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Katedra anglického jazyka a literatury a oddělení francouzského jazyka

**Assessment in ELT at Lower-Secondary School Level with Special  
Respect to Verbal Assessment**

**Hodnocení žáků ve výuce angličtiny na základních školách se  
zvláštním zřetelem k hodnocení slovnímu**

Diplomová práce

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### **Cíl, metody, literatura, předpoklady:**

Práce se ve své teoretické části zaměří na problematiku hodnocení žáků v hodinách angličtiny, charakterizuje jednotlivé typy hodnocení a zaměří se na hodnocení slovní. Praktická část bude obsahovat výzkum v terénu, možnými výzkumnými nástroji budou náslechy ve výuce a rozhovory s učiteli.

Kay Burke: Balanced Assessment: From Formative to Summative Susan M.

Brookhart: How to Give Effective Feedback to Your Students Košťálová Hana:

Školní hodnocení a studentů se zaměřením na slovní hodnocení Kolář Zdeněk:

Hodnocení žáků

### **Anotace:**

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## **PROHLÁŠENÍ**

Prohlašuji, že jsem tuto diplomovou práci vypracovala pod vedením vedoucí diplomové práce samostatně a uvedla sem všechny použité prameny a literaturu.

V Hradci Králové

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## **PODĚKOVÁNÍ**

Ráda bych poděkovala Mgr. Olze Vraštilové, M.A., Ph.D. za její cenné rady, věcné připomínky, trpělivost a ochotu při zpracování této diplomové práce.

## ANOTACE

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Diplomová práce se zaměřuje na problematiku hodnocení žáků v hodinách anglického jazyka na základních školách v České republice. První, teoretická část práce se zabývá historií klasifikace a hodnocení, národními edukativními cíli v oblasti cizího jazyka, charakterizuje typy školního hodnocení a v neposlední řadě vytyčuje obecně platné zásady efektivního hodnocení, které má sloužit žákům jako účinná zpětná vazba od učitele. Druhá část diplomové práce popisuje a srovnává teorii s praxí na základních školách běžných, i alternativních, kde je více využíváno slovního hodnocení. Cílem této práce je zjistit, do jaké míry jsou splňovány požadavky efektivního hodnocení na školách oficiálně hodnotících žáky odlišným způsobem.

**Klíčová slova:** známkování, slovní hodnocení, motivace, očekávané výstupy, cizí jazyk

## ANNOTATION

JANECKÁ, Karolína. *Assessment in ELT at Lower-Secondary School Level with Special Respect to Verbal Assessment*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2016. 71 p. Diploma Thesis.

The thesis focuses on the phenomenon of educational assessment carried out within lessons of English language on an elementary school level on the territory of the Czech Republic. The first, theoretical part is devoted to history of assessment, national foreign language educational goals, characteristics of specific types of assessment, as well as general requirements for meaningful assessment which is to serve students as effective feedback from the teacher. The second part of the thesis describes and compares theory and practice on elementary schools, both standard and alternative, where verbal assessment is employed more often. The aim of this work is to find out to which extent the requirements for meaningful assessment are met on schools officially using different types of educational assessment.

**Key words:** grading, verbal assessment, motivation, learning objectives, foreign language

## **PROHLÁŠENÍ**

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## INTRODUCTION

During the past few decades, the whole educational system has undergone a significant change in all ways. Teaching methods of educators and their approach towards the students are increasing both in number and variety. The teaching-learning process and the phenomena connected to it are developing dynamically and together with it even the phenomena of assessment.

In the Czech Republic, grading is the most widespread form of assessment, rooted in the history of national education and its circumstances which have led to strengthening the grading system's position among other assessment methods. However, research and practical experience in various countries all over the world, among which some are known for their high-quality educational systems, such as Denmark, Sweden or Finland, show that in today's world the grading system is not as an effective method of assessment as other types of feedback which are more individual-oriented, student-friendly and motivating.

The above stated trends are gradually finding their way into our system of education and slowly gaining supporters of other evaluating methods. In our environment, this process takes place mainly on alternative types of schools where more space is left for verbal assessment; however, even standard types of schools are starting to implement this method into instruction, sometimes as a supplement to grading, as the change of the national curriculum and learning objectives demands a change in assessment as well.

The aim of this thesis is not to judge which type of assessment is better than the other but to characterize the two main types of assessment officially recognized in the Czech Republic within the context of English language learning. Since the aim of this thesis is to focus on the principles and desired functions of effective and meaningful assessment which contribute to quality language instruction, special attention is paid to verbal assessment. The theory of the first part of this work is mirrored in the second part which is represented by a small research among teachers of two different types of primary schools – alternative and standard. The observations drawn from the analysis of the questionnaires and final reports of language learners could serve future teachers as an overall characteristic of the two different types of assessment, the positive and negative aspects they bring, or simply as a guidance to consider their language teaching

philosophy.

The text is based on works of Czech authors, however, most resources comprise of academic articles and works of foreign authors, as the phenomenon of assessment is more discussed and dealt with abroad. All the original Czech language texts and passages used in this diploma have been translated by myself and direct quotations from both English and Czech texts are written in italics. The word “assessment” is interchangeably used with the word “evaluation” and “feedback”. The student is referred to as “they” in order to keep the gender correctness.

# 1. EDUCATIONAL ASSESSMENT

School assessment, the way how students are evaluated during the teaching-learning process, has become a topical issue in the field of schooling in today's modern world. Assessment conducted in the educational environment has been examined and analysed closely, as well as the potential impacts it can have in the teaching-learning process.

Authors dealing with the topic of assessment stress its role not only within the school environment but in lives of people in general - how we are perceived by the teachers, classmates, parents, and mainly ourselves can play a major role not only within the school community but also in our future professional and personal lives.

## 1.1 Definition of School Assessment

Defining the process of evaluation can vary among different authors; however, the main message is shared: *“School assessment is a message from the teacher to the student, which is to keep them informed about the degree to which they are successful in the teaching-learning process. The educational output of the student is officially evaluated either by means of a grade or a written account (verbal assessment).”*(Průcha, Walterová, Mareš, 2003, p. 74)

To this definition by Průcha, Walterová and Mareš further requirements may be added, according to the assessment policy of each school. Assessing students does not always have to include only the two basic types of assessment methods mentioned above, it can include various methods such as: point system, scale system, percentage system, diagrams, pictures and many others, all depending on the aims and intentions of the educator. The officially recognized one, however, are these two or a combination of both.

Kolář states that assessment is put into practice constantly during the teaching-learning process – its participants are sometimes aware of the intentionality of assessment but in other situations they do not have to realize that it is happening, as not only grades or written account are considered to be assessment - even acts of human nature such as smiling, nodding, shaking one's head as a sign of disagreement or short praises are considered to be a part of the evaluation process. These minor aspects are essential for the constant nature of evaluation and are perceived and performed as a

subconscious part of our teaching and learning. Kolář further claims that without constant assessment the education process would have no sense. (Kolář, 1998, p.11)

There are diverse approaches, techniques and ways of assessment, depending on its aims and other variables. What is essential, however, is the fact that assessment or feedback remains one of the most important features of the educational process.

## **1.2 A Brief History of School Assessment in the Czech Educational System**

According to the reports in 'Ottův slovník naučný nové doby' assessment and its history is described in the following subchapter. School assessment on the territory of today's Czech Republic underwent a principal shift on 6<sup>th</sup> December 1774 when the law concerning compulsory education was passed. This process took place during the reign of Empress Maria Theresia who gave grounds to the modern schooling system. Together with implementing compulsory education, school reports became compulsory as well. In these times, students did not receive school reports at the end of the school year but as an overall evaluation of their knowledge and skills at the time of school-leaving when they reached the age of 14. The necessity of school reports required gathering assessment in the form of grades; therefore, students were assessed continuously in the course of the whole school year.

Before this law had been passed, the student's teacher used to give unrestricted reference to the future teacher of the student about their achievements in the given area of studies. This method did not require any systematic assessment of the student's output throughout the school years, therefore, implementing the concept of compulsory education and documents needed for evaluation brought a significant change into the whole educational system of that time.

Starting with the year 1870, teachers were obliged to distribute school reports to students in each quarter of the year. These reports would inform them about the grades achieved in individual subjects and skills. Classification was divided into 5 categories, as opposed to the 4-category classification system based on the political constitution of education from 1805. In this era – the second half of the 19<sup>th</sup> century and the beginning of 20<sup>th</sup> century – students commonly received a short piece of advice together with verbal assessment on account of their behaviour in their school reports.

The classification as known today with its one-word descriptions of the 5

categories has roots in the town-schools code from 1905. Exactly the same classification scale is used today; however, during the Nazi occupation in the time of Protectorate of Bohemia and Moravia, the classification scale in schools changed once again. This time, one more category was added, so a 6-category scale was created and special classroom and classification rules limiting democratic assessment were conducted. (Ottův slovník naučný vol. 12, p. 761)

After World War II, the educational system got back to the type of grading used since 1905. In the year 1988, the Minister of education issued an arrangement which ensured that all first graders in the country were provided with a verbal assessment at the end of first grade. However, these adopted measures lasted only two years – in 1990 this rule was invalidated. (Stránská, 1991, qtd. in 'Slovní hodnocení'). Verbal assessment was continued to be used among students with specific learning disabilities who had special needs during the teaching-learning process and therefore, a need for different type of assessment. Usage of verbal assessment in these cases was enshrined in the law regulation from the year 1972. (Slavík, 1998, qtd. in 'Slovní hodnocení')

Starting in 1992, some schools applied the possibility of assessing students verbally into practice. At first, this possibility was given only to elementary lower-school students from 1<sup>st</sup> to 5<sup>th</sup> grade. Later, in 2004 this opportunity was broadened to upper-school students and even high schools. (Průcha, 2009, qtd. in 'Slovní hodnocení')

### **1.3 School Assessment Enshrined in Law Regulations**

In the Czech Republic, three possible forms of school assessment are stipulated in the National Education Law and represent the official possible ways of assessing students on an elementary school level – the grading system, 0written verbal assessment, or a combination of both. (Školský zákon, §51). This principle applies to final summative assessment at the end of the first and second term of the school year. Nevertheless, during lessons students can be assessed otherwise by various means of feedback.

The ministerial regulation n. 48/2005 of the educational journal of laws deals further with the issue of school assessment in section 14, paragraph 1. It states that the rules of assessing students on the primary and secondary school level are integral to the School Rules (Code of conduct) of the given school and should contain especially the following:

- a) the principles of assessing the course and the result of school learning and behaviour at school and on events organized by the school,
- b) principles and rules of students' self-assessment,
- c) the stages of school result and behaviour assessment in the case of grading and the characteristics of each stage, including the pre-defined criteria for each stage,
- d) the principles for using verbal assessment in compliance with section 15, paragraph 2 of the National Education Law, including pre-defined criteria,
- e) principles of the final summative report cards assessment in case of using verbal assessment or the combination of verbal assessment and grading,
- f) the manner of gaining information needed for conducting assessment,
- g) details concerning retake tests and exams,
- h) the manner of assessment of pupils with special educational needs,

Paragraph 2 of section 14 states the requirements of continuous and final school assessment of the student's output and behaviour. It needs to be:

- a) unequivocal,
- b) intelligible,
- c) comparable with pre-defined criteria,
- d) objective,
- e) versatile. (Sbírka zákonů - Vyhláška 48/2005, p. 323)

#### **1.4 English language in the National educational framework curriculum**

The educational goals and learning objectives are closely bound to assessment and one should always be connected with the other. *“The purpose of assessment is to describe how well students have achieved the learning objectives or goals established for a class or course of study.”* (Munoz & Guskey, 2015, p.65) The teacher decides what is crucial for the student to acquire and accomplish during this process and according to these goals and pre-stated criteria then evaluates to which extent the goal has been met; in this case, the skills and objectives connected with teaching and learning English as a foreign language (EFL). Specifically stated objectives allow the teacher to plan their instruction well, use appropriate instruction strategies, and put it into practice effectively and evaluate it afterwards. The outputs of the students serve as

a feedback to the teacher who can reformulate or adjust the education goals and instructional strategies according to the level of students' language learning and acquisition. (Combs, 2008, p.89)

In the Czech Republic, the main educational goals and expected outputs are stated in the National educational framework curriculum which came into effect in the year 2004. Since then, amendments to it have been made over the years and in 2013 a new version became valid.

