

ABSTRACT

The thesis is focused on a verbal assessment from the perspective of private school teachers. The main goal was to understand their view of the verbal assessment. The research was focused on how teachers utilize the evidence of results and observation in the lessons, what are benefits and pitfalls of the verbal assessment and how can the verbal assessment affect wellbeing of students. The thesis also focused on which challenges are the biggest for teachers. Research was made using a qualitative methodology based on a case study which provided space to have a deeper understanding of the issue. Data was collected through the half-structured interviews with seven teachers. This approach provided an opportunity to stick with premade questions; however new topics were discovered based on teacher's answers. The interviews were analysed through the open coding. The analysis discovered that the teachers' view of the verbal assessment is mostly positive. Main benefit is the opportunity to individualise students, describe their strong and growing sides, and show them concrete skills in which they are good at and skills they need to be better at. On the other hand, they shared that the verbal assessment is really time consuming, and it is important to have a vast amount of groundwork from the lessons. They also shared their tips how to work with the verbal assessment, including the aspects relating to the environment in which the evaluation is produced, differences between the continuous and the final assessment, and how they connect the self-assessment of the students with the verbal assessment. Results of the thesis could be a recommendation for teachers and schools which consider introducing the verbal assessment to daily teacher's practice.