

Abstract

This thesis is divided into two main parts. The theoretical part defines the concept of self-assessment and focuses on the significance and forms of self-assessment, as well as the factors arising during implementation of self-assessment in education. This part also contains findings from specialized publications analysing the relationship between assessment and self-assessment directed towards individualisation (personalisation). The practical part of this thesis takes the form of pro-active research, the aim of which is to observe implementation of self-assessment by a specific pupil with a specific learning disability. It describes how to teach an integrated pupil to self-assess, confirms that the pupil is able to self-assess his work and describes the steps involved in the implementation.

Key words

evaluation, self-assessment, pupil with special needs, integrated pupil, descriptive language, evaluation criteria, quality indicator, forms of self-assessment, action research

