

ABSTRACT This dissertation deals with the assessment of open-ended test items in the Writing Part of the Maturita Exam. The influence of the European language policy on Czech curricular documents and the conception of foreign language Maturita Exam is described. Writing performance requirements in the Maturita Exam are also specified. Comparison of the holistic and analytic scoring methods follows. Based on that, analytic Maturita Exam criteria and its rater scales are introduced. The dissertation then deals with the research conducted to describe and analyse the 2009–2011 training process of German language raters for writing assessment in the Maturita Exam. Rater training is evaluated and ratings are analysed on the basis of inter-rater agreement among raters and between raters and the expert rating team. The research also explores whether the set rating procedures and scoring principles, i.e. analytic criteria, raters and the way they use the criteria, are objective, reliable and accurate. The influence of the raters' level of German language, their age and the type of school they teach at is also addressed. The research showed that the level of intra-rater agreement tends to improve throughout the rater training and a certain level of reliability is reached. The influence of age and the type of school the raters teach at wasn't proved. Even though the rater training quality and expertness was not always excellent, the aims and expectations were met.

KEYWORDS Language education policy, Maturita Exam, foreign languages, writing performance, assessment, intra-rater agreement, analytic criteria, reliability