

Abstract

The presented work explores the ways in which individualization and differentiation of students at the elementary school level can be approached. It examines the use of a grading parameter on the success of solving educational tasks with identical educational objectives – using the example of counterfactual conditional clauses. The first, theoretical part summarizes findings from pedagogical, general didactic, and specific didactic perspectives and defines key concepts such as educational task, graded task, and grading parameter. It also attempts to outline sources for linguistic-didactic considerations on task grading in the Czech language. The second part introduces the research methodology, the process of obtaining, transcribing, and annotating a sample of 15 datasets. Subsequently, a quantitative and quantitative-qualitative analysis of selected phenomena is conducted, taking into account both formal and semantic aspects of the collected counterfactual conditional clauses. The analysis shows that a direct interpretation of the relationship between the occurrence of the intended grading parameter and the success of task-solving is not possible: at the individual level, differences in task-solving success based on the grading parameter are difficult to demonstrate, and at the group level, differences are demonstrable only at the formal level.