

Abstract

This diploma thesis *Formative Assessment in Primary School Education* deals mainly with the classroom assessment, which provides the pupils with purposeful feedback on their learning at the time when their performance can still be improved. It is a very frequent assessment of pupil's progress.

The first part of this diploma thesis deals with classroom assessment and describes the different types of assessment, its forms and tools. After embedding formative assessment to the context of classroom assessment, the thesis deals with the definition of this term and it closely clarifies its history, different approaches, and it especially specifies the use of formative assessment in practice. Part of the text, which is concerned with formative assessment strategies, closely explains concepts such as feedback, dealing with mistakes, questioning or peer-feedback. Major part of this work is dedicated to formative assessment techniques, which may function as a collection of valuable ideas and recommendations for teachers about working with pupils and assessing them in class.

The second part of this diploma thesis presents an empirical research concerned with assessment of two teachers of Social Science and Czech language and literature at the selected primary school. Through case-study are examined these: in what way the teachers assess their pupils at primary school, whether and how they apply formative assessment and how differs the way teachers and pupils reflect the classroom assessment.

Key words: classroom assessment, formative assessment, assessment for learning, feedback, questioning, self-assessment, peer-assessment, formative assessment strategies, techniques of formative assessment