

ABSTRACT

The master thesis follows up on the topic of an increasingly used method called *formative assessment*. The goal is to analyze formative assessment as a complex method. It includes its development, psychological context of assessment, essential methods and techniques of this kind of assessment and a part about competences mainly of a teacher beginner to be a professional evaluator, whose methods reflect his personality and individual principles based on the best intentions. The first chapter of the practical part introduces qualitative research which took a place in Czech Republic and foreign countries. Results from Czech Republic refer to the fact, that Czech teachers use techniques of formative assessment, but not yet as a complex system. The results from foreign countries connect teachers' working conditions for using formative assessment based on the adjustment of schooling curriculums in the countries they teach in. The second chapter of the practical part is a methodological collection of formative assessment techniques.

KEYWORDS

Assessment, personal approach to a pupil, classroom climate, evaluation norms, self-assessment, peer-assessment, criteria, learning objectives, motivation, core competencies.