

Thesis deals with verbal evaluations in school. The aim of this work is to analyze the value of a notice of the school report in the form of verbal evaluation for the students, parents and teachers.

In the theoretical part gives general theories of school assessment and its impact on pupil performance and motivation to further studies. Then, specifically it is concerned on the scoreboard in the form of verbal evaluations. Based on the available literature it compares the two methods of assessment in schools, the marks and verbal evaluation.

In the empirical part it sets out a number of key criteria for the analysis of concrete school reports, on the basis of which is analyzed 26 authentic documents. These are the documents from the years 1994-2008, so in addition to monitoring the development and progress of individual pupils, therefore, emphasis on the difference between the conditions in which the certificate was created due to the changes in that time period. Work also includes a discussion of the issues and potential problems, which appear in the issue on the basis of long-term observations of the research sample, and interviews with parents, children and teachers.