

Abstract

Title: The use of formative assessment in physical education in primary schools in Písek

Objectives: The aim of this thesis was to determine the current state of the use of formative assessment in the teaching of physical education at the second level of primary schools in Písek. To focus on whether the elements of formative assessment are applied in teaching and whether they are used purposefully. To find out whether and how the students's personality is being developed during physical education lessons.

Methods: To achieve the objectives, a non-participant observation method and a non-standardized questionnaire was used and piloted. The observation method was used to capture the process of physical education classes with regard to the use of formative assessment elements. Subsequently, a questionnaire was presented to the teachers of the lessons in question and their responses were compared with the results of the observation.

Results: It was found that formative assessment (assessment for learning) occurs to a very limited extent in physical education classes in the form of sub-elements of the formative approach. However, formative assessment as such is out of the question. The learning objectives are limited to the student's movement during the lesson without comprehensive development of the student's personality.

Keywords: teacher, student, education, assessment for learning, formative approach