In this document, every area of the school curriculum is stipulated with its expected outputs for the given subject. However, this document is an outline which can be modified by each school in a different way; it represents a flexible framework which is subsequently adapted in the School educational curriculum.

The first foreign language is represented by English language in most schools, somewhere it may be German or other languages. The lower school primary level expected outputs in this document are divided into five language categories and the ones concerning upper schools into four. (RVP ZV, p.24) From the following desired and anticipated outputs, specific learning objectives are then constructed and formulated by the teacher of the language, based on the School curriculum. The two following subchapters are a translation of the desired outcomes of the National educational framework curriculum.

#### **1.4.1 Lower school expected outputs (1<sup>st</sup> – 5<sup>th</sup> grade)**

**a) Speech proficiency** – the objectives concerning speaking skills are mostly limited to the required and desired ability to understand simple directions and questions of the teacher. The previously stated should be performed slowly and with special regard to pronunciation. The students should be able to react to the instructions of the teacher both verbally and nonverbally and to repeat and use words which have been used during instruction previously. Special stress is placed on visual support among children from first to fifth grade; they should be able to understand short written texts if visual support is available. Students of this age should also be able to match the spoken form of a word to its written form.

**b) Listening comprehension** - the desired objectives of this area of language is for the student to understand directions and instructions of the teacher. The student should



also be able to understand a listening exercise if it is spoken slowly, distinctly and at the same time is provided with visual support

**c) Speaking** – as for the speaking skill, the student should get engaged in simple dialogues and to communicate basic information concerning themselves, their family, school, free time, and other acquired topics, as well as to ask simple questions concerning these topics.

**d) Reading comprehension** – one of the reading objectives is to find the needed piece of information in a simple text which is related to the acquired topics. Furthermore, students in this phase should be able to understand short simple texts from everyday life, especially if visual support is provided.

**e) Writing** – the student should be able to write a short text about themselves, their family, activities and events concerning their interests and everyday life by using simple sentences and phrases, and to fill in personal information into a form.

#### **1.4.2 Upper school expected outputs (5<sup>th</sup> – 9<sup>th</sup> grade)**

**a) Listening comprehension** – the student should understand information in simple listening texts if delivered slowly and distinctly, as well as the content of a simple and distinctly pronounced speech or conversation which concerns acquired topics.

**b) Speaking** – the expected speaking output of the students is to be able to ask for basic information and adequately react in everyday informal and formal situations. The desire is for them to acquire language which would enable them to talk about their family, friends, school, free time and other acquired topics. Besides that, they should be able to narrate a simple story or event; describe people, places and things from their everyday life.

**c) Reading comprehension** – the aim of reading comprehension on the upper school level is for the student to be able to look up required information in simple everyday-life authentic materials and to understand short simple texts.

**d) Writing** – the student should be able to complete and fill in basic information about themselves into a form, write simple texts concerning themselves, their family, school, free time and other acquired topics and react to simple written communication.

The section concerning foreign language instruction states that its main aim at schools is to facilitate the development of communicative competence among students and to equip them with skills and abilities which would enable them to perceive various language communication forms properly, to understand it, adequately express themselves and to effectively use and advance the outputs of their learning. (RVP ZV p.17) What is more, it should give language base for future communication within Europe and the world, as learning and acquiring a foreign language helps lower the barriers and contributes to increasing one's opportunity to be as mobile as possible – both in personal life and future studies or professional career.

The education requirements for foreign languages stated in the document are drawn from the Common European Framework of Reference for foreign languages which describes specific proficiency levels of mastering a foreign language. The education on a primary school level expects the language student to be on level A2. (RVP ZV, p.18)

Foreign language students commonly attend three language lessons a week, at some schools, an additional lesson can be implemented into the student's timetable.

## **1.5 Summative versus formative assessment, self-assessment**

Endless criteria dealing with different features of assessment can create many types of assessment and feedback categories. However, generally the two main types of assessment distinguished by authors and schools are summative and formative assessment. Various forms and methods of assessment also lead to a certain degree of self-assessment abilities. Both formative and summative types of assessment need to follow principles and rules in order to be as effective and meaningful as possible.

Opinions and beliefs about grading on one hand – most commonly representing summative assessment- and verbal assessment on the other – representing formative assessment – vary among advocates of both. Nevertheless, the results of surveys and broad research carried out in the past two decades seem to show that consistent

application of principles of formative assessment can “*give rise to unprecedented gains in student achievement, especially for perennial low achievers.*” (Stiggins, 2005, p. 1)

### **1.5.1 Summative assessment**

Summative assessment is also called “assessment *of* learning”, as its main aim and purpose is to summarize the pupil’s abilities, skills and knowledge, generally output, by a sum (e.g. grade or mark). It can be represented by verbal written assessment as well. In the Czech Republic, this form of summarizing assessment can be observed on report cards of pupils who are assessed verbally within the educational system. (Košťálová, 2008, p.16) It is mainly used as a monitoring tool in order to rank student’s achievement based on the most frequent methods of obtaining summative assessment - tests, quizzes, oral exams and other forms of performance where output together with achievement is evaluated.

### **1.5.2 Formative assessment**

Formative assessment, called “assessment *for* learning” is carried out in situations where no final score is produced. Its main purpose is not to monitor students’ achievements but to facilitate and increase student learning. Quality formative feedback should give students information to which extent the objectives or standards have been met and where the gaps that need to be filled are. In this type of assessment, the student plays an important and special role. Stiggins claims in his work: “*Perhaps the most unique feature of the assessment FOR learning process is that it acknowledges the critical importance of the instructional decisions made by students and their teachers working as a team.*” (Stiggins, 2005, p.1)

### **1.5.3 Self-assessment**

Self-assessment represents evaluation where the responsibility for assessment is taken over by the student. This phenomenon can be understood both in terms of summative and formative assessment. Teachers examining students orally at the board often ask their students to self-assess themselves – the student then has to decide how they would grade themselves. However, this form of self-assessment does not contribute to the desired ability to distinguish what has been mastered well and where the potential gaps are, as it represents only a sum of achievement performed.

In order for self-assessment to be useful and beneficial for the student in his further learning process, it needs to be carried out in descriptive language according to the beforehand stated criteria and objectives. Stiggins who, together with Chappuis, works at an assessment training institute sees essential foundation of self-assessment in providing students with continuous access to descriptive feedback, as this information helps them see how to improve the quality of their work. By this process, students learn to understand what success looks like and gradually gain the ability to watch themselves and later generate their own descriptive feedback, which should at the same time set goals for further learning. (Stiggins, 2005, p. 2)

## **1.6 Principles of meaningful assessment**

*“What assessment will demonstrate that students have reached the standard?”* (Moeller, 2005, p.77) This question presented by Moller in her work implies that not every assessment meets the desired goal. There are rules and principles which should be followed if educators want to achieve high-quality and meaningful assessment. The reason why to achieve such assessment should be the desired output of the language learners, as objectives (standards), assessment and instruction are closely bound together. *“Assessment refers to a collection of data, information that enlightens the teacher and the learner, information that drives instruction.”* (Moeller, 2005, p.80)

One of the essential principles presented by Moeller is to observe and assess constantly during instruction, as ongoing assessment is not only gathering evidence of students’ outputs but also a tool for adjusting teaching instruction (Moeller, 2005, p.80). Author Chappuis sees clearly stated curricular targets as number one principle for achieving quality assessment. Once these standards and objectives are clear to the teacher, they need to be translated into a student-friendly language and communicated to the language learners so that they know what the desired outcomes are and what to expect. (Chappuis, 2004, p. 22)

Another requirement essential for meaningful assessment and valuable learning lies within the material selected for assessment. Both Moeller and Chappuis agree that assessing students based only on easily measured standards such as tests is too narrow and cannot lead to conducting effective assessment and further development of pupils’ quality language acquisition. Diverse methods including a variety of formal and informal assessments should be put into practice to indicate that students are meeting standards. These methods can include observations, simulations/skits, traditional

quizzes and tests, performance tasks and projects, as well as students' self-assessments gathered over time. (Moeller, 2005, p.80).

Chappuis gives more ideas about the principles and requirements which contribute to quality assessment:

- *“Keep students connected to a vision of quality as the learning unfolds, continually defining for students the learning expectations.*
- *Use daily strategies in the classroom that require students to think about their own progress, communicate their own understanding of what they have learned, and set goals to close the gap between where they are now relative to the intended learning and where they need to be in order to meet standards.*
- *Provide students descriptive feedback linked directly to the intended learning, giving them insight about current strengths and on how to do better next time, rather than evaluative feedback consisting only of marks and letter grades.*
- *Engage students in activities that teach the skills of self-assessment, helping them collect evidence of their own progress.*
- *Gather accurate information about student achievement on a regular basis in the classroom using high-quality, accurate assessments for learning“* (Chappuis, 2004, p. 22)

Chappuis claims that lack of assessment competence can affect the assessment and its form as a whole, together with the impact it can have on the student and their output and motivation to learning. He claims that student learning can best be improved in an environment where teacher conducts assessment *for* learning rather than assessment *of* learning most of the time. Chappuis sees balance in combining these two forms of assessment: *“The daily assessments for learning used by teachers that mirror good instruction and allow students to risk learning without being constantly graded, in balance with assessment of learning, can help schools meet the information needs of all assessment users.”* (Chappuis, 2004, p. 23) Stiggins shares Chappuis' approach to meaningful assessment – he believes that assessment *for* learning (formative assessment) can help students learn more by slowly getting to the top of the scaffolding but at the same time assessment *of* learning can serve as a guidance to the teacher about student progress in terms of standard – achievement. (Stiggins, 2005, p.1)

Black and Wiliam carried out an extensive survey concerning meaningful

assessment. They gathered evidence proving that formative assessment does raise standards and that there is always room for improvement of one's assessing competence within the context of a classroom. (Black & Wiliam, 1998, p. 3)

In various countries all over the world, these authors analysed some of the most commonly present phenomena within the classroom environment, which forestall high-quality and meaningful feedback. Some of the reasons for experiencing and observing ineffective assessment were following: teachers liked the idea of assessment *for learning* but considered its practice unrealistic in their educational context; teachers encouraged rote and superficial learning by their way of testing students; teachers of the same subject did not discuss their assessment methods and therefore, were not critically reviewed in terms of what they actually assess; especially elementary school teachers had the tendency to emphasise quantity and presentation of work rather than quality in relation to learning; functions of grading and marking were over-emphasised, whereas giving useful advice and the learning function were under-emphasised; the collection of grades to fill up records was given greater priority than the analysis of pupils' work to discern learning needs; some teachers paid no attention to the assessment records of previous teachers of their pupils; by overly using the grading system, pupils often got the notion that the prime purpose is competition rather than personal improvement. *"In consequence, assessment feedback teaches pupils with low attainments that they lack 'ability', so they are de-motivated, believing that they are not able to learn."* (Black & Wiliam, 1998, p. 7)

If teachers are seeking advice and principles needed for meaningful assessment *for learning*, they should avoid the above mentioned habits stated by Black and Wiliam and focus on what can be changed in order to improve the whole teaching-learning process within the classroom environment, which sometimes means changing the whole educational approach towards the subject. The reason according to these authors lies within the indivisibility of assessment and instruction.

