

ABSTRACT

The thesis focuses on primary school pupil's assessment in the bilingual program. The research is based on the way that the pupils are being assessed in the program, particularly in the half-year and in the end of the school year.

The theoretical part of the thesis refers to the definition of the important terms, which are connected with the assessment and bilingual education. The important terms are for example school assessment, assessment, also its forms, functions and principles. The thesis is focused above all on the term verbal assessment, which is also defined in the theoretical part for example as what is its principle, positive and negative parts or how is the verbal assessment formulated. Last but not least in the thesis is defined the difference between the bilingual education, teaching by CLIL and the selected programme.

The practical part was realized as a qualitative research, whose main methods of collecting were interviews and analysis. The interviews were performed at the primary school where the programme operates with three different groups of people who are a part of the programme. These are the Czech teachers, English teacher and pupils. The document analysis of the verbal assessments was realized as its content categorization thanks to the coding, which afterwards led to the comparison of the final education outcomes made by the final report with marks and the verbal assessment.

The thesis brings the results of the research whose main goal was to discover, how the pupils are assessed in the programme.

KEYWORDS

verbal assessment, final report, bilingual education, document analysis, interviews