

Abstract

This thesis aims to describe tools which can be used in the autoevaluation of the school in various areas, mainly in the educational (the attitude to a subject, motivation, testing knowledge and skills), and the pedagogical area (the climate, sense perception and relationships in the class). The autoevaluation can be carried out by internal measures or it is also possible to make use of external sources (the State Graduation Exam, NIQES, SCIO, Kalibro).

Although nowadays evaluative tools are described in the specialized literature, most publications deal with them rather in connection with the evaluation, which is surveyed in detail, and readers are presented with clear steps that must be taken so that the evaluation is successful (procedural steps are described there). Basic evaluative tools are mentioned but they only play an illustrative role. An opposite trend also occurs in the specialized literature. Evaluative tools are described in great detail but it is not always clear to which evaluation processes they belong. This thesis intends to fill this gap. The chosen tools of diagnostics are further analyzed thoroughly (including informing the readers about the possibilities of analysis of the data gained and the use of this information in the school praxis).

In the theoretical part the term evaluation (autoevaluation) is dealt with in detail. Apart from that, the thesis outlines the basic legal terms related to the evaluation and assessment. It also describes pedagogical evaluation, the phases of the diagnostic process, diagnostic expertise of the teacher and evaluative tools.

The theoretical part is supplemented with research which surveys views of the management of the school on using selected evaluative tools.