

Abstract

The aim of this thesis is to find out how English teachers at secondary schools grade students' performance, to what extent teachers grade systematically and what the possible weaknesses in these systems are. A questionnaire sent to various types of secondary schools ('gymnázium', SOŠ, SOU) was used for data collection. Respondents were evaluated based on their grading approach, with questions covering, among others, the following areas: use of grading criteria and type of activities graded, grading principles followed, availability of grading guidelines within schools and the extent to which these were binding, teacher instruction on grading at university, and so on.

The results of the research pointed to a non-systematic grading approach in English lessons which may result in inconsistency in student performance assessment across the secondary school system. In its conclusion, the thesis identified critical areas of the non-systematic grading approach and sought possible improvements.

Keywords: grading, assessment, quantitative assessment, English languages skills, secondary schools, English teachers