

## **ABSTRACT**

The aim of the diploma thesis is to document the issue of assessment in civic education at an elementary school by conducting a case study. The study was conducted through an in-depth interview with the teacher, a focus group interview with the students, and participatory observation. The collected data was subsequently analyzed using open coding and further interpreted using the 'card sorting' method. The result is a perspective on assessment from both the teacher's and students' viewpoints compared with observations of specific teaching sessions. The results of this study were evaluated and further discussed from the perspective of the specifics of civic education. Additional potential options for utilizing assessment methods, tools, and techniques were proposed with consideration of the possibilities and goals of the particular teacher. This work can be considered beneficial for other teachers as it contributes to a better understanding of the assessment issues in civic education and offers specific suggestions and recommendations for improving this area. This contributes to enhancing the quality of teaching and supporting further professional development, not only for the author but also for other teachers.

## **KEYWORDS**

assessment, Civic education, formative assessment, summative assessment, specifics of assessment in Civic education, assessment tools, methods of assessment, case study



