

ABSTRACT

The thesis deals with the self-evaluation of primary school students. The aim is to find out with what perspective the selected first grade teachers approach pupils' self-assessment. The theoretical part explains the concept of assessment. It lists its functions, forms and types. It focuses more on formative assessment and feedback in relation to self-assessment. It also mentions self-concept, which is closely related to self-assessment. It presents its definition and development with regard to the age focus in the first stage of primary school. It looks more closely at pupils' self-assessment. It focuses on the development of self-evaluation of the individual, its meaning and functions and the conditions for its development in school. It mentions what types of self-assessment are divided into and what methods and techniques can be used. Finally, it highlights the possible risks and pitfalls of pupil self-assessment. The practical part investigates the position taken by selected primary school teachers on pupil self-assessment. The research is carried out using observation and interview methods. The results of the research show that the selected first grade primary school teachers give their pupils space for self-evaluation using different methods and techniques. However, this is done to a limited extent. Even so, they are aware of the importance and impact of self-assessment on pupil development and learning. Among them they name working with error. Some know the risks of self-assessment.

KEYWORDS

evaluation, formative assessment, feedback, self – concept, self – evaluation, methods and techniques of self – evaluation