The same authors also see great potential of quality assessment in pupils' ability of self-assessment. *"Many of the successful innovations have developed self- and peer-assessment by pupils as ways of enhancing formative assessment, and such work has achieved some success with pupils from age five upwards. This link of formative assessment to self-assessment is not an accident—it is indeed inevitable"*. In order for self-assessment to be effective and accurate, students should be able to answer these questions: *"Where am I going? Where am I now? How can I get there from here?"*

(Black & Wiliam, 1998, p. 6-7)

Moreover, authors dealing with the phenomena of assessment and its features state its different types of functions in their works. However, the three main mutually intertwined functions of this complex process are shared – motivational, informational, and regulatory. (Kolář, 2009, p. 45)

### **1.6.1 Motivational function of assessment**

Every type of assessment has a certain level of impact on our motivation. Richard M. Ryan and Edward L. Deci define motivation as an incentive which moves us to do something. These authors believe that everyone who plays or works in the classroom during instruction is motivated, however, the question to which extent (level of motivation) and why (orientation of motivation) remains. (Ryan & Deci, 1999, p. 54-55)

The orientation tells us why a student is motivated to do something, the determinant here are the goals which give rise to action. A student can be motivated to learn by different determinants – they may want to learn out of curiosity or interest in the subject because they understand its value and utility in the future or simply because skills will lead to a good grade and the privileges which are connected to it. These examples show the difference based on the nature of motivation, not its amount. Referring to the nature of motivation, a distinction of two main types can be made within the educational environment – extrinsic and intrinsic motivation. Intrinsic motivation refers to doing something because it is “*inherently interesting or enjoyable*” whereas extrinsic motivation refers to doing something because “*it leads to a separable outcome*”.

Research on quality of assessment and instruction, which are closely bound to motivation, proves that quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons. (Ryan & Deci, 1999, p. 65) Authors and experts in the educational field are aware of the importance of assessing students by means of various methods, however, they point out that intrinsic motivation should always play an important role in high-quality instruction within an environment where learning is facilitated to the fullest. (Stiggins, 2005, p. 325-326; Číhalová & Mayer, 1997, p. 9)

### **1.6.2 Informational function of assessment**

*“The primary user of assessment information is the student. If students are to assume a level of responsibility for their own learning, they must have information they understand, that is accurate, immediate and delivered in a way that encourages further learning. After assessing and evaluating, teachers have the responsibility of sharing their evaluations with the interested parties such as parents, administrators, other teachers and, of course, the general public.” (Moeller, 2005, p.82)*

One of the crucial functions of meaningful assessment stated by Moeller calls for delivery of understandable, accurate, and immediate information to the student. This function of motivation serves not only to inform students about their abilities and achievements but is also closely connected to the potential development of learning – together with informing students about their strengths, the teacher should also inform the student about features of language learning which can be improved and need to be worked on.

Košťálová stresses the requirements which passing down assessment information to the student, alternatively his parents, should meet: information should always be specific (referring to learning objectives), timely (immediate), frequent (continuous), of high-quality (meaningful) and passed down in comprehensible language. (Košťálová, , 2008, p.16)

### **1.6.3 Regulatory function of assessment**

*“Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.” (Black & Wiliam, 1998, p. 6)*

The above stated quotation of Black and Wiliam applies both to informational function of assessment – informs about particular qualities of pupil’s work – and regulatory, as it should give advice to what can be improved by the pupil in the future.

Where teachers want to drive students to meeting desired and clearly stated goals and objectives, formative assessment should be used, as summative assessment does not give any space for further achievement of the desired goal. Black explains: *“Pupils must be given the means and opportunities to work with evidence of their difficulties. Thus, for formative purposes a test at the end of a block or module of teaching is pointless in that it is too late to work with the results.”(Black & Wiliam,*



1998, p. 8)

Regulatory aspect of assessment should serve as a means of closing the gap between the intended standards or objectives and the actual position of the learner. It gives them guidance about which aspects of schooling can be improved and regulated in the future.

## **2. GRADING AS A FORM OF ASSESSMENT**

Grading, as the most common form of assessing students within the school environment on the area of the Czech Republic, is rooted in the history of Czech education and dates back to the 18<sup>th</sup> century. The Czech educational system allows teachers to grade students in categories from 1 to 5, where the lowest number represents the achievement of learners who best fulfilled and met the objectives and standards, whereas number 5 represents the achievement of those who failed to meet these requirements.

As mentioned in chapter 1.6 which deals with the principles of meaningful assessment in language classrooms, grading can be one of the essential constituents of meaningful assessment, however; it should always be combined with and based on formative feedback to the student. (Chappuis, 2004, p.22)

### **2.1 Possible positive features of grading**

Grading does not necessarily mean that the instruction put into practice by the teacher is of low-quality, as any assessment based on careful collection of student's outputs (portfolios, student self-assessments, checklists, rating scales, projects etc.) combined with specifically and clearly pre-stated criteria of assessment can lead to effectiveness and meeting course standards. (Munoz & Guske, 2015, p.65)

What is more, grading is much less time-consuming for the teachers to conduct throughout the course of the school year, which represents one of the most positive aspects from their point of view. It enables teachers to quickly classify and categorize students into the five groups according to the criteria previously stated.

In the work of Číhalová and Mayer, research shows that most parents are in fact in favour of the grading system because they themselves experienced this type of assessment during their school years and this system enables them to stay oriented in their child's educational achievements. The authors claim that a certain amount of students can be positively motivated by grades; however, this motivation is generally of extrinsic character. (Číhalová, Mayer, 1997, p. 15)

A grade can contain complex evaluating information: student's output, effort, their motivation to learning, progress made with regard to their individual capabilities. Nevertheless, if the teacher does not introduce these criteria beforehand, and later does

not describe why he or she selected the final grade, the grade will only represent a number and will be of summative character, not telling the student any useful piece of information or advice about how to get better next time. (Deddeh, 2010, p.57)

Another “positive” feature can be seen in the potential to compare achievements of students as far as knowledge and abilities are concerned – this can be effectively used in state central-based tests of various types – grades can serve as a guide for the learner, they can anticipate their future output in the testing based on their grades. However, the issue concerning the teacher’s subject criteria does not allow to compare grades outside the classroom environment, as every teacher grades students subjectively and where one grades a student by a ‘1’, elsewhere would be a ‘3’ and vice versa.

## **2.2 Possible negative features of grading**

*“Traditionally, schools have used assessment — the pending final exam, the unannounced pop quiz, and the threat of low or failing report card grades — to motivate students. To maximize learning, our teachers believed, maximize anxiety. Assessment has served as the great intimidator. Pressure to get high test scores and good grades, it was believed, would motivate greater effort and thus more learning.”(Stiggins, 2005, p. 324)*

Based on the research of the last four decades, authors and experts on assessment stress the malfunction of motivation within the grading system and see its largest imperfection in lack of extrinsic motivation. Stiggins reports about the former practice of assessing students based on grading in the educational environment. It was believed that this type of assessment supports learner’s motivation – by maximizing anxiety. However, in classrooms where grading is used as a sole system of assessment, he sees its rigours – students who achieve good grades from the very beginning gain confidence in learning and later strive for more success because it seems that it is within their reach. These students continue to try hard which usually results in good grades – they become the “academic and educational winners”. Yet, on the other side of the spectrum, there are students who do not have this privilege – students who score low on tests and consequently their emotional effect brings them to question their capabilities as learners. By losing their confidence, they often do not even realize that they became a part of a vicious circle – students stop trying in order to “save face”. Their performance and output worsens together with their motivation for learning. *„Once again, the*

*emotional trigger for their decision not to try was their perception of their performance on assessment.” (Stiggins, 2005, p.325)*

Furthermore, even students who are “successful” in learning, referring to their grading, are most likely driven by outer, extrinsic motivation: *“Where the classroom culture focuses on rewards, ‘gold stars’, grades or place-in-the-class ranking, there pupils look for the ways to obtain the best marks rather than at the needs of their learning which these marks ought to reflect.” (Black & Wiliam, 1998, p. 6)*

Black, Wiliam, Číhalová and Mayer all see another possible issue rising from the phenomenon of grading – the grading system leads children to the easiest and shallowest path for obtaining a better grade, often regardless of the means implemented: cheating, copying, learning chunks of knowledge by heart without deeper connections. Thus, grades lead to forgetting the shallowly gained information easily, often right after achieving the goal of scoring high. The motivational aspect of grading is seen as autotelic by the authors– assessing students by grading motivates them only to an activity leading to grades again. These conclusions are based on elementary school students’ reports, which represent an integral part of their research. (Číhalová, Mayer, 1997, p. 16)

Apart from the above mentioned conclusions, authors claim that both regulatory and informational function of grades fail to serve students as well. The students from their survey were not able to tell why they achieved a good or a bad grade and which subject matter they were assessed for. They could not remember which grade corresponded with which subject matter they only remembered that if they were assessed by a bad grade, it was for not being accurate in performing knowledge. The regulatory function of assessment failed, as it is supposed to inform the student where the potential to learn lies and what should be done in order to improve one’s achievement. The only informational function which grades serve is represented by a sum expressing student’s assessment of knowledge. (Číhalová, Mayer, 1997, p. 17)

Lack of descriptive language in teacher’s assessment leads to lack of student’s abilities to judge their own output objectively. The self-assessment method which positively facilitates pupil’s trying and learning is not supported and developed.

### **2.2.1 The self-fulfilling prophecy**

*“The worst scenario is one in which some pupils get low marks this time, they got low marks last time, they expect to get low marks next time, and this is accepted as part of a shared belief between them and their teacher that they are just not clever enough.” (Black & Wiliam, 1998, p.8)*

The quotation of Black and Wiliam’s definition of self-fulfilling prophecy represents a pitfall of the grading system. Falling into the vicious circle of “belonging to a certain “grade category” and not being able to step out of it lies in the fact that students perceive differences in teacher expectations by watching how the teacher behaves towards them and over time, student’s achievement and behaviour conform more and more closely to the expectations of the teacher.

### **3. VERBAL ASSESSMENT**

Apart from grading as a product criteria where the primary purpose is communicating summative evaluations, there is another possibility to evaluate students attending a school within the Czech educational system – by assessing them verbally either in a written or oral form where no final grade is produced. Verbal assessment can represent both formative and summative assessment (e.g. the final report obtained by student at the end of a term).

In the Czech Republic, this type of evaluation as an officially recognized one is practiced mainly on alternative types of schools and is mainly designed to represent assessment for learning, if conducted according to the criteria of meaningful assessment. It is defined as “assessment of pupils by the means of using verbal statements, not grades. The verbal form of assessment is more extensive and can be very apt. It enables to emphasize and highlight student’s strengths and at the same time accurately describe weaknesses which the student needs to focus on and eliminate.” (Průcha, Walterová, Mareš, 2003, qtd. in ‘Slovní hodnocení’) It is a form of qualitative assessment and should only comment on and assess the student’s performance and his activity, never his own personality and character. (Stará, 2006, qtd. in ‘Slovní hodnocení’)

#### **3.1 Final reports**

Final reports at the end of a term or a school year express a summarization of collected data about students’ outputs throughout the course of a longer period of time. The most important criterion for this type of assessment is the heterogeneity of sources from which the final assessment is drawn. It should not be based only on tests or oral exam outcomes, but should as well include information gained from observations, listening to student’s discussions within groups or pairs, self-assessment reports, written essays, reflections and other sources. (Košťálová, 2008, p. 124)

In the Czech Republic, final reports can be passed to the student either in the form of a personal letter or as a report about their outcomes.

### **3.2 Possible positive features of verbal assessment**

According to the principles of meaningful assessment and its requirements on functions of assessment, verbal assessment representing the formative type of evaluation carries great potential for learner's improvement and development, if formed in regard to these criteria.

