

ABSTRACT

Title: Criteria for assessment and teachers' preferences for kinds of final assessment in physical education at elementary schools

Objectives: The objectives of the thesis were to gather and evaluate information about teachers' preferences for criteria in assessment of physical education as well as their preferences for kinds of assessment in the final evaluation of physical education. The aim of this work was also to compare preferences of different groups of teachers which are linked sociodemographic and professional characteristics.

Methods: We used a questionnaire survey to gather the information in the practical part. 63 respondents participated. We utilized Google Forms to create the questionnaire and we shared it via email. The snowball sampling, nonprobability sampling and sampling across institutions were employed to select respondents and Excel software to analyse the data.

Results: Based on the data analysis, we can say that teachers at elementary schools perceive the criteria of assessment very similarly, but for certain groups of teachers, greater or lesser differences can be observed. In general, teachers order the criteria of the final assessment on their importance in this sequence: 1. effort, 2. improvement, 3. performance, 4. theoretical knowledge. The preferences for kinds of assessment are influenced mainly by the methods currently in use.

Key words: teacher, classification, verbal assessment, pupil