The thesis deals with evaluation of quality of high school software projects. Examining the sources, the text describes differences between the projects on a model school and between real world needs. Based on this, it suggests an intervention, in the form of passing materials to members of an action group composed of teachers leading the software projects. The materials supply topics that were not found in the model school's education plan. A methodology for evaluating the projects is suggested, drawing from qualitative indicators used in the real world. An impact of this intervention on the students' projects is evaluated afterwards. The impacts at the model school were not significant.