

## **Abstract**

This thesis examines parents' ratings of school readiness and its domains in comparison to kindergarten teachers. The theoretical part is devoted to definitions and views of school readiness, describes its areas, discusses methods of pedagogical diagnostics in Czech Republic and in neighbouring countries, analysis previous research on views of school readiness and elaborates on the topic of school deferment. The empirical part describes the data collection process, processing and results. The aim of the research was to compare parents' ratings of school readiness with scores on the pedagogical diagnostics of children aged 5.0-7.7 years ( $N = 97$ ). The sample of parents participating in the study had to some extent a correct estimate of overall school readiness, they also did not give higher scores in the areas of gross motor skills, spatial orientation, verbal reasoning, self-care, social understanding, emotional maturity and work maturity. They overestimate the areas of graphomotor skills, fine motor skills, auditory perception, pre-math ideas, time orientation and visual perception.

**Key words:** school readiness; pedagogical diagnostics; parents; kindergartens; preschool children