Verbal descriptive assessment can have a large impact on student's positive attitude towards the subject, as it can motivate them intrinsically – by making the objectives and goals comprehensible, understandable and reachable. The student can identify where he is standing, where he needs to stand and what can he specifically do to achieve the desired standard. By letting the students know what their strengths are, they can build much stronger self-confidence in the given subject and gain the belief that the standards are reachable.

Moreover, verbal assessment has a higher informational and regulatory function as well. It informs the students and their parents about the progress made, specific features which have been mastered well, which features need to be worked on – it gives meaningful facts and can serve as a guideline for further learning. Students and parents are not the only ones benefiting from this type of assessment, though. As Black and Wiliam believe, even teachers, who constantly carry out information gain from this phenomenon – the outputs of students serve as a feedback about the instruction – the teacher can then regulate the content, methods, approaches and much more. The informational function of assessment also influences the student's responsibility for their own learning – every student is different and gives different performance, therefore, even the verbal assessment should be unique and give each student meaningful pieces of information (Black & Wiliam, 1998, p. 8-9).

Miková and Stang claim that teachers carrying out verbal assessment naturally get to know their students better, as they constantly focus on their performance, interests, personal language and discourse. They refer to the fact that parents of pupils who are assessed verbally claim that their children have much bigger interest in learning; they keep looking up additional information about topics covered in class and ask them questions regarding schoolwork much more often. As a plus they consider the fact that their children are not afraid to admit that they made a mistake or performed poorly because they know exactly what to improve and how to improve. However, an important information needs to be added – teachers applying verbal formative

assessment in the educational process need to change their whole pedagogical concept of learning – by implementing a partnership-like approach into the classroom, creating an open and positive atmosphere, and by using educational methods where student are as active and responsible for their learning as possible. (Miková & Stang, 2005, qtd. in 'Výhody a nevýhody slovního hodnocení')

All the stated desired characteristics of formative verbal assessment contribute to the student's ability to assess themselves – they gradually take over the responsibility of assessing their own outputs and gain the ability useful in their future professional and personal life.

### **3.3 Possible negative features of verbal assessment**

For educators it is essential to know where the starting point of each student is. It is an extremely challenging, time consuming and complex process to create a high-quality verbal assessment. Anyone can form a set of statements about the student, more or less similar to the one's of their classmates; however, to gather material of the student and on its basis draw a relevant and realistic report which would be to the student's best utilization is a skill that needs to be taught and mastered.

The danger of verbal assessment might as well lie in the fact that the teacher assesses the student's output from their own point of view, and they could project the student's character and personality into their assessment. Miková and Stang stress the meaningful formulation of verbal assessment, as it can easily lapse into stereotypical labelling of the student. Furthermore, assessment should not be shallow in describing positive aspects of a student's output, as it is sometimes easy to find some same positive features among all the pupils in the classroom. On the contrary, meaningful verbal assessment should analyse a student deeply, it is to find unique strengths and approaches among students, not an "everything-goes" strategy which applies to everyone in general. (Miková & Stang, 2005, qtd. in 'Výhody a nevýhody slovního hodnocení')

The commonly shared idea is that verbal assessment should have a positive spirit, nevertheless, authors warn against too much of a positive assessment which can be incomplete. The final goal is to praise the student and support him in taking risks in learning; however, there is always something that can be improved at the same time – the student should learn what it is and how to reach the desired goal, therefore, it is not



enough to describe the student's positive outputs. The student needs to receive specific information and advice in order to be motivated to further learning. (Košťálová, 2008, p. 17)

Another possible threat is the inability of some parents to decode and interpret verbal assessment reports – Miková and Stang claim that it is a challenging task for the teacher to systematically work with the parents and their ideas about meaningful learning. Some parents are not used to the fact that verbal assessment does not give much space for competition and comparison among outputs of students of different schools. (Miková & Stang, 2005, qtd. in 'Výhody a nevýhody slovního hodnocení')

## **4. ANALYSIS OF ASSESSMENT EFFICACY AMONG SCHOOLS APPLYING DIVERSE ASSESSMENT METHODS**

The following chapter and its subchapters are devoted to the analysis of various assessment methods carried out on different types of primary schools, mainly in the Pardubice and Hradec Králové region. The aim of the research is to find out the aspects which are present in school assessment and at the same time are crucial for passing down effective and meaningful feedback to the student.

The practical part of the thesis focuses on the requirements and demands of quality assessment in its natural environment – within the classroom. It analyses strategies used by teachers working in different school institutions, however, all on the same educational level – primary school level.

### **4.1 Methodology of the research**

Research carried out for purposes of this thesis is mainly of quantitative character, based on questionnaires with open ended questions. It is completed by an analysis of several authentic written verbal assessment reports provided by two of the respondents employed on alternative types of schools. The analysis of these final reports focuses on long-term requirements for meaningful assessment.

The questionnaires were distributed electronically to many standard and alternative elementary schools; however, not everyone was willing to participate in this research. The analysis is drawn from nine standard-school English teachers' responses and nine alternative-school English teachers' responses. The order and nature of the questions gave the respondents space to anonymously and freely express their own experience, practice and beliefs concerning educational assessment. Alternative schools in this research are represented by two Montessori schools, a Waldorf school and a Sion school. Standard schools are represented by various schools in the two above stated regions.

The statements of the teachers willing to participate in this research have been analysed and described in the following subchapters where each subchapter informs the reader about the responses referring to the group of questions analysing various phenomena and features connected with assessment. Therefore, not every question is

addressed separately, as they are connected into bigger units which mirror the theory of the first part of the thesis.

## **4.2 Questionnaire research – analysed aspects**

The questionnaire concentrates on various aspects connected with the phenomenon of educational assessment, such as:

- general school or law regulations applied in lessons of English;
- the source of one's notion concerning meaningful assessment – whether teachers follow trends and academic findings and requirements on meaningful assessment;
- the frequency of providing assessment to students;
- the average number of students within the language course;
- the aspects which the teacher takes into consideration when assessing students;
- crucial aspects when writing final reports/giving a final grade;
- possible ways of gathering diagnostic material
- the student's support leading to the ability of self-assessment;
- the extent to which the motivational, diagnostic and informational function of the assessment method is met
- the teacher's opinion on grading and verbal assessment

### **4.2.1 General characteristics of language learner groups**

When comparing the two most common types of assessment at standard and alternative primary schools, certain differences concerning the number of students and language learner groups emerged. The language groups on alternative types of schools comprise of eight to ten students on average, whereas groups in standard primary schools comprise of fourteen to eighteen on average.

Teachers implementing verbal assessment in to the teaching-learning process also teach less language groups - three on average, whereas on standard schools the number ranges from four to six language groups per one English teacher.

A great difference seems to lie within the frequency of assessment as well – respondents applying verbal assessment provide it to the students no more than twice a term; however, most of them (five out of nine) only once in the form of a final report as

a part of the report card. Students attending a standard primary school tend to get grades from their English teachers much more often – all the respondents stated that their students are given feedback in a form of a grade at least once a week.

Two of the teachers employed at a standard primary school believe that grading is not a sufficient enough method of assessment and therefore, implemented verbal assessment into their instruction based on their own initiative as a supplement to it.

#### **4.2.2 Diagnostic material**

The chapter defining requirements and principles of meaningful assessment put emphasis on the diagnostic material used as a base for inferring a grade or descriptive verbal assessment. In the questionnaire, respondents were to describe the diagnostic material gathered over the term which is then implemented into the final form of the assessment by them. Surprisingly, the answers among all the respondents were miscellaneous and the differences do not seem to refer to the type of institution where respondents are employed.

Various methods and types of diagnostic material are not used only in language groups of alternative schools but at standard schools as well. All nine respondents falling into the category of alternative schools claim that their language learners build a portfolio where all the student's personal works and accomplishments are collected and which enables the teacher to lessen the number of tests and exams. One of these respondents, however, believes that testing is important as well in order to derive objective final assessment and mainly to see where the students' gaps are and how the instruction should be regulated. On standard primary schools, the tendency to build a student portfolio is not as widespread but some teachers do encourage this method - two of all standard school respondents demand keeping a portfolio from the students and later derive the final grade with regard to it. A noteworthy fact is that these two respondents are the ones who voluntarily implemented verbal assessment as a supplement to grading. A vast majority of standard primary school respondents (eight out of nine) derives final grades mainly from observations during lessons, student's participation on projects, test grades gathered throughout the term, homework and schoolwork assignments and certificates from language competitions and contests. Only one of the respondents believes that grades gathered throughout the term are enough of a diagnostic material to infer a final grade from.

Generally, the diagnostic material seems to be very heterogeneous among all the respondents regardless of the type of assessment practiced and officially recognized. The exception includes only a single respondent who puts the greatest value and weight on the pupil's grades and does not consider any other type of output a significant contribution to the final assessment. Therefore, the selection of diagnostic material does not seem to be bound to the type of assessment officially recognized and practiced among various respondents.

#### **4.2.3 Language objectives and self-assessment**

When asking the respondents about their supporting of self-assessment during their lessons, fourteen out of eighteen claimed that they do practice self-assessing methods with students. The ones who do not support self-assessment in the teaching-learning process at all teach on standard elementary schools. However, the extent to which effective self-assessment is carried out is questionable, as only eight out of the fourteen respondents stated that they regularly acquaint their language learners with the desired goals of their instruction, which serves as a crucial requirement for carrying out effective self-assessment, as declared by authors Black and Wiliam: in order for self-assessment to be effective and accurate, students should be able to answer these questions: "*Where am I going? Where am I now? How can I get there from here?*" (Black & Wiliam, 1998, p. 6-7) This can only be done if the students are aware of the desired outcome.

The eight respondents are at the same time the only ones who claim to practice self-assessment ability among language learners on a regular basis – either they ask the students to self-assess themselves at the end of a unit/block/topic they have gone through, or periodically at the end of every week when the students sit together in a circle and discuss if they have met the goals, what were their strengths and what they need to work on. One of the respondents from a standard elementary school sometimes asks her students to hand in written self-assessments and the other respondent from a standard elementary school even practices peer-assessment with her language learners, as she wants her pupils to be able to communicate valuable pieces of information to each other, in a positive and objective way. In her opinion, this contributes to a positive atmosphere within the classroom where cooperative principles are stressed. Both these respondents are among the ones who practice verbal assessing on a standard type of

school as an addition to the officially recognized grading system.

The remaining six respondents who practice self-assessment on a regular basis and at the same time communicate and mediate language goals to the students are all from alternative primary schools where verbal assessment is recognized as an official assessment method. Even though eight other respondents claimed that they do practice self-assessment in their classrooms, they possibly interpret the phenomenon of self-assessment differently – when answering the question how is self-assessment supported in their lessons, they stated that they ask the students how they liked the topic which has been covered. Nevertheless, this cannot be considered as meaningful self-assessment – the regulatory function is not applied at all and the desired goals are not considered either. What is more, this type of question gives highly subjective information, as it involves only student's liking or disliking of the topic, as opposed to the desired objective character of self-assessment.

Surely it may be said that self-assessment is generally practiced more frequently on alternative types of schools and with greater regard to principles of meaningful self-assessment as well. However, this fact does not necessarily imply that all alternative schools know how to practice self-assessment meaningfully, as three of the respondents fall into the category which misinterprets self-assessment with personal opinions of language learners.

#### **4.2.4 Respondent's attitude to verbal assessment and grading**

When comparing the two types of schools with regard to the respondents' attitudes and opinions on verbal assessment and grading, there seems to be a visible gap between these two groups of respondents. Both groups seem to be defending their own practiced methods of assessment – experience seems to play an essential role in this area.

