

ABSTRACT

This thesis is focused on mapping written expression among pupils at the fifth grade of basic schools. The thesis is divided into two parts – the theoretical part and the empirical part.

The theoretical part of the thesis is devoted to the theoretical knowledge available about written expression and about disorder of written expression. Attention is paid here to the diagnosis of written expression and to the analysis of the available diagnostic tools that deal with testing of written expression.

In the empirical part of the thesis, we are primarily focused on designing the test of written expression and its evaluation system. Our next goal was to verify the predictive value of the designed test of written expression on fifth grade pupils and to compare pupils' performance among themselves. Secondary goal of the thesis is to compare the results of the test by a statistical quantitative methodology and to subsequently discuss them in terms of gender, font pattern (Comenia Script font and bound font pattern) and the presence or absence of specific learning disorders. The partial goal is to verify the correlation of the results of the designed test.

Data collection was conducted by a group administration. A total of six basic schools took part in research studies of the written expression. We have collected data from the total of 125 fifth grade pupils. Research study includes 48 pupils without specific learning disorders and 8 pupils with specific learning disorders.

In the test of written expression, a statistically significant difference was found in the results of the *Number of words*, *Number of sentences*, *Number of long sentences*, *Text composition*, *Text content*, and overall score between girls and boys. Girls in these categories scored statistically significantly better than boys. There were no statistically significant differences in the results of any subtest and overall score between the groups divided by the font pattern. Among pupils with specific learning disorders and the group of pupils without specific learning disorders, statistically significant differences were found only in the subtest *Number of sentences*. In no other subtest or overall score, differences between these groups have not been demonstrated. Test reliability is 0.752 (Cronbach's alpha).

KEY WORDS

Writing, written expression, disorder of written expression, diagnosis of written expression.