

## **ABSTRACT**

The Diploma Thesis named *Case Study: Implementing Formative Assessment into Education* focuses on formative assessment and its place as well as specifics in educational reality from two perspectives – it aims at first-hand experience of teachers and pupils, and it also examines the whole-school process of implementing this change into education. The thesis' goal is to identify formative assessment as means of functional feedback between teachers and pupils, and to offer personal experience with implementing formative assessment into education from the point of view of teachers as well as pupils. The theoretical part characterises the formative assessment's major features along with methods and techniques and their respective benefits. The theoretical part further offers an overlook of how the process of implementing changes into schools can be managed. The empirical part then presents findings from a research aimed at implementing specific parts of formative assessment into practice at a selected school. Finally, the results point out mainly the crucial influence of management of the change on the overall outcome of the process and the gradual change of views and motivations of leading actors.

## **KEYWORDS**

formative assessment, feedback, peer assessment, self-assessment, criterion-referenced assessment, change management