

Abstract

The study aims to find out whether pupils of the 2nd grade of selected elementary schools in Prague 4 are able to effectively refine themselves. The main question that this diploma thesis deals with is the question whether pupils at the 2nd grade of elementary schools are equipped with such cognitive competences and vocabulary to handle this difficult role in the form of self-reflection. The sub-objectives identified the views of pupils at the 2nd grade and their teachers on self-esteem as pupils compose every quarter of their achievement and behavior assessments, record their progress and reflect on other areas where they could improve.

The data was obtained through an on-line questionnaire survey and was evaluated using descriptive statistics tools. The research was carried out at the above-mentioned elementary school in Prague 4. Out of 211 pupils of the second grade, 184 pupils participated in the research. Overall 9 teachers from the total number of 17 with the approval for the second grade of primary school filled the questionnaire survey. Another type of survey is the analysis of selected quarterly self-evaluation of pupils and subsequent interviews with selected pupils.

The results show pupils' incompetence towards a quarterly self-assessment. There is also a problem in the form of different views of teachers and pupils on the subject. Teachers are of the opinion that they support pupils in their self-assessment, but the pupils have the opposite opinion.

No such research on the issue of self-assessment of pupils provides the information thus obtained, which can serve to re-evaluate the existing mechanism and support the further education of pedagogical staff in this field.

Key words: self-assessment, evaluation, the lower secondary school, the elementary school.