indicated in references to literature and other content. The thesis is well embedded in the literature and sources of information relevant to the subject matter. Both new and classic literature was used and reference was made to world literature - if the topic of the thesis made it possible.	The footnotes and bibliography are made relatively uniformly (with minor lapses). All required elements were indicated in references to literature and other content. The thesis is well embedded in the literature and sources of information relevant to the subject matter. References to recent or world literature are missing, although indicated.	Footnotes and bibliography are not made uniformly. Most references to literature and other content indicate required elements. The thesis uses literature and sources of information relevant to the subject matter, but some essential items were not mentioned. References to recent or world literature are missing, although indicated.	Footnotes and bibliography are not uniform. References to literature and other content lack the required elements. The thesis insufficiently uses the literature and information sources relevant to the subject matter.
<b>Substantive criteria</b>				
Research or practical problem	The problem analysed in the thesis is relevant for the field of study, important and contemporary. The problem is relatively new and has not yet been fully developed within the canon of knowledge adequate to the field of study.	The problem analysed in the thesis is relevant to the field of study and important. The problem is well recognised within the canon of knowledge adequate to the field of study.	The problem analysed in the thesis is relevant for the field of study but is too simple. The problem is well recognised within the canon of knowledge adequate to the field of study.	The problem analysed in the thesis is not relevant to the field of study.
Formulating the aim	The aim of the thesis is defined in the introduction either explicitly or in the form of a concretised main hypothesis or research question. Its construction is correct. The aim is consistent with the subject of the thesis and correct regarding the subject matter of the issues discussed.	The aim of the thesis is defined in the introduction either explicitly or in the form of a concretised main hypothesis or research question. Its construction contains minor errors, which, however, have no consequences for the reception of the thesis. The aim is consistent with the subject of the thesis and correct regarding the subject matter of the issues discussed.	The aim of the thesis is not defined in any appropriate form in the introduction, but in the light of the context of the thesis, it is clear. The implicit aim is consistent with the thesis topic and correct regarding the subject matter of the issues discussed.	The thesis does not have a defined aim, or it is not in line with the topic of the thesis or is incorrectly formulated.
Selection and application of methods	The methods used are optimal for the specifics of the thesis, and their selection is duly justified. These methods were adequately described and applied without deficiencies.	The methods used are appropriate to the specifics of the thesis, and their selection is duly justified. However, these methods are described and applied with minor flaws but do not falsify the obtained results.	The methods used are appropriate to the specifics of the thesis. However, these methods are described and applied with significant flaws but do not falsify the obtained results in a fundamental and completely unacceptable manner.	The methods used are incorrect for the specifics of the thesis. The methods are described and applied with significant flaws that falsify the obtained results in a fundamental and completely unacceptable manner.
Consistency and logic of the argument	The argument in the thesis is consistent and clear. Subsequent sentences and paragraphs follow from previous ones. All assumptions, conditions, definitions of key terms, methods of notation, etc., are stated directly and unambiguously, and their application is consistent. Any changes, e.g., in the form of revocation an assumption, are clearly indicated. Reasoning and inference are carried out under the rules of logic.	The argument in the thesis is relatively consistent and clear. Subsequent sentences and paragraphs follow from previous ones. Most of the assumptions, conditions, definitions of terms, methods of notation, etc., are clearly stated, and their application is rather consistent. However, their discussion is not complete. Possible minor deviations do not interfere with the understanding of the argument and do not distort it. Significant changes, e.g., in the form of revocation of an assumption, are indicated. Reasoning and inference are carried out under the rules of logic.	The argument in the thesis is not entirely consistent and clear, but the scale of the distortions does not prevent its fluent understanding. The discussion of assumptions, conditions, definitions of terms, methods of notation, etc., is incomplete and the gaps are significant. There are also inconsistencies in applying the above-mentioned elements, which do not interfere with understanding the general idea of the argument but prevent the full understanding of some threads or fragments of the text. Significant changes, e.g., in the form of revocation of an assumption, are signalled in an inappropriate manner, e.g., with a delay. Most of the reasoning follows the rules of logic, though there are some flaws.	The argument is inconsistent. A considerable number of assumptions, conditions, definitions of terms, descriptions of notation methods, etc., have not been mentioned and their application is inconsistent. Significant changes in this respect are not signalled. There are significant logical flaws that make the argument incomprehensible.
Exhaustion of the topic or the degree of solution to the problem	The topic has been fully exhausted. All its important aspects have been addressed. Where necessary, all critical theoretical approaches and concepts have been referred to. A complete discussion of the results has been presented. For an empirical thesis, a fully functional solution has been proposed, comprehensively covering all the most critical aspects of the problem contained in the paper. The thesis also includes a full usable description of the above-mentioned practical solution (e.g., in the form of a comment to the code).	The topic has been mostly exhausted. Most of its important aspects have been addressed. Where necessary, main theoretical approaches and concepts have been referred to. At least a partial discussion of the results has been presented. For an empirical thesis, a functional solution has been proposed, covering at least some of the most critical aspects of the problem contained in the thesis. The thesis also includes at least a partial usable description of the above-mentioned practical solution (e.g., in the form of a comment to the code).	The topic has been largely exhausted. The most important aspects have been addressed. Where necessary, selected theoretical approaches and concepts have been referred to. In an empirical thesis, a solution has been proposed, which, however, is characterised by incomplete functionality and omits certain aspects of the implemented problem. The usability description of the mentioned practical solution (e.g., in the form of a comment to the code) is incomplete.	The subject has not been exhausted. Some key threads have been ignored. In a theoretical-scientific thesis, not all critical concepts have not been covered. For an empirical thesis, the proposed solution is not functional.
Interpretation of results and conclusions	The conclusions are relevant and based on the analyses carried out. Conclusions are concrete and the degree of generalisation is well chosen. Findings have a clear and prominent application value (e.g., in the form of recommendations, acceptance or rejection of a hypothesis, or a practical solution).	Conclusions are relevant and based on the analyses carried out. Conclusions are concrete, although some are too generalised. Findings have some application value (e.g., in the form of recommendations, acceptance or rejection of a hypothesis, or a practical solution).	Conclusions are relevant and based on the analyses carried out. Conclusions are vague and over-generalised. They lack application value (e.g., in the form of recommendations, acceptance or rejection of a hypothesis, or a practical solution).	The conclusions presented in the thesis do not follow the analyses carried out.

The above criteria are a generalised reference point. Each assessment is made individually and depends on factors such as the course of study or the specific subject matter of the thesis. In particular, if the Supervisor or Reviewer considers that the correct grade should be the one between two adjacent ones in the table above, they may use half marks as scores under the individual grading criteria. If the partial assessment in at least one criterion is unsatisfactory, the thesis receives an unsatisfactory grade regardless of the results in other criteria.

\* An additional criterion is not obligatory and depends on the nature of the work. If an additional criterion is not used, the field with a partial score should be left empty.