

ABSTRACT

The aim of the thesis is to analyse how teachers evaluate essays in Czech language classes at the second level of primary school and how they approach teaching. A sub-objective is also to find out how pupils perceive the teaching of essay classes and the assessment of essay writing. It also sought to systematize the different methods, forms and types of classroom assessment that teachers can apply in their lessons. For the purpose of the analysis, a qualitative research method was used through guided interviews with three selected teachers and their students. Single-case analysis was used in order to find out the specific teaching style and assessment method of the individual teacher. Subsequently, a comparison of the approach between individual teachers was made. This paper presents a view of the assessment of essays in selected primary schools, incorporating both the theoretical background and the practical experiences of three teachers and their pupils. The two teachers participating in the empirical part use forms of formative assessment for essay work. While one teacher with the longest teaching experience tends to stick to more traditional forms of assessment for essays. In this way, she offers useful conclusions and recommendations for improving the practice of assessing essays, which may contribute to a more effective, fair and comprehensible assessment of students' performance in essays.

KEYWORDS

Essays, assessment, formative assessment, types of assessment, essay teaching, essay assessment, Czech language, teacher, student, guided interview, single-case analysis.