

## **ABSTRACT**

The thesis deals with the issue of assessment of learning processes of preschool children. The aim of the thesis is to deepen the theoretical knowledge and to implement the Learning Stories method in the Czech Republic. The Learning Stories correspond to the key features of formative assessment, supports individual child's learning, monitors child's progress and develops teachers' pedagogical practice.

The theoretical part characterizes formative assessment and its key features. The main part of the theoretical work is devoted to the Learning Stories method. It explains the theoretical foundations of the origin of the method in New Zealand, its benefits, the development of children's learning, the observation of the it's progress and the teacher's work in the process of early childhood assessment.

The empirical part of the thesis involved action research in the age homogeneous class of preschool children. Content analysis of letters (as the output of the Learning Stories method) and questionnaires as feedback from parents were used. The letters were analysed based on the criteria of whether they met the principles of the Learning Stories method, how they influence teacher's evaluation and pedagogical planning. The questionnaires were used to determine, how parents evaluate the benefits of the method. The thesis also reflects the results of the self-evaluation of the author's work as a preschool teacher.

## **KEYWORDS**

Learning Stories method, formative assessment, learning disposition, preschool child, assessment of the learning process, theoretical foundations