



These rules are part of the School Rules and the School Educational Programme of the school, because of their extensiveness they are listed in a subpart, separate part of the school rules in the Rules for the evaluation of the results of pupils' education.

In accordance with the provisions of Act No.561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (Education Act) and on the basis of Decree No.48/2005 Coll., on primary education and certain requirements for the fulfilment of school attendance, including its update No.256/2012 Coll., I issue the following rules for the evaluation and education of pupils of the PRIMARY SCHOOL and the TIP TOES s.r.o.

## **RULES FOR EVALUATING THE PROGRESS AND RESULTS OF PUPILS' EDUCATION**

### **Part of the school curriculum for primary education**

#### **"STEP IN THE RIGHT DIRECTION"**

The rules for the evaluation of the course and results of pupils' education are part of the school's educational programme "Step in the right direction" and the School Rules of the Primary and Secondary School TIP TOES s.r.o.

*Motto: "To live is to think."*

*M.T.Cicero*

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## 1. Objectives of basic education

Primary education in our school builds on pre-school education and family education. It is the only stage of education that is compulsory for the entire population of pupils in two content, organisational and didactic stages.

Primary education at Key Stage 1 facilitates the transition of pupils from pre-school education and family care to regular and systematic education. It is based on the recognition, respect and development of the individual needs, abilities and interests of each pupil (including pupils with special educational needs). Education, by its activity-based and practical nature and the application of appropriate methods, motivates pupils to continue learning, leads them to learning activity and to the knowledge that it is possible to search, discover, create and find appropriate ways of solving problems.

Primary education leads to students acquiring the necessary learning strategies to motivate lifelong learning, to learn to think creatively and solve appropriate problems, to communicate and cooperate effectively, and to protect their physical and mental health, values and the environment, to be respectful and tolerant of other people, different cultural and spiritual values, to recognise their abilities and real possibilities and to apply them, together with the knowledge and skills they have acquired, in making decisions about their future life path and career.

To the maximum extent possible, our teachers adapt the choice of teaching objectives, means and methods to the individual abilities of pupils and lead the educational process towards the harmonious development of knowledge, skills and attitudes of each pupil on the basis of critical self-assessment appropriate to their age. The professional goal of our school's teachers is to support and enable, to the greatest extent possible, the personal and knowledge development of each pupil, regardless of his/her current position on the path to educational goals. Teachers support the development of pupils' attitudes to learning by explaining the relevance of what is taught to real situations in everyday life and, as far as possible and appropriate, by including teaching situations and tasks in which pupils recognise such situations in proportion to their own development.

Our teachers systematically monitor and take into account the development, learning processes and learning outcomes of each pupil and regularly provide pupils with effective feedback on their work. To further progress their learning, they offer pupils activities that match their expected near-term development. They guide pupils to set learning targets, formulate

expectations from their own work and in relation to these set goals and expectations they carried out



self-assessment and peer evaluation.

Teachers offer pupils activities that strengthen their positive self-concept and self-esteem, mental fitness and resilience. They demonstrate a belief in the potential of each pupil to achieve the educational outcomes appropriate to their ability. They use educational strategies that help pupils build positive relationships and learn to cooperate, respect others, negotiate, accept and compromise.

The school systematically identifies the individual needs of pupils in education, actively uses a special educator, school staff, and cooperates with specialist departments when necessary. It has its own strategy for working with pupils with support needs, implements this strategy and evaluates its effectiveness. It provides specific support to all pupils who need it. In classrooms, school assistants work with class teachers to implement the strategy. The school systematically records the attainment and progress of pupils with support needs and groups of pupils with special educational needs and ensures that they make maximum progress. Where appropriate to the pupil's interests, teachers invite other colleagues and professionals to join the assessment and lesson planning process. Teachers adapt the classroom environment and learning activities to enable pupils with support needs to participate. They work with diversity in the school community as an important starting point in planning and implementing pupils' learning.

Our school teachers approach the continuous assessment of pupils' learning activities with an awareness of the motivational function of assessment and its formative importance. They develop self- and peer-assessment as a natural part of assessment. In assessing learning outcomes, they take into account the level of achievement of the objectives of primary education as set out in the Framework Curriculum for Primary Education and the School Curriculum.

"Step in the right direction"

The teachers of the school perceive the process of evaluation of the performance and work results of the pupils of our school as one of the main tools for the successful completion of specific and achievable tasks. Assessment is based on consideration of individual pupil changes and positive judgements. Pupils must be given the opportunity to experience success, not be afraid of making mistakes and work with them.

School leaders and teachers continuously implement a shared system to obtain up-to-date information about each pupil's learning outcomes and monitor their educational progress. This system is appropriate to the school's circumstances and pupils' needs and enables the school to report



objectively on the attainment and progress of all groups of pupils.

