

Based on its focus this dissertation could belong to theoretical-empirical studies. It targets the oral and self-evaluation of a pupil at the primary and secondary school as well as pupil's portfolio being a part of his/her evaluation and self-evaluation. Oral and self-evaluation of a pupil is examined considering interrelation and contexts with key competencies of educational framework programme. Oral and self-evaluation and work with them are here also presented from teachers', parents' and pupils' points of view. To solve the aims of this research the technique of questionnaire was used. There were three different types of questionnaires created for teachers, pupils and parents. By the survey the following was proved. Teachers mostly use oral evaluation at their work, largely as formative one. Oral evaluation helps develop key competencies, which build a part of educational framework programme. Many of questioned parents have met oral evaluation at their children's education – mostly at the primary school. They welcome oral evaluation as a complement to school marks. In the majority of cases they would prefer school marks evaluation, if they had the possibility to choose. Following this thesis it is possible to claim that pupils do not have any distinctively more favourite way of evaluation. School marks as well as oral evaluation are convenient to them. However, they agree on that oral evaluation helps them find appropriate manner of error resolution.