

## **Abstract**

This thesis explains important concepts, procedures and forms of assessment in current school with a focus on new trends in this area.

The thesis aim is to find out how is formative assessment and learning progress maps represented in the school assessment, whether created by SCIO or interviewed teachers.

The theoretical part deals primarily with the formative school assessment, its functions and specifics. The second area on which the theoretical part focuses are innovations in the field of evaluation in connection with technology steeped era.

Emperical part presents a report on whether and how is worked with progress maps on basic schools. Whether the teachers at these schools know this concept and optionally use learning progress maps in whatever form.

## **Keywords**

Assessment, formative assessment, constructivist approach in teaching, portfolio, progress maps, reading continuum