

The diploma work deals with the introduction of grammar schools auto-evaluation process together with the curriculum reform in progress. Analysis of school legislation in force and of binding curriculum documents led to the conclusion that schools autoevaluation is the main and almost the sole mechanism of control and quality and efficiency improvement of grammar school education. This fact contrasts markedly with the marginal position of auto-evaluation in the legislation in force and curriculum documents.

Some theoretical basis for grammar schools auto-evaluation were defined and critically reviewed through compilation of literature; they were interpreted in the light of post-modern, positivist and pragmatist philosophical concepts; constituent review was based on neo-tomist positions.

The focus of the work lies in analysis of auto-evaluation phases recommended in literature. What is new is a concept of “pre-evaluation” phase which assumes a metaevaluation character although preceding the evaluation itself. A two-phase questionnaire survey was devised and applied at the curriculum reform pilot grammar school for this phase. Finally, three tools for auto-evaluation of study results of grammar school students were devised – evaluation of facultative subjects, a statistical analysis of grammar school graduates results of admission to universities and correlation analysis of results of sub-tests of grammar schools entrance exams.