

ABSTRACT

The dissertation refers to the issue of school evaluation. It focuses on the competence of a primary school teacher to develop self-assessment of pupils. The theoretical part is devoted to the personality of the teacher, his profession including the qualities of the teacher and the professional standard. Furthermore, the teacher's professional competences, the concept of teaching and the ability of reflection and self-reflection in the teacher's profession. Then, in this part, author is dedicated to the personality of the pupil in the learning process, the climate in the classroom and the interaction between the pupil and the teacher. In conclusion, the author focuses on the evaluation in the learning process, the objectives of the evaluation and its types. Particular attention is paid to formative assessment, especially self-evaluation of pupils, methods and methods of implementation.

The research part presents the results of the research, for which the qualitative design of the case study was used. The subject of the survey was the evaluation competence of the teacher and activities aimed at self-assessment of pupils. The main objective of the research was to find out how primary school teachers develop the self-assessment of pupils in the learning process. In addition, the author has set several partial goals. The first general sub-goal is to determine how the pupil can participate in the evaluation process. The second general sub-objective is to identify the methods and their quality that the teacher uses for self-assessment of pupils in the teaching process.

Based on the results of the survey, a large proportion of self-evaluation was found in the teaching process, including methods and possible ways of implementation.