

ABSTRACT

The presented diploma thesis deals with the use of formative assessment in the educational area Man and His World. Its outcome offers a possible way of solving the shortcomings of the area in question which negatively affects pupils' attitudes towards the school subjects of this educational area. The theoretical part presents findings about the assessment in general, namely its definition, presentation of functions, types and forms of assessment. It also emphasizes the relationship between the objectives and assessment which will be a pivotal one in the educational area in question. It also discusses the specifics of this educational area in relation to the impact on pupils' attitudes. Findings about formative assessment are focused on the definition, analysis of advantages and methods of implementation into teaching. The empirical part is based on the findings from the theoretical part and is carried out by a mixed research design. Questionnaire, interview and observation was used as methods to conduct the research. The aim was to find out whether the pupils who are assessed formatively have a more positive attitude than the pupils, who are assessed only summatively. The established hypothesis assumes that the pupils who are assessed formatively would have a better attitude towards the subject, but it was not confirmed. In the research, limits in the form of intervening variables, which partly distort the result, occurred. Despite these limiting factors, the research brought more profound insight into formative assessment and social studies education.