

## **ABSTRACT**

This thesis deals with the topic of formative assessment embedding. The goal of the theoretical part is to map the school assessment in general, mention its functions, types, forms and language. The purpose of this work is also to describe the process of formative assessment embedding, which is the topic of this thesis, where at first the formative assessment will be characterised and then divided into several sub-parts, which characterise suitable strategies for its embedding. Next goal is to summarize the characteristics of a lower age pupil, where the focus will be on his/her cognitive, emotional and social development. The theoretical part is concluded by a chapter dealing with the specifics of a beginning teacher. The goal of this chapter is to describe his/her features and skills, which he/she should have. All the above mentioned topics will be defined on the base of the professional literature.

The methodology used in this thesis will be defined in the empirical part. The aim of the empirical part is gradual embedding of the formative assessment elements, which will be led in the 4th year of primary school, where I have been currently working as a teacher for the first year. The active teacher research, where the elements of the formative assessment are being embedded, will run for the period of half a year, roughly from the beginning of September to the end of February, be it in person or distance learning. The pupils of the above mentioned class were assessed only summatively up to now with no trace of any formative assessment whatsoever. The goal of this research is to motivate the pupils to learning by embedding the elements of the formative assessment and also to hone their ability to actively react to ongoing descriptive assessment, by which they should later be able to effectively assess themselves and others.

## **KEYWORDS**

formative assessment, evaluation, primary school, embedding, action research