

ABSTRACT

The enclosed master thesis focuses on assessment in the Natural History educational area at lower-secondary school (ISCED 2). The main aim of the thesis is to get acquainted with the concepts and methods of school assessment, subsequently to select appropriate methods and approaches to assessment for the education of Natural History and to verify them in practice with the use of action research.

The thesis is divided into theoretical and practical part. First, the topics related to the subject matter are presented in the theoretical part. The pedagogical communication is an indivisible part of the assessment process. The assessment is also dependent on the approach to education and applied objectives. Bloom's revised taxonomy is mostly used in the area of cognitive objectives, however Marzano and Kendall's (2007) New Taxonomy of Educational Objectives is also applied nowadays.

The assessment includes a wide variety of possibilities and approaches, from which grading and oral assessment are the most common. The terms summative and formative assessment are explained in the thesis. The assessment also covers various methods of education, activating teaching methods and seeking an evidence of students' current understanding. Then the educational area of the Natural History is introduced.

The action research was conducted in 2020/21 school year to verify the selected methods and approaches to school assessment in the Natural History. The main method for data collection was a questionnaire survey among the pupils and observing them. The research sample comprised 77 year-seven pupils. The implemented methods of the formative assessment (e.g. mind map, self-assessment and peer-assessment, random selection) in the education are introduced and the results of the questionnaire survey among the pupils and the teacher's reflection are then presented. Some online application programmes suitable for seeking an evidence of students' current understanding in the Natural History lessons were employed in virtue of the distance education.

The master thesis provides some inspiring suggestions for the teachers who deal with the methods and approaches to assessment in the Natural History.

KEYWORDS

constructivist teaching methods, formative assessment, Natural History, exploration, grading, action research