

The thesis relates to the grading system during the first five years of primary school. It concerns the various types of assessing students, especially grading, assessment for teaching and self-evaluation.

It aims to find a fair way of assessing the school grading system. It also concerns the relationship between the teacher, the students and the parents.

The practical part of the thesis relates to the outcome of the research of the case study. The main methods were group interviews with the pupils, a semi-structured dialogue with the class teacher and a questionnaire filled in by the pupils' parents. The aim was to find out how the students, teachers and parents perceive the fairness of the grading system. The research shows that the pupils and the parents alike find the assessment for teaching and marks the fairest. The teachers found that they needed specific criteria in order to assess the students whether with a grade or by a written assessment.