

This diploma thesis Formative Assessment deals with one form of classroom assessment focusing on frequent and interactive assessing of pupil's work. After introducing the problems concerning this issue, assessment is questioned through the view of useful feedback on pupils learning; assessment is also viewed as one of the objectives set by Framework Education Programme, included in learning competency. Formative assessment is complex throughout this work as a whole, involving a range of methods and strategies that provide for teachers and pupils better understanding of learning processes. The aim is to minimize the gap between pupil achievements and standards set by the national curriculum. Part of the text is dedicated to surveys and findings from the international study "Formative Assessment" carried out by the Centre for Educational Research and Innovation (CERI) Organisation for Economic Cooperation and Development (OECD) and to the key publication Assessment for Learning (P. Black, D. Wiliam.) Formative assessment is presented as a means of increasing the potential of feedback while assessing pupils work by marks. This work also presents concrete methods and strategies how to implement this form of assessment into classroom practice. Final part of this text presents empirical research of assessment of several English teachers. The reality of classroom assessment was studied through several case studies. The case studies focused on the use of formative assessment by the observed teachers. Further analysis of the classroom observations, interviews with teachers and pupils disclosed that despite the fact that the chosen teachers do not know the theory of formative assessment, they involve such methods and strategies into their practice. Description of their used strategies is the main contribution of the empirical part to this diploma thesis.