Nevertheless, some of the respondents who grade students numerally (five out of nine) admit that verbal assessment would bring more possible benefits for language learners; however, at the same time they see a lot of possible disadvantages connected with this type of assessment. Four out of nine standard school respondents would not be in favour of either implementing this method area-wide or combining it with grading, two would support the idea of implementing the two above possible methods area-wide (these respondents already implemented verbal assessment into their instruction

voluntarily) and three of the respondents said they would leave it up to every teacher and their own preference – they hold a neutral position.

In the following sections and statements, various arguments and possible positive and negative features of the two above stated methods are displayed:

- Standard-schools respondents – possible negative features:
  - Verbal assessment is time consuming (nine out of nine).
  - Verbal assessment is impracticable in today's educational conditions (three out of nine).
  - Parents are used to the system of grading and would not be in favour of such a big change (three out of nine).
  - Students like to compete with each other and verbal assessment would not enable them to do so (four out of nine).
  - Verbal assessment of some teachers would not be effective and therefore, would not serve the student anyhow (four out of nine).
  - Pupils would not know how to interpret verbal assessment (three out of nine).
  
- Standard school respondents – possible positive features:
  - Students are driven to further learning more if they see that the teacher acknowledges their strengths (one out of nine).
  - The teacher gets to know the students better (three out of nine).
  - Verbal assessment informs the students about his outcome more specifically than a grade (five out of nine).
  - Verbal assessment motivates language learners more, especially the ones who are on a lower proficiency level (two out of nine).
  - It is a less stressful method for students (three out of nine).

The most common reason stated against verbal assessment or combination of both among this group of respondents, was the time-consuming nature of verbal assessment. Teachers tend to think that every test and exam which they assign to the student necessarily needs to be graded or verbally assessed but they do not seem to realize that verbal assessment is connected with a change of instruction as well – less summative and more formative assignments where more space to express oneself is given to the language learner. As characterized in chapter 1.6 devoted to meaningful assessment,

formative assessment is closely bound to pupil's individual needs, skills and potential – teachers who want to practice formative verbal assessment effectively need to create a partnership like atmosphere and modify their instruction methods which need to be more interactive and miscellaneous, supporting learner's opportunity to express themselves.

It is positive to observe that some teachers assessing by grades are able see the particular potential of verbal assessment and its possible positive impact on the student, even though only two are utterly in favour of implementing verbal assessment into the Czech national educational system. However, three respondents falling into this group would give educators the possibility to choose the desired method of assessment, based on their individual preferences. Less than a half of this group of respondents is against the above stated idea which, together with the possible positive features they had stated, indicates that teachers on standard types of schools became more open-minded and liberal when it comes to the idea of an 'alternative' type of assessment.

On alternative types of schools where the whole concept and spirit is different and more pupil-orientated, respondents stated only two possible negative features of verbal assessment – it is time-consuming (nine out of nine respondents) and may be carried out ineffectively (three out of nine respondents).

Most respondents clarified, however, that these methods are time consuming only when verbal written reports are being conducted, otherwise the diagnostic material and teaching approach make it easier for the teacher to assess continuously in the course of the year – in one case a comparison with the grading system was made – the respondent is convinced that teachers who grade their students necessarily need to use summative assessment more, therefore, spend more time marking and grading tests than they would if they assessed verbally.

- Alternative school respondents – possible positive features:
  - Verbal assessment helps learners mainly in long-term aspects in their everyday life (seven out of nine).
  - It helps teachers to get to know their students much better (six out of nine).
  - It helps students to know what their strengths and weaknesses are and how to work on either enhancing them or getting rid of them (eight out of nine).
  - Verbal assessment represents a much more sensitive way of passing down personal information to the students (five out of nine).



- It seems to be more objective than categorizing students into 5 categories (two out of nine).
- It may include various aspects of one's personality - it is limitless in terms of description in contrast to grading (five out of nine).
- It gives a specific guidance not only to the student but also their parents who can effectively help their child with what needs to be improved at home (two out of nine).
- It gives feedback to the teacher as well – if some units of language are a problem for a vast majority of the language learners, it is a signal for the teacher to modify or adjust instruction (one out of nine).
- It is a huge inner motive for students to be active during lessons because they can see that someone acknowledges their effort and praises them even if they occasionally make mistakes (four out of nine).

The above stated arguments advocating in favour of verbal assessment seem to correspond with the benefits of formative assessment described earlier in chapter 3.2 describing the possible positive features of verbal assessment. The problem with verbal assessment lies within the fact that it must follow certain rules, principles and criteria in order to serve both the student and the teacher in the teaching-learning process. It requires a certain amount of open-mindedness and many of the respondents fear that if it were to be put into place area-wide, in many cases it would not serve either of the participants of the teaching-learning process. Some of the respondents fear that our society, mainly parents and teachers, are not ready for such a change which requires long-term preparation in the educational system.

In general, the willingness to assess learners verbally seems to be a result of one's own motivation to help the student in their learning as much as possible. All the respondents who practice verbal assessment at school acknowledge that it requires more time when carrying out final reports; however, they claim that it is worth the benefits that it brings to the learners, teachers and parents. An important and interesting fact is that those, who have experienced both methods of assessment during their teaching experience are in favour of verbal assessment and see more benefits when applying it into instruction, whereas those who have never had the chance to experience verbal assessment put into practice either as teachers or parents, are not-open minded to implementing this method to schools at all and tend to see more negatives connected to

it than possible benefits. One of the two teachers who have implemented verbal assessment voluntarily in a standard school environment has experienced verbal assessment from the position of a parent in a school abroad and that was the incentive to apply this method into her own instruction, as she was able to see more benefits to all parties – students, teachers, and parents.

#### **4.2.5 Functions of assessment**

One of the sections in the questionnaire deals with the topic of assessment functions which represent a crucial contribution to meaningful assessment. The most significant difference lies within the ability to state specific reasons why the respondent believes that the three functions are fulfilled within their educational instruction.

While respondents who assess verbally did not have any difficulties to give reasons why the three main functions are met in teaching practice, respondents employing grading struggled when asked for specific information.

Motivational function is believed to be contained in the assessment in all cases, nevertheless, in two different forms – one party believes that grading is enough of a motivation for students, as the grade itself drives them to better results. This type of motivation seems to be extrinsic motivation described previously. Respondents assessing students verbally claim that their assessment meets this requirement because they pass information to the student in a sensitive and positive way, even if it points out things which the student needs to focus on – information formulated in a way which does not demotivate the student. This type of motivation is of intrinsic character, as it encourages one's desire for better results - not because of outer control or power but own endeavour or positive attitude towards the subject.

All of the respondents also believe that their method of assessment regulates the language learner's further learning. However, only one of the respondents who grade students stated a clear reason why she believes so – by marking the mistakes and errors in tests and addressing them in oral exams she believes that students will draw a lesson based on this correction and will adjust their future output according to this regulation. Other respondents from this category only answered that they do believe that their grades regulate students' future outputs but were not able to support their argument. One of them claimed that when correcting their written essays, they give them written feedback addressing their errors and at the same time noting what could be improved in

the future.

The other category of respondents represents those who apply verbal assessment or a combination of both methods. These respondents were able to clearly state and justify their belief of meeting the requirement on regulatory function of assessment. They all believe that by addressing weaknesses, units of language, or skills which should be practiced with greater effort, they meet the regulatory function – they give specific instructions on what should be practiced more and the student or parent knows what to focus on in the future in order to perform better. These arguments meet the principles of regulatory function as stated in the subchapter 1.6.3.

The informational function is among the basic functions of assessment, the question lies within the fact of how well it informs the second party about one's output and language proficiency. A noteworthy fact is that all the respondents grading their students believe that their assessment meets the requirement on informational function. However, more than half (seven out of nine) admits that grades in general do not inform the students well enough about their language skills and potential language development, whereas all respondents who assess verbally are convinced that their type of assessment is of high-quality as far as informational function is concerned and gives specific information about what has been mastered and what can be worked on in the future.

As Číhalová and Mayer pointed out in their research, a grade seems to give very little or unclear information about one's output, the student usually does not know which criteria and aspects of their output were considered in the evaluation. The teachers using the grading system seem to be aware of this fact. Nevertheless, the vast majority of them is not in favour of a different assessment method.

#### **4.2.6 Essential criteria, principles and aspects of assessment**

The tendency to comprise many aspects into the grade is widespread among the respondents of this questionnaire. The vast majority (seventeen out of eighteen) reported that they take into account the individual capabilities and pace of the learners together with the progress they have made over a longer period of time when assessing them. Many respondents – nine from alternative schools and five from standard schools - also take account of learner's effort and willingness to participate on schoolwork, homework and various tasks.

All respondents practicing grading in their lessons take into account the learner's previous grades when considering the final grade and the learner's outputs gathered over the term, based on the diagnostic material. One single respondent focuses only on accuracy and speed when grading their learners.

Apart from the most frequently stated variables such as individual capabilities, individual pace, effort, and participation in schoolwork activities the respondents assessing verbally also stated self-reflection as a variable which plays an important role in learners' final reports.

As far as principles of assessing students are concerned, the attitudes towards them vary mainly among teachers who grade students, for the ones who assess verbally seem to have a clear vision of which principles are important and essential to follow – objectiveness (stated by five respondents), motivating approach (stated by eight respondents), individual approach (stated by nine respondents), comprehensibility (stated by two respondents), immediateness (stated by one respondent), specificity (stated by four respondents).

The connection between criteria of assessment and communicating learning objectives to language learners were found among eight respondents who, at the same time are the ones supporting effective and meaningful self-assessment. They see the most important principle in having clearly stated goals which are to be met by the students and communicated to them before-hand in order for them to see and compare whether they have met the goal or on the contrary – have not reached it yet. This, in their opinion, is the most crucial principle which brings clearness to the assessment system, as both parties know what to expect in the process of reaching the desired outcomes.

#### **4.2.7 School assessment regulations, language of assessment**

All of the teachers assessing students were asked whether they follow any certain policy or regulation given by their school or type of institution where they are employed. The results are surprising, as only a few teachers using the grading system reported that they follow unwritten rules of the school policy, within the bounds of the subject and are not limited by any written principles or rules – they are given space to adjust grading to their own taste and experience.

On the other hand, even teachers assessing verbally are given a lot of space to

personalize their own way of assessment, usually they are only acquainted with the assessment manner and approach which is desired on their type of institution, however, none of them has attended any special seminar or course dealing with meaningful and effective verbal assessment methods. Only three respondents claim that they continuously follow new articles and trends concerning verbal assessment and its meaningfulness, in order to stay updated. Among the most frequent resources they mentioned online sources and academic articles published in English language. These three respondents are representatives of both groups – one employed at an alternative type of institution and two employing a combined method of assessment at standard schools.

As for the language of verbal assessment, all final reports are conducted in Czech language which is accounted for being comprehensible and understandable even to those parents who do not speak English. However, immediate and short-term feedback is provided to the students in English language, the language of instruction. Some of the respondents supporting self-assessment among students demand an English version from them; some leave it up to the students – what is most natural and comfortable for them.

#### **4.2.8 Questionnaire research – conclusion**

The numerous questionnaires addressed show that every language teacher, language learner, instruction, approach and language setting with its participants in general create a different and a once-in-a-lifetime experience. However, certain tendencies shared by some of the respondents came into light when analysing the assessment methods and approaches to teaching.

The tendency to be grading more than just speed and accuracy within English language lessons is provable based on the reports of the respondents. Present day teachers do not seem to focus only on tests scores and exam performances when taking into account the overall output of the student. The diagnostic material is diverse and miscellaneous both on alternative and standard schools, as teachers often implement projects and various activities requiring different types of skills and abilities into the teaching-learning process. A shift towards learner-oriented approach is observable as well, as teachers consider one's pace and individual capabilities and effort when grading or verbally assessing them.

The main difference seems to lie within the functions of different types of assessment which are crucial for the way how they serve the student for further motivation and learning. Verbal assessment seems to be more sensitive to the student and applies a more partnership-like approach if carried out according to principles of meaningful assessment. It also seems to tell the student more about his future potential development. What is more, it supports the abilities needed to carry out meaningful self-assessment which is seen as a great potential for one's everyday life.

