

ABSTRACT

The diploma thesis focuses on the issue of evaluating pupils from different language backgrounds. The school assessment of these pupils is currently a very relevant topic, as their numbers in Czech schools are increasing every year.

The thesis has a theoretical-empirical character. The aim of the theoretical part is to map the foundations for the teaching and assessment of these pupils. The first chapter focuses on the definition of a pupil from different language background, the organization of their education, and the support measures available in primary schools in the Czech Republic. The second chapter deals with the younger school age period and its specificities that influence the education of pupils from different language backgrounds in schools. The third chapter focuses on school assessment, particularly formative assessment.

The practical part of the thesis describes and analyzes the experiences of teachers and pupils in assessing pupils from different language backgrounds at two primary schools in Pardubice. The qualitative research is carried out through semi-structured interviews with teachers and students. The research results show that the approach to assessment differs, with the main difference being the method of assessment. The school using formative assessment has positive experiences with pupil motivation, whereas the school using more traditional assessment finds the evaluation of pupils from different language backgrounds more challenging. There are also differences in the use of support measures and cooperation with parents. Pupils from different language backgrounds perceive assessment as part of the school process, but they lack deeper reflection on assessment and experience with formative assessment and self-assessment.

KEYWORDS

pupil from different language background, foreign pupil, younger school-age pupil, support measures, school evaluation, formative assessment