

The theoretical part of this diploma thesis provides a broader academic context for the research presented in the theoretical part and is concerned with the specifics of the writing assessment. It proposes reasons why writing should be assessed, describes methods of assessment and scoring, and also examines writing tests. At the end of the theoretical part, the presumed controlling idea, called the washback effect, which significantly influenced the course of the research in the practical part of the thesis, is presented.

The practical part is divided into two parts. The first part focuses on the types of scoring ESL grammar school teachers employ for assessing grammar school pupils. The aim was to discover how many of them use analytical and/or multiple-trait scoring. It was revealed that analytical scoring the most used means of assessment. Holistic scoring was next, followed by multiple-trait and lastly primary-trait scoring. Other scoring procedures are rarely employed. The second part is a case study of assessment criteria of selected teachers which compares these criteria against those used in Cambridge English: Preliminary examination and the Czech state secondary school-leaving exam. The author of the thesis tried to identify criteria or descriptors which appear across these systems and could, therefore, be considered universal. This task was accomplished: content, communicative achievement, organisation, cohesion, language, vocabulary, and grammar occurred in all the studies systems.