The general characteristics of language groups on the two types of institutions vary in numbers – language groups on alternative types of schools are smaller and the educator does not teach as many language groups as an educator on a standard type of school where even the numbers of students within a language group are higher. These are some of the main reasons why respondents are against verbal or combined type of assessment – they believe it is impracticable in terms of time and numbers. However, the two respondents who voluntarily apply both types of assessment on a standard type of school represent the proof that it is possible if one is willing to make the teaching-learning process as effective as possible and to pass down information about one's output which is to their best utilization.

The results of the questionnaire do not prove which type of assessment is better and leads to desired outcomes– that is impossible according to the fact that the outputs of the students and their language skills cannot be measured in an objective way. However, the questionnaire does show some interesting connections between the functions, methods of assessment, self-assessment and approach of the teachers.

### **4.3 Analysis of verbal assessment final reports**

Final reports represent a long-term accumulation of important phenomena connected with assessment and should be based on systematic and careful gathering of student's outputs, ideally collected through various teaching and learning methods, such as previous verbal assessment, observation, student's portfolios, presentations, tests, journals, homework, and other tasks. The diversity and complexity of the base sources is crucial for meeting on of the essential requirements for meaningful assessment, as stated by Moeller. (2005, p. 80)

The purpose of this analysis is to find whether these requirements are met even in practice, in authentic reports among students of English. The focus is mainly placed

on the informational, motivational and regulatory function of assessment, previously mentioned as the crucial functions of any assessment method implemented in the teaching-learning process. The first set of reports was provided by a teacher working at a Waldorf primary school and the second set of reports comes from a Montessori primary school. All of these reports represent the final reports of the school year.

Purposefully, the year of the classmates is not mentioned, as anonymity was the main requirement of the teacher, and first names are the only personal data present in the following reports, which have been translated into English language and are attached in the appendix in their original form – Czech language.

#### **4.3.2 Final English language reports – Waldorf primary school**

As we may see below, the final reports of two classmates both attending the same English lessons throughout the school year vary greatly:

- a) In the course of our English lessons, we have been dealing with the topic of 'My body'. We have learned several songs, created jazz chants and read the book William Tell and Other Stories. We have even rehearsed a play following one of the stories.

Kristyna is very active in every way. She has mastered the new schoolwork in a by-the-way manner; she adopts new words and grammar without any difficulties. She likes to raise her hand and participate in anything with joy; she helps classmates who are not as performing and when working individually she is among the first to complete the task. She speaks in short sentences and makes use of every opportunity concerning advanced discourse. She understands a written text immediately and is able to find more detailed information without any difficulties. When reading out loud, Kristyna reads fluently with a nice pronunciation. Her speech seems natural and English-like. She was happy to rehearse in our play; it is a pleasure to work with her.

- b) In the course of our English lessons, we have been dealing with the topic of 'My body'. We have learned several songs, created jazz chants and read the book William Tell and Other Stories. We have even rehearsed a play following one of the stories.

Hana mastered new schoolwork partially. She usually worked during class but it was not always easy to keep her attention. Hana likes to speak; she is attempting to speak in a more advanced manner with a nice pronunciation; however, in this term she did not make much progress. As far as reading is concerned, she is able to understand the overall meaning but she does not have the patience to find information in the text. She likes to work in pairs; nevertheless, she remains to prefer communicating in Czech language. When working individually, Hana lacks guidance. She often did not bring her work aids to class and her home preparation for school was not constant either, this needs to be worked on. She rehearsed in our show with joy. I like to work with her.

#### 4.3.2.1 Meeting required functions of assessment

The final reports are mediated to the students not in a form of a personal letter but as a general report about them. The introductory part informs the reader about the content of the lessons and the topics covered during the course of the term.

The second part relates to the specific individual; their abilities and skills mastered over a certain period of time, their effort, as well as advice or recommendation for further progress.

**a) Informational function** – The reports clearly inform the reader about what has been covered and attempted in class as well as about the strengths and weaknesses of the students, taking into consideration the complexity of English skills:

- Report n.1:
  - She adopts **new words** and **grammar** without any difficulties.
  - She understands a **written text** immediately.
  - She **speaks** in short sentences.
  - Kristyna **reads** fluently with a nice **pronunciation**.
  - Her **speech** seems natural.
- Report n.2:
  - Hana likes to **speak**; she is attempting to **speak** in a more advanced manner with a nice **pronunciation**.
  - As far as **reading is** concerned, she is able to understand the overall meaning but [...].
  - She remains to prefer **communicating** in Czech language.



Apart from focusing on evaluation of the complexity of the student's output, the author of these reports seems to meet the requirements concerning specificity, high-quality (meaningfulness to the reader) and comprehensibility as well, mentioned in chapter 1.6.2 in more detail.

**b) Motivational function** – The motivational function of the two report examples lies within the language of the report. The student is motivated if they know where they are standing, where they need to stand and what they can specifically do in order to reach the desired outcome. By acknowledging and appreciating student's effort and by passing down information about the student's strengths in a positive way is crucial for building their self-confidence and for latter attempt to achieve the standards which always need to seem reachable to them. Furthermore, as Miková and Stang believe, the teacher needs to implement a partnership-like approach when assessing students. (2005, p. ) In these specific examples, the previously stated features may be observed:

- Report n. 1:
  - Kristyna is **very active** in every way.
  - She adopts new words and grammar **without any difficulties**.
  - She **likes to raise her hand** and **participate** in anything **with joy**.
  - She **makes use of every opportunity** concerning advanced discourse.
  - Her speech seems **natural** and **English-like**.
  - It is a **pleasure to work with her**.
- Report n.2:
  - Hana **likes to speak**; she is **attempting to speak** in a more advanced manner with a **nice pronunciation**.
  - She is **able to understand** the overall meaning but [...].
  - She **likes to work in pairs**.
  - She **rehearsed** in our show **with joy**.
  - **I like to work with her**.

The above stated examples from the two extracts demonstrate the teacher's positive and appreciating approach when carrying out formative verbal assessment.

**c) Regulatory function** – As stated previously in chapter 1.6.3 the regulatory function of assessment should serve as a further guidance to the student, including information about the possible and potential progress that can be made in order to reach the desired

goals, objectives and standards. Advice on how and what to improve should always avoid comparing classmates and should also keep in mind the wider context - one's starting point and individual abilities. Regulatory function orientates on student's future. In only one of the extracts, certain advice on what may be improved is present, as the first report only praises the student but does not state any gap which needs to be closed in the future.

- Report n.2:

- She often **did not bring her work aids** to class and her **home preparation** for school was not constant either, **this needs to be worked on.**

There are a few phrases which tell the reader that the student in the second report needs to work on certain skills and put more effort into school and home work but often these utterances lack further guidance. Therefore, the student does not receive a specific piece of information about what they can do to perform better next time:

- Hana likes to speak; she is attempting to speak in a more advanced manner; however, in this term she **did not make much progress.**

This piece of information is clearly important for the student and their future effort; however, it does not specifically tell them in which area of the language and output much progress was not made.

#### 4.3.3 Final English language reports – Montessori school

Here, the differences in assessment between English learners attending the same English lessons are minimal and are hardly visible to the reader, even though the first pupil is classified among the most active ones in the classroom and the latter among the ones who need more help and are not as active and competent as their classmates:

- a) On our English lessons, your new friend Lucky was already waiting for you. He is looking forward to asking you how you and the others are doing, what your favourite colour is... You are dealing with his questions well and independently. So far, you are acquainted with English words concerning the content of your pencil case and our classroom, with new toys, colours, numbers and animals. You like to bring your personal things for "show and tell". During school work you are very active and you like to react; you outstandingly apply your

knowledge – you are not afraid to create new sentences. During your English P.E. lesson you are deft. Aleš, I appreciate your active approach!

- b) On our English lessons, your new friend Lucky was already waiting for you. He is looking forward to asking you how you and the others are doing, what your favourite colour is... With some help, you are dealing with his questions well. So far, you are acquainted with English words concerning the content of your pencil case and our classroom, with new toys, colours, numbers and animals. You like to bring your personal things for “show and tell” During school work you are active and you like to play games. During your English P.E. lessons, you enthusiastically participate in exercises and games. Honzík, I appreciate your effort!

#### 4.3.3.1 Meeting required functions of assessment

The above shown extracts represent the personal letter form of final verbal assessment. They are addressed directly to the student as opposed to the two previous ones. When we compare the two texts, their introductory part informs the reader about the general content of the lessons. Later, it should be as informational, motivational and regulatory as possible; however, these two texts give us only a slight notion about the outputs of the students and their further desired orientation.

**a) Informational function** – This feature of assessment should give as much information to the student as possible. Ideally, it should contain information concerning his output and skills. The two reports from the Montessori school are almost identical and do not tell much about the particular skills of the student, they both seem very vague and general.

○ Report n.1:

- You are dealing with his **questions well** and independently.
- You are **acquainted** with English **words** concerning the content of your pencil case and our classroom, with new toys, colours, numbers and animals.
- During **schoolwork** you are **very active** and you like to react; you outstandingly **apply your knowledge**-you are **not afraid to create new sentences**.

- Report n.2:
  - **With some help**, you are dealing with his **questions well**.
  - You are **acquainted** with English **words** concerning the content of your pencil case and our classroom, with new toys, colours, numbers and animals.
  - During **schoolwork** you are **active** and you **like to play games**.

In the examples shown above, we may see the vagueness which may confuse the reader and mainly the student who the report is addressed to. Using the verb “acquainted” does not report on which level or how well the new words were mastered, the differences among the students can be of great difference; however, here it seems that the second report is just a slightly different variation of the first. The whole letter to the student seems to be based on a universal pattern and only the names and slight changes are made in each case, which gives the overall impression that the teacher does not take an individual approach towards the students, as the reports lack specificity concerning various units and skills of language.

**b) Motivational function** – In the report, a gap needs to be identified and communicated to the pupil in a positive and motivating way. To tell the pupil that there still are things that need to be improved is nothing bad, in fact, it helps them to see the desired outcome; however, this needs to be done in a considerate and objective way, by using supportive and appreciating language. In the extracts, this type of language may be observed; however, the whole point lies within the fact that the pupil needs to be encouraged for further language learning as well and that can be done only if the unfulfilled potential is addressed (regulatory function) together with praise.

- Report n.1:
  - [...] you **outstandingly** apply your knowledge – **you are not afraid to create new sentences**.
  - During your P.E. lessons **you are deft**.
  - Aleš, **I appreciate your active approach!**
- Report n.2:
  - During school work **you are active** and you **like to play games**.
  - During your English P.E. lessons **you enthusiastically participate** in exercises and games.
  - Honzík, **I appreciate your effort!**

In the examples above the features of motivation and encouragement are both evident. I believe the teacher's intention to motivate the students to further language learning was genuine, as the overall impression of the report is positive and encouraging in both cases – the teachers acknowledges and appreciates the active approach and effort of the students, their enthusiastic participation in English P.E. lessons and creativity when applying knowledge.

**c) Regulatory function** – In the reports of the two pupils, only minor differences may be drawn when comparing the two texts. Nevertheless, the two reports characterize pupils of different language proficiency, as their teacher mentioned when providing the reports as a comparison between the outputs of the two. The regulatory function is not present in these reports at all - it is closely bound to the informational one, as it should clearly state what has been mastered (informational) and what needs guidance and improvement improved in the future (regulatory). Due to the fact that the information concerning the pupils' outputs and their specific language skills is vague and unclear, it lacks advice for further language development of the pupils.

