ABSTRACT
The presented thesis focuses on the problem of evaluation of pupils at primary school using teacher’s action research. The target of the thesis is to determine the influence of analytical feedback on the self-evaluation of pupils in the 1st to 4th grade. First part of the thesis contains the theory of problem of evaluation, feed-back and self-evaluation, as well as findings from evolutionary psychology. The second part summarizes results obtained from the action research that were aimed on capturing of the evolution of self-evaluation during the individual grades. Conclusions include confirmation that systematic performance of a proper analytical feed-back by the teacher leads to the development and improvement of the self-evaluation skill. Influence of the feedback on self-evaluation is also evaluated. Thesis confirms importance of partnership approach in education.