

ABSTRACT

The work deals with possible ways to implement formative assessment into education at the second stage of primary school at science subjects, particularly at natural history and chemistry.

The assumption for successful implementation of formative assessment is healthy climate in the class and the support of mutual help between pupils meaning their awareness of synergic effects of work of the whole class such as collectiveness, full of mutual respect and awareness of the desire to achieve a common and successful goal. Related to this is the strengthening of cooperative learning, group work and also the way pupils' self-assessment to strengthen their growth thinking, create and strengthen their ability to think about their learning, thus metacognition.

Formative assessment enriches not only the students but also the teacher himself. Based on the information obtained, he thinks better about his teaching. However, this presupposes the professionalism of the teacher, his openness to the feedback of the pupils. If the teacher accepts this as a chance to improve, then he is a person in the right place who has more prerequisites for serving students and their education.

Demonstrations of formative assessment procedures in the practical part give a chance to a larger number of students to feel the joy of learning at the natural sciences, gain self-confidence and love for self-education and personal development of themselves as well as the others.

KEYWORDS

motivation, responsibility, growth thinking, portfolio, feedback, cooperation, formative evaluation, natural sciences