#### **4.3.4 Final reports - conclusion**

The extracts above demonstrate the variety of possible ways of assessing students and prove that some reports may be more informational and useful to the student's future than others. Some are very motivational and positive in their character but lack specific guidance. Some address specific skills and the language proficiency in different areas, others are more general. The manner with which the subject as a whole is understood and approached influences the instruction of the teacher and together with it the outputs and performance of the language learners which is later mirrored in the assessment.

Language teachers are given a lot of space to grasp the subject and all the phenomena connected to it in an individual and unique way. Therefore, every teacher is responsible for adjusting their instruction to the language potential of their students, in order to mediate as high-quality instruction as possible. Assessment plays an irreplaceable role in the whole teaching-learning process and should be addressed accordingly – with regard to principles leading to meaningful and effective learning. Final reports can motivate learners to further interest in the subject and its learning but

also otherwise – demotivate or give void pieces of information which do not help the learner anyhow.

## CONCLUSION

In today's world where endless possibilities and approaches towards teaching and learning exist, it may be hard to stay oriented in the complex educational process. This thesis acquaints the reader with the possible ways of assessing students within the boundaries of our educational system, with the history of assessment on the territory of the Czech Republic, the desired outcomes of foreign language learners and overall characteristics of the evaluation systems.

The text is aiming at teachers, (language) learners and parents who sometimes have the tendency to condemn things and approaches which are new and not as widespread in the society as the deeply rooted ones. The readers of the thesis should realize the most important and essential principles which give base to high-quality instruction at schools and both teacher and learners benefit from them. The educational conditions are different in every country and society; they may even differ on a local level. Nevertheless, people should stay open to new methods and approaches which have been proved to be effective and to try to apply them into their own environment even though sometimes the benefits and desired outcomes come in a long-term interval.

From the minor research conducted on elementary schools of different types, we may have observed that where there is will, there is also a way and that a school does not necessarily need to be an alternative one to be implementing a different type of assessment method in language learning – it all depends on the teacher and their philosophy. The research showed that language learning on standard schools has undergone a significant change over the past years and that by implementing or blending various methods, criteria and principles connected both with grading and verbal assessment, a positive and stimulating learning environment where both parties benefit may be created. Barriers and obstacles may be overcome by learner's improving and satisfying outcomes and language performance, regardless of the officially recognized methods.

This general overview of the essential and desired criteria of meaningful feedback in not only language classrooms may serve to any teacher who is aiming to establish a high-quality teaching-learning environment and improve long-term outcomes of the students, based on the theory arising from professional research in modern countries. The analysis of the minor research for the purposes of this thesis has shown that generally recognized and respected principles may be followed by all

teachers, regardless of the institution where they work and vice versa – implementing a certain type of assessment into instruction does not imply that language learning will automatically be of high quality. Both respected principles and flexibility must be applied, as every teacher, student and learning environment is different and this should always be kept in mind.



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## **APPENDICES**

Appendix A: Rámcový vzdělávací program pro základní vzdělávání – očekávané výstupy - Cizí jazyk

Appendix B: Vzor dotazníku pro učitele AJ základních škol

Appendix C: Ukázka vyplněného dotazníku pro učitele AJ základních škol

Appendix D: Závěrečné slovní hodnocení

## Appendix A

### 5.1.2 CIZÍ JAZYK

Vzdělávací obsah vzdělávacího oboru

#### 1. stupeň

Očekávané výstupy – 1. období

#### **ŘEČOVÉ DOVEDNOSTI**

žák

- CJ-3-1-01 rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností, a reaguje na ně verbálně i neverbálně
- CJ-3-1-02 zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal
- CJ-3-1-03 rozumí obsahu jednoduchého krátkého psaného textu, pokud má k dispozici vizuální oporu
- CJ-3-1-04 rozumí obsahu jednoduchého krátkého mluveného textu, který je pronášen pomalu, zřetelně a s pečlivou výslovností, pokud má k dispozici vizuální oporu
- CJ-3-1-05 přiřadí mluvenou a psanou podobu téhož slova či slovního spojení
- CJ-3-1-06 píše slova a krátké věty na základě textové a vizuální předlohy

Očekávané výstupy – 2. období

#### **POSLECH S POROZUMĚNÍM**

žák

- CJ-5-1-01 rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností
- CJ-5-1-02 rozumí slovům a jednoduchým větám, pokud jsou pronášeny pomalu a zřetelně, a týkají se osvojovaných témat, zejména pokud má k dispozici vizuální oporu
- CJ-5-1-03 rozumí jednoduchému poslechovému textu, pokud je pronášen pomalu a zřetelně a má k dispozici vizuální oporu

#### **MLUVENÍ**

žák

- CJ-5-2-01 se zapojí do jednoduchých rozhovorů
- CJ-5-2-02 sdělí jednoduchým způsobem základní informace týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat
- CJ-5-2-03 odpovídá na jednoduché otázky týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat a podobné otázky pokládá

#### **ČTENÍ S POROZUMĚNÍM**

žák

- CJ-5-3-01 vyhledá potřebnou informaci v jednoduchém textu, který se vztahuje k osvojovaným tématům
- CJ-5-3-02 rozumí jednoduchým krátkým textům z běžného života, zejména pokud má k dispozici vizuální oporu

#### **PSANÍ**

žák

- **CJ-5-4-01** *napiše krátký text s použitím jednoduchých vět a slovních spojení o sobě, rodině, činnostech a událostech z oblasti svých zájmů a každodenního života*
- **CJ-5-4-02** *vyplní osobní údaje do formuláře*

## 2. stupeň

### Očekávané výstupy

#### **POSLECH S POROZUMĚNÍM**

žák

- **CJ-9-1-01** *rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně*
- **CJ-9-1-02** *rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat*

#### **MLUVENÍ**

žák

- **CJ-9-2-01** *se zeptá na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích*
- **CJ-9-2-02** *mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech*
- **CJ-9-2-03** *vypráví jednoduchý příběh či událost; popíše osoby, místa a věci ze svého každodenního života*

#### **ČTENÍ S POROZUMĚNÍM**

žák

- **CJ-9-3-01** *vyhledá požadované informace v jednoduchých každodenních autentických materiálech*
- **CJ-9-3-02** *rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace*

#### **PSANÍ**

žák

- **CJ-9-4-01** *vyplní základní údaje o sobě ve formuláři*
- **CJ-9-4-02** *napiše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat*
- **CJ-9-4-03** *reaguje na jednoduché písemné sdělení*

## Appendix B

### Dotazník - slovní hodnocení vs. klasifikace v hodinách AJ

obecné

1. Na jaké škole působíte?

2. Patří Vaše škola k alternativním typům školských zařízení?

3. Jak velká je průměrně Vaše jazyková skupina?
4. Kolik různých jazykových skupin (tříd) učíte?
5. Hodnotíte žáky v průběhu roku slovně či známkami (klasifikace na stupnici 1-5)?
6. Existují na Vaší škole jednotné směrnice, kritéria, či strategie jak hodnotit žáky?  
Pokud ano, jaké?

↙ **Pokud hodnotíte žáky známkou, vyplňte prosím otázky č. 7 – 16 a dále prosím**  
↘ **otázky č. 29-34**

**Pokud hodnotíte žáky slovně, vyplňte prosím otázky č. 17 – 34**

7. Jak často poskytlujete žákům zpětnou vazbu ve formě známky?
8. Jaké jsou podle Vás nejdůležitější zásady při hodnocení žáků známkou?
9. Jaké aspekty berete v potaz, když hodnotíte žáka známkou?
10. Co je pro Vás rozhodující při udělování **závěrečné** známky z AJ?
11. Jak shromažďujete diagnostický materiál, jehož výsledkem je známka?(vedení portfolií, prezentace studentů, podílení se na projektech apod.)
12. Berete v potaz snahu a pokrok studenta v průběhu delšího časového úseku (např. pololetí, školní rok) při udělení známky?
13. Domníváte se, že Vaše hodnocení splňuje funkci **motivační**? Proč ano/ne?
14. Domníváte se, že Vaše hodnocení splňuje funkci **diagnostickou /regulativní** (analýza žákova výkonu, směřování jeho další činnosti)? Proč ano/ne?
15. Domníváte se, že Vaše hodnocení splňuje funkci **informační**? Proč ano/ne?
16. Podporujete u Vašich žáků AJ rozvíjení schopnosti **sebehodnocení**, které podporuje výchovnou funkci hodnocení? Pokud ano, jakým způsobem?

17. Jak často poskytujete žákům zpětnou vazbu ve formě písemného slovního hodnocení?

18. Píšete slovní hodnocení v českém či anglickém jazyce?

19. Vzděláváte se v oblasti slovního hodnocení (např. čtete vědecké články, publikace apod.)?

20. Jaká jsou podle Vás nejdůležitější **kritéria** při hodnocení žáků slovně?

21. Jakými **zásadami** se řídíte při používání slovního hodnocení?

22. Co je pro Vás rozhodující při udělování **závěrečného** písemného slovního hodnocení z AJ?

23. Jak shromažďujete diagnostický materiál, jehož výsledkem je slovní hodnocení? (vedení portfolií, prezentace studentů, podílení se na projektech apod.)

24. Berete v potaz snahu a pokrok studenta v průběhu delšího časového úseku (např. pololetí, školní rok) při udílení slovního hodnocení?

25. Domníváte se, že Vaše hodnocení splňuje funkci **motivační**? Proč ano/ne?

26. Domníváte se, že Vaše hodnocení splňuje funkci **diagnostickou /regulativní** (analýza žákova výkonu, směřování jeho další činnosti)? Proč ano/ne?

27. Domníváte se, že Vaše hodnocení splňuje funkci **informační**? Proč ano/ne?

28. Podporujete u Vašich žáků AJ rozvíjení schopnosti **sebehodnocení**, které podporuje výchovnou funkci hodnocení? Pokud ano, jakým způsobem?

### **společná část**

29. Domníváte se, že by mělo být zavedeno slovní hodnocení nebo kombinované hodnocení (známka+slovní hodnocení) do hodin AJ celoplošně? Proč ano, proč ne?

30. Měl/a jste za svou kariéru možnost hodnotit vyzkoušet obojí typ hodnocení (známky i slovní hodnocení)? Pokud ano, co Vám více vyhovovalo a proč?



**31.** Jaké vidíte **výhody** v používání slovního hodnocení (za delší časový úsek – např. čtvrtletí) v hodinách AJ z hlediska **žáka** a z hlediska **učitele**?

**32.** Jaké vidíte **nevýhody** používání slovního hodnocení (za delší časový úsek – např. čtvrtletí) v hodinách AJ? Jaká úskalí může představovat pro **učitele** a jaká pro **žáka**?

**33.** Jak dobře a o čem informuje podle vás známka **žáka** o tom, jaké jsou jeho jazykové dovednosti a jeho potenciální rozvoj?

**34.** Jak dobře a o čem informuje podle Vás známka **rodiče** o tom, jaké jsou jazykové dovednosti žáka a jeho potenciální rozvoj?

## Appendix C

### Dotazník - slovní hodnocení vs. klasifikace v hodinách AJ

obecné

1. Na jaké škole působíte? ZŠ Štefánikova
2. Patří Vaše škola k alternativním typům školských zařízení? NE
3. Jak velká je průměrně Vaše jazyková skupina? 15 žáků
4. Kolik různých jazykových skupin (tříd) učíte? 5
5. Hodnotíte žáky v průběhu roku slovně či známkami (klasifikace na stupnici 1-5)?  
obojí
6. Existují na Vaší škole jednotné směrnice, kritéria, či strategie jak hodnotit žáky?  
Pokud ano, jaké?

Pouze v rámci předmětu, po dohodě s ostatními vyučujícími.