The aim of basic education, which the school strives to achieve, is to ensure that pupils gradually acquire the qualities of personality and are equipped with the knowledge, skills and competences that will ensure their success in further education and contribute to improving their quality of life.

## **2. Principles and rules for evaluating the progress and results of pupils' education and behaviour at school and at events organised by the school**

- pupil evaluation is an organic part of the educational process and its management - evaluation of the course and results of education and behaviour of pupils is unambiguous, comprehensible, comparable with predetermined criteria, factual and comprehensive, in view of the bilingual community of the school, the school uses adequate English assessment terminology in English language classes and in CLIL classes - teaching staff ensure that pupils, legal guardians of children and minor pupils, or persons who are responsible for the maintenance of adult pupils and students, are informed in good time about the progress and results of the child's or pupil's education
- the evaluation of the pupil's educational results on the report card is expressed in terms of a classification grade (hereinafter referred to as "classification"), verbally or in a combination of both ways; the school principal decides on the method of evaluation on the basis of the recommendation of the class teacher and the consent of the legal representatives
- the school shall convert a verbal assessment into a classification or a classification into a verbal assessment in the case of a transfer of a pupil to a school that assesses in a different way, at the request of that school or the pupil's legal representative
- for a pupil with a developmental learning disability or a talented pupil, the school principal decides on the use of a verbal evaluation on the basis of a request from the pupil's legal representative - a pupil who is fulfilling compulsory school attendance repeats a year if he/she failed or could not be evaluated at the end of the second half of the year, this does not apply to a pupil who has already repeated a year once at a given level of primary school
- the head teacher may, at the request of a pupil who has completed compulsory school attendance and who has failed or could not be assessed at the end of the second term, allow the pupil to repeat the year after assessing the pupil's academic record and the reasons given in the request



- Behaviour does not affect the classification of results in subjects - The head teacher works to unify the grading standards of all teachers - The teacher applies appropriate rigour and pedagogical tact to the pupil in assessment and in interim and overall grading
- in the overall classification, the teacher takes into account the age characteristics of the pupil and the fact that the pupil may have faltered in his/her learning performance during the classification period due to a particular disability
- the criteria for the individual grades are formulated primarily for the overall classification, but the teacher does not overestimate any of the criteria, assessing the student's performance comprehensively in accordance with the specifics of the subject
- the classification level is determined by the teacher of the subject
- in a subject in which more than one teacher teaches, the final grade for the grading period is determined by the respective teachers by mutual agreement (e.g. in CLIL classes)
- the pupil's legal representatives are informed about the pupil's progress by the class teacher and the teachers of the individual subjects:

a. continuously via Edookit - stamps

1, 1-

2, 2-

3, 3-

4, 4-

5

for individual subjects

Compliments: Edookit commendation - awarded at any time by any teacher for activity, extraordinary task, work above and beyond the call of duty.

b. before the end of each semester, a verbal evaluation - the so-called "Reports" (information for legal representatives and pupils in both Czech and English)

c. during consultation hours designated by the school principal-2 times a year, or at any time at



the request of the pupil's legal representatives

d. in the event of an exceptional deterioration in performance, the teacher, in cooperation with the class teacher, shall inform the pupil's legal representative immediately and in a demonstrable manner

e. at the end of the semester, a "Report Card" issued at the end of the school year

- A pupil who has attended a school attached to a medical institution for a period of illness of at least three months before the end of the grading period and has been graded there for the term in all or some subjects shall not be re-tested and graded on return to the parent school. His classification from the medical school in the subjects in which he was classified shall be binding. He shall not be classified in subjects in which he has not been taught

#### - CRITERIA FOR STUDENT ASSESSMENT IN THE SUBJECT, methods and forms of assessment, teacher's approach

What the teacher takes into account when assessing a student's work:

- to school work-preparedness, active engagement and presentation in school - to measurable outcomes-measurable results in sub-course outcomes, oral and written testing
- evaluation of outcomes leading to the development of the pupil's personality
- to assess mastery of the subject skills developed
- to home preparation and its presentation at school

General criteria for assessing pupils:

- Personal progress and advancement
- Communication and collaboration skills
- Creativity and problem solving skills
- Social skills

What methods and forms the teacher uses to gather most of the evidence for assessment:



- observation in terms of the student's preparation for teaching, work in class, effort, diligence, results and self-assessment
- dialogue with the student in all segments of education (preparation, work, communication, cooperation with others, self-assessment) in terms of fulfilling the target educational competences
- testing and trials
- interviews with legal representatives of underage pupils
- consultation with other teachers
- Consultation (as needed) with a psychologist or specialist doctor

In assessment, the teacher's approach focuses on the positive performance of the pupil and thus on promoting his or her cognitive motivation to learn rather than one-sidedly emphasising mistakes.

