

## **ABSTRACT**

The present theoretical-empirical thesis deals with the comparison of three types of interpreting performance assessment: teacher assessment, evaluation by other students in the group (peer assessment) and self-assessment of the student interpreter.

The theoretical part is a review of existing literature on general approaches to the different types of assessment, their importance in the acquisition of interpreting skills, recommended methods of interpreting performance assessment and their use in the training of consecutive interpreting.

The empirical part of the thesis is a qualitative longitudinal study, involving students of the third and therefore the final year of the bachelor's degree programme in translation-interpreting (intercultural communication). The aim of the thesis is to identify the similarities and differences between different types of assessment and how the assessment developed over the period of the research. The study also examines how the self-assessment and peer evaluation of students studying interpreting only in the English-Czech combination differ from those of students who study interpreting of English in combination with another foreign language, and thus attend twice the number of practical interpretation seminars.

## **KEY WORDS**

teacher assessment, peer assessment, self-assessment, assessment in interpreting, interpreter training