↙ **Pokud hodnotíte žáky známkou, vyplňte prosím otázky č. 7 – 16 a dále prosím otázky č. 29-35**

**Pokud hodnotíte žáky slovně, vyplňte prosím otázky č. 17 - 35**

7. Jak často poskytujete žákům zpětnou vazbu ve formě známky? Několikrát do týdne, záleží na probíraném učivu, snažím se hodnotit zejména práci v hodině.
8. Jaké jsou podle Vás nejdůležitější zásady při hodnocení žáků známkou? Mít jasně stanovené cíle hodiny a k těm směřovat i žáky – aby byli schopni naplnit tento cíl vzhledem ke svým možnostem
9. Jaké aspekty berete v potaz, když hodnotíte žáka známkou? Hodnotit nejen výkon co se týče přesnosti a rychlosti (accuracy), ale zejména žakovu snahu, jeho pokrok vzhledem k individuálním předpokladům. Nechci, aby žáci byli odrazeni od vyjadřování se, zajímají mě jejich názory, ne umění naučit se pravidla nazpaměť
10. Co je pro Vás rozhodující při udělování **závěrečné** známky z AJ? věci popsané v bodu 9 + práce v hodinách

11. Jak shromažďujete diagnostický materiál, jehož výsledkem je známka?(vedení portfolií, prezentace studentů, podílení se na projektech apod.)

Snažím se v hodinách AJ používat rozmanité metody výuky jako např. myšlenkové mapy, brainstorming, čtení s porozuměním, kreativní psaní, dokončování příběhů, projekty apod. To vše si žáci ukládají do svých portfolií. Jde mi hlavně o myšlenky, tyto materiály si pro sebe známkuji, popřípadě si píší poznámky a na základě těchto materiálů poté musím dát žákovi známku, jelikož je to oficiální typ hodnocení na naší škole. Píší ale ze své iniciativy i průvodní „dopis“, ve kterém dávám žákovi i písemnou zprávu o tom, jak si vedl.

12. Berete v potaz snahu a pokrok studenta v průběhu delšího časového úseku (např. pololetí, školní rok) při udílení známky?

Určitě ano, možná je to pro mě nejdůležitější aspekt

13. Domníváte se, že Vaše hodnocení splňuje funkci **motivační**? Proč ano/ne?

Domnívám se, že ano, ale pouze pro to, že ho vždy sama krátce okomentuji.

14. Domníváte se, že Vaše hodnocení splňuje funkci **diagnostickou /regulativní** (analýza žákova výkonu, směřování jeho další činnosti)? Proč ano/ne?

Známka jako taková podle mě ne, proto se snažím vždy žáky vést k tomu, aby si sami uvědomili, zda se blíží k naplnění vytyčeného cíle. V případě písemných cvičení jim píší vždy komentář k známce, co je nutné zlepšit apod.

15. Domníváte se, že Vaše hodnocení splňuje funkci **informační**? Proč ano/ne?

Ano, známka informuje, ale ne konkrétně, dítě po hodině ani samo neví, za co mu byla známka udělena, proto připojuji vždy komentář.

16. Podporujete u Vašich žáků AJ rozvíjení schopnosti **sebehodnocení**, které podporuje výchovnou funkci hodnocení? Pokud ano, jakým způsobem?

Ano, snažím se, je to podle mě velice důležité část výuky, aby se dítě dokázalo objektivně zhodnotit. Podporuji i hodnocení ostatními spolužáky (peer-hodnocení), aby dokázali ocenit pozitivní stránky a na druhou stranu říci, co by se dalo zlepšit šetrným a motivujícím způsobem.

17. Jak často poskytujete žákům zpětnou vazbu ve formě písemného slovního hodnocení?
18. Píšete slovní hodnocení v českém či anglickém jazyce?
19. Jakými kritérii se řídíte při používání slovního hodnocení?
20. Jaké jsou podle Vás nejdůležitější zásady při hodnocení žáků slovně?
21. Jaké aspekty berete v potaz, když hodnotíte žáka písemně slovně?
22. Co je pro Vás rozhodující při udělování **závěrečného** písemného slovního hodnocení z AJ?
23. Jak shromažďujete diagnostický materiál, jehož výsledkem je slovní hodnocení? (vedení portfolií, prezentace studentů, podílení se na projektech apod.)
24. Berete v potaz snahu a pokrok studenta v průběhu delšího časového úseku (např. pololetí, školní rok) při udělení slovního hodnocení?
25. Domníváte se, že Vaše hodnocení splňuje funkci **motivační**? Proč ano/ne?
26. Domníváte se, že Vaše hodnocení splňuje funkci **diagnostickou /regulativní** (analýza žákova výkonu, směřování jeho další činnosti)? Proč ano/ne?
27. Domníváte se, že Vaše hodnocení splňuje funkci **informační**? Proč ano/ne?
28. Podporujete u Vašich žáků AJ rozvíjení schopnosti **sebehodnocení**, které podporuje výchovnou funkci hodnocení? Pokud ano, jakým způsobem?

### **společná část**

29. Domníváte se, že by mělo být zavedeno slovní hodnocení nebo kombinované hodnocení (známka+slovní hodnocení) do hodin AJ celoplošně? Proč ano, proč ne?

Já bych byla určitě pro kombinované, i přesto, že je to časově mnohem náročnější pro učitele. Na druhou stranu je to hnací motor pro žáky, když vidí své pokroky a vidí, že je někdo dokáže ocenit. Navíc učitel žáka lépe pozná, musí uplatňovat mnohem individuálnější přístup, aby mu pak mohl poskytnout užitečné informace. Obávám se ale, že díky zakořeněnému systému známkování a přesvědčení některých učitelů by tento model nebyl efektivní. Slovní hodnocení má taky svá daná pravidla, aby bylo

užitečné, souvisí s celkovým konceptem vyučování a ten je podle mě velice složité změnit.

**30.** Měl/a jste za svou kariéru možnost hodnotit vyzkoušet obojí typ hodnocení (známky i slovní hodnocení)? Pokud ano, co Vám více vyhovovalo a proč?

Ano, měla jsem možnost se setkat se slovním hodnocením z pozice rodiče – v Británii, odkud je můj manžel a tam jsem také zjistila, že chci zavést slovní hodnocení i v učitelské praxi, jelikož je to velmi povzbudivé vidět, co se ve škole děje a jak vaše dítě prospívá. Samozřejmě podmínky jinde jsou jiné a musíme brát v úvahu náš systém a možnosti.

**31.** Jaké vidíte **výhody** v používání slovního hodnocení (za delší časový úsek – např. čtvrtletí) v hodinách AJ z hlediska **žáka** a z hlediska **učitele**?

Myslím, že žáci mají o předmět větší zájem, jelikož se slovním hodnocením souvisí i typ výuky – pokud chcete slovně hodnotit kreativitu a snahu, musíte volit takové metody, aby se dítě mohlo svobodně vyjádřit. Domnívám se, že kooperativní a interaktivní výuka baví žáky mnohem víc, není tak stresující, žáci se pravidla učí spíše bezděčně. Z hlediska učitele – přináší mně zpětnou vazbu o tom, co dělám, jak to dělám, kde mám snížit nároky a kde je naopak zvýšit.

**32.** Jaké vidíte **nevýhody** používání slovního hodnocení (za delší časový úsek – např. čtvrtletí) v hodinách AJ? Jaká úskalí může představovat pro **učitele** a jaká pro **žáka**?

Nevýhody vidím pouze v časové náročnosti, ale osobně to jako nevýhodu ani nevidím, záleží na tom, jak si učitel výuku rozvrhne, navíc pro mě je nejdůležitější to, aby žáky mé hodiny bavily a aby tam chodili rádi a s chutí - tudíž jim ráda tu zpětnou vazbu poskytnu komplexnější.

**33.** Jak dobře a o čem informuje podle vás známka **žáka** o tom, jaké jsou jeho jazykové dovednosti a jeho potenciální rozvoj?

Známka velmi málo, děti ji podle mého vnímají jen jako nástroj soupeření a srovnávání se s ostatními, přitom srovnáváme nesrovnatelné – každé dítě je jiné, známka může vypovídat něco o konkrétním výkonu, ale niky se nedozvíme ze známky více.

**34.** Jak dobře a o čem informuje podle Vás známka **rodiče** o tom, jaké jsou jazykové dovednosti žáka a jeho potenciální rozvoj?

Velmi špatně, bohužel rodiče jsou na známky zvyklí a obávám se, že spousta z nich by slovní hodnocení zavrhla, sami s ním nemají zkušenosti a nevidí jeho potenciál

**35.** Na jaké „skills“ kladete největší důraz ve svých hodinách AJ?

Určitě na schopnost vyjádřit se-tedy speaking a s tím související listening. Gramatická pravidla se podle mě žáci naučí bezděčně lépe než klasickým drilem, je tedy hodně důležité mluvit co nejvíce anglicky při hodinách. Důležitý je pro mě i reading comprehension.

## Appendix D

ZŠ Waldorf:

- 1) V hodinách angličtiny jsme se věnovali tématu My body, naučili se několik písniček, tvořili jazz chants a četli z knížky William Tell and Other Stories. Podle jedné z povídek jsme nacvičili krátké divadlo.

Kristýnka je velmi aktivní ve všech směrech. Nové učivo zvládla jakoby mimochodem, bez problémů přijímá nová slovíčka i gramatiku. Ráda se hlásí, zapojuje se s chutí do čehokoli, pomáhá slabším spolužákům, v samostatné práci je hotová mezi prvními. Mluví v krátkých větách a využívá každé příležitosti k rozvitějšímu projevu. Čtenému textu rozumí ihned, detailní informace vyhledá bez problémů. Nahlas čte Kristýnka plynule s pěknou výslovností. Její projev působí přirozeně a zní anglicky. V našem divadélku si ráda zahrála. Je radost s ní pracovat.

- 2) V hodinách angličtiny jsme se věnovali tématu My body, naučili se několik písniček, tvořili jazz chants a četli z knížky William Tell and Other Stories. Podle jedné z povídek jsme nacvičili krátké divadlo.

Hanka novou látku zvládla částečně. V hodinách většinou pracovala, ale její pozornost nebylo vždy lehké udržet. Hanka mluví ráda, snaží se o stále rozvitější projev s pěknou výslovností, ale v tomto pololetí se příliš dál neposunula. Ve čtení je schopna porozumět celkovému smyslu, k vyhledávání informací už Hance nezbývá trpělivost. Ve dvojicích pracuje ráda, komunikuje však nejraději v češtině. V samostatné práci chybí Hance vedení. Hanka často neměla pomůcky na hodinu, ani domácí příprava nebyla pravidelná, je potřeba na tom zapracovat. V našem divadélku si zahrála s chutí. Ráda s ní pracuji.

ZŠ Montessori:

- 3) Na angličtině na Tebe už čekal náš nový kamarád Lucky. Těší se, až se Tebe i ostatních bude ptát, jak se máš, jakou máš oblíbenou barvu... Jeho otázky a odpovědi zvládáš s přehledem samostatně. Zatím ses anglicky seznámil s obsahem penálu a naší učebny, s novými hračkami, barvami, čísly a zvířátky. Rád přinášíš svoje věci na „show and tell“. Při práci jsi velmi aktivní, rád odpovídáš a výborně uplatňuješ své znalosti, nebojíš se skládat nové věty. Při anglickém tělocviku jsi hbitý. Alešku, vážím si Tvého aktivního přístupu!
  
- 4) Na angličtině na Tebe už čekal náš nový kamarád Lucky. Těší se, až se Tebe i ostatních bude ptát, jak se máš, jakou máš oblíbenou barvu... Jeho otázky a odpovědi zvládáš s pomocí dobře. Zatím ses anglicky seznámil s obsahem penálu a naší učebny, s hračkami, barvami, čísly a zvířátky. Rád přinášíš svoje věci na „show and tell“. Při práci jsi aktivní, rád hraješ hry. Při anglickém tělocviku se s nadšením účastníš pohybových aktivit a her. Honzíku, vážím si Tvé snahy!