

Abstract (in English):

The assessment is an important part of the educational process. When assessing pupils, it is essential that the teacher uses correct and appropriate methods to develop the individuality of the pupil. Self-assessment should not be forgotten as it helps to the pupil to develop a healthy self-esteem and a healthy perception of himself/herself.

In an after-school club, where the groups of children are diverse in terms of age and gender, assessment are used differently. The educator, like the teacher, is a role model for a the pupil regard to assessment. The educator's assessment is equally important as assessment of a teacher.

This thesis focuses on the types, methods, and forms of assessment within after-school club. It is divided into theoretical and research part.

The theoretical part first of all describes after-school club as an school facility, The functions and activities of after-school club are mentioned there. It also mentions the role of a educator in after-school club, the required education, personality traits, and characteristics of the person performing this profession. Another chapter concerns assessment. It defines the function and principles that educators should adhere in assessment. Moreover, this chapter includes various types, methods, and forms of assessment utilized in an educational environment. The final chapter deals with the characteristics of a child in the younger school age and how a child perceives the evaluation process.

In the research part, the primary goal is to find out what forms of assessment are used in two selected after-school clubs. The partial goal includes uncovering the differences in assessment forms used during recreational or relax activities versus those used during extracurricular activities. A further partial goal is to find out how pupils' self-assessment is carried out in these after-school clubs

A mixed-model research desing was chosen for the research investigation. Data collection methods included quantitative observations and qualitative interviews. Four participants were purposively selected from among the female aducators who provided information regarding the assessment of children in after-school club. Interview transcripts were transcribed into summarizing protocols. Furthermore, all data were subjected to segmentation, coding, and categorization, leading to the results.

The research findings indicate that verbal and non-verbal evaluations are the most commonly used forms by educators for assessing children due to their immediacy and quick application at any time. In the selected after-school clubs, educators did not use numerical form of assessment due to its association with formal education. The results also reveal that the

assessment forms used by educators during extracurricular activities do not significantly differ from those used during other activities (relax and recreational) in the after-school club. The difference lies in the absence of punishment and graphic assessment during extracurricular activities. Moreover, there were differences in several reasons for assessing children; in other activities (recreational and relax), the assessment included children's independence and adherence to rules. The final finding of the research was that only one out of four educators carried out systematic and targeted self-assessment in the after-school club.