

## **ABSTRACT**

The thesis is concerned with the relativity of marking at primary school, aimed to subjectivity in evaluation when rating the pupils' work in the Czech language.

The theory is focused on evaluation generally - its functions, types, forms. In the theoretical part there is mentioned, what types of assessment are believed to be the first-quality ones. Two chapters are devoted to objectiveness and fairness in the evaluating, too. This thesis contains several paragraphs about the embedment of evaluation in the law.

The target of the research was to find out, if the teachers interpret the pupil's performance differently and what criteria are taken into consideration. I want to alert to the huge amount of subjectivity when rating with marks. The teachers were given the same simulated piece of a pupil's work. Their task was to correct it and to mention what was an influence on their evaluation, the given mark. The half-structured dialogue was the chosen method for the research.

The thesis confirmed the hypothesis that the evaluation through the marks is burdened with a high measure of subjectivity. That is to say, that the teachers marked the work very differently and their evaluation was grounded on various criteria.

## **KEYWORDS**

evaluation, marking, subjectivity, teachers, criteria, difficulty