

ABSTRACT

This thesis focuses on the indicators of quality of education. The indicators are learning exercises the aim of which is to prove whether the tested pupils reached the level of knowledge defined by the national curriculum and listed in the Framework Education Programme. While learning Chemistry, the students should master the key competencies and educational objectives from the education area “Man and Nature” and further from the subject of Chemistry. The thesis focuses on the evidence of reaching the educational goals in Chemistry within the scope of General Chemistry. Since the level of knowledge defined by the Framework Education Programme is not very specific, the author of this thesis decided to settle the educational goals for the subject of General Chemistry based on the study of expert literature and curricular documents. Furthermore, the author also suggests a system of indicators which can be used to verify reaching these goals by the pupils of the secondary schools. The thesis also includes one of the models of working with such indicators. The indicator system was first assessed by a focus group (Chemistry teachers and experts in Didactics of Chemistry). This focus group evaluated the content and the construct validity of the suggested indicators. Afterwards, some of the learning exercises were assigned to the grammar school students and the rate of success in solving individual tasks was evaluated. Success in solving the specific indicator means that the pupil reached the expected outcome which was tested. The success of pupils in verifying their educational objectives, among other things, points to the quality of education, especially whether the pupils' education results correspond with the expected outcomes according to the educational programs.