

ABSTRACT

The diploma thesis deals with the primary pupils' assessment aimed to support effective learning. In the first section a theoretical background of school and formative assessment is discussed. The concept of assessment, its history, types and function are briefly commented. Further the proposed thesis addresses the idea of assessment for learning and respective approaches with direct connection to the research inquiries. The following section of the thesis concerns empirical investigation of the assessment of two primary school teachers from selected third and fifth-year primary school classes along with the perception of the formative assessment by their pupils. The practical part based on the gained theoretical insight is carried out in a qualitative manner. For the purpose of investigation, a case study of formative assessment aimed at mapping, analyzing and evaluation in the context of school learning systems is proposed. The proposed thesis provides findings about how is the formative assessment put into effect and how this innovative technique is viewed not only by pupils, but also elementary school teachers. According to the conducted research both interviewed teachers integrate formative assessment principles in their classes. Even though the teacher from the third-year class prefers the summative method of evaluation both teachers make use of the formative assessment according to the age and individual specificities. The teacher from the fifth-year class gives preference to the formative assessment. In case of good performance, the pupils identify themselves with the summative way of assessment, however they prefer formative evaluation in case of difficulties. For optimal comprehension of the classification the pupils favor both evaluation methods. Majority of the pupils believe that the most seminal approach is the combination of self-evaluation along with the teacher's assessment. On the contrary, the peer-evaluation is considered to be the least objective and most problematic.

KEYWORDS

Formative Assessment, assessment for learning, assessment as learning, self-assessment, same-age peer assessment, primary pupil portfolio, case study.

