

## **ABSTRACT**

The diploma thesis deals with the evaluation of primary school learners in their reading comprehension skills. The aim of the thesis is to define the way of realization of the evaluation and its influence on the area of reading comprehension at schools which use a classification, and at schools which evaluate their learners verbally. In the theoretical part, there is first defined the term evaluation which is further explained in the context of education. Furthermore, basic types, functions and evaluation criteria are described. The thesis also focuses on two basic forms – qualitative and quantitative evaluation. Last but not least, the theoretical part defines the specifics of the reading comprehension evaluation.

The practical part describes which forms of learner's evaluation there are used by primary school teachers in the Czech Republic when they evaluate learner's reading comprehension skills. Moreover, it focuses more specifically on two primary schools in Prague and its surroundings which use different forms of learner's evaluation, and it describes how the evaluation is implemented and which advantages or drawbacks it brings. Based on this research, it is also detected how these evaluations impact concrete participants in the teaching process. By the end of the research, there are suggested adaptations of given evaluations which are more suitable for teachers, learners and their parents.

## **KEYWORDS**

Evaluation, forms of evaluation, classification, verbal evaluation, reading comprehension