

Abstract

The thesis is focused on the topic of verbal assessment at primary school and its potential to be objectively reflective of the progress of pupil's knowledge, skills, abilities and attitudes. The predictive value is analysed through creating an image of the pupil on the basis of the casuistry of all his verbal assessments. The segments of the report are classified by making a graph with the aim to predict further progress without any contact to the pupil. Finally, I realized an interview with the pupil which allowed me to compare the image to reality. The research part of the thesis points out the limited potential of using verbal assessment as a report. The thesis also focuses on transformation of the analyzed reports using the vocabulary of RVP ZV, which I consider an objective language of all the teachers.