This thesis discusses the charts and their teaching. I study in it how graphs are introduced at Czech schools, ie how graphical outputs of statistical survey (graph types, their relevance, their description, etc.) are presented in textbooks. Then I analyze examples from international research TIMSS and PISA engaged in graphs depending on the success of results of Czech pupils. It turned out that pupils have no problem with reading values from graph, while their creation or solving nonstandard given exercises makes large difficulties to pupils. Last but not least I test the ability of students correctly but also critically interpret graphs, ie whether pupils can consider if graphs present actual data or are deliberately distorted and modified. For this purpose I create questionnaire where I test through three exercises pupils of graduation classes from grammar school and vocational school and pupils of study with vocational certificate. Results of graduates from both schools were comparable. Grammar school pupils succeeded especially in solving complicated or complex tasks, vocational school pupils got better results at solving tasks that require only orientation in graph and reading values. Pupils of vocational programs reached approximately half worse results.