### **3. The levels of assessment of pupils' performance and behaviour in the case of the use of classification and their characteristics, including predetermined criteria**

#### **A. Educational measures:**

In order to prevent risky behaviour of pupils and to prevent all forms of bullying, the school has introduced a system of these measures, which precede normal educational measures:

1. verbal agreement between the teacher and the pupil, the legal representative is informed
2. warning by the class teacher, the legal representative is informed in the Edookit system
3. reprimand of the class teacher, the legal representative is informed in the Edookit system
4. reprimand by the school principal, the legal representative is informed in writing
5. reduced grade on report card

#### **behaviour B. Behavioural assessment**

The evaluation of pupils' behaviour is proposed by the class teacher in consultation with the teachers who teach in the class and with other teachers and is decided by the principal after discussion in the pedagogical council. If the class teacher does not follow this procedure, other teachers have the



opportunity to make a proposal to the pedagogical council. The criterion for evaluating behaviour is compliance with the rules of behaviour (school rules), including compliance with the internal rules of the school during the grading period. In assessing behaviour, the age, moral and intellectual maturity of the pupil is taken into account; measures taken to reinforce discipline are only taken into account if the previous measures were ineffective.

- the class teacher shall promptly notify the head teacher of the imposition of a reprimand by the class teacher; a reprimand by the head teacher may be imposed on a pupil only after discussion in the Board of Education - the head teacher or class teacher shall promptly notify the pupil and his/her legal representative of the award of a commendation or other award, the imposition of a warning or reprimand and the reasons for it in a demonstrable manner
- the award of a commendation or other award and the imposition of a reprimand or reprimand shall be recorded in the school's records, the award of a commendation or other award shall be recorded on the report card for the term in which it was given
- the class teacher may, at his/her own discretion or at the suggestion of other teachers, after consultation with the head teacher, award a pupil a commendation or other prize for a significant display of school initiative or for sustained successful work
- the headmistress may, on her own decision or on the initiative of another legal or natural person, after discussion in the board of education, award a pupil with a commendation or other award for an exceptional display of humanity, civic or school initiative, a meritorious or brave act or for long-term successful work

C. The grades of the student's behaviour at school and at school events shall be graded on the report card if classification is used:

Grade 1 (very good)

The pupil observes the provisions of the school rules and the rules of social behaviour. He/she behaves and acts in a polite, tactful, courteous and considerate manner, respecting others.

Grade 2 (satisfactory)

A student repeatedly commits minor infractions against school rules or rules of conduct. Alternatively,





he/she commits a more serious offence. Despite a reprimand from the class teacher, he/she commits further offences, thereby disrupting the educational activities of the school. Endangers the safety and health of himself or others. Approaches educational measures with a demonstrated desire to correct or improve his/her behaviour.

Grade 3 (unsatisfactory)

The student's behaviour at school is in stark contrast to the rules of good behaviour. He/she commits such serious misconduct as to seriously endanger the education or the safety and health of others. The pupil commits a serious offence against the school rules or rules of conduct. By his/her behaviour and actions he/she negatively affects the coexistence in the classroom or school. He/she either does not accept his/her misconduct and educational measures or is apathetic towards them and thus usually commits further offences.

Bullying, i.e. targeted and repeated aggressive attacks that cause harm, is considered a serious offence, a gross violation of school rules. Similarly, this may include mild forms of physical oppression that have been previously demonstrated and repeated.

C. Student learning outcomes in individual subjects are assessed in accordance with curriculum requirements. A pupil's progress in individual subjects is graded in the following grades:

- a. 1, 1-
- b. 2, 2-
- c. 3, 3-
- d. 4, 4-
- e. 5

During the evaluation, the results of the pupil's education and behaviour at school and at events organised by the school are evaluated in such a way as to make clear the level of education achieved by the pupil, in particular in relation to the expected outcomes formulated in the curriculum of individual subjects of the school's educational programme, to his/her educational and personality aptitudes and to the age of the pupil. The classification includes an assessment of the pupil's diligence and approach to learning and the contexts that affect his/her performance. When a pupil is assessed, a numeral shall be used to record the grade at the first level and a verbal indication



of the grade shall be used at the second level.

D. The *student's overall grade is expressed as a grade on the report card.*

The student is evaluated with a passing grade:

a) with distinction,

if he/she is not graded in any of the compulsory subjects set out in the school education programme with a grade worse than 2 - commendable, the average of the grades in all compulsory subjects set out in the school education programme is not higher than 1.5 and his/her behaviour is graded as very good; in the case of the use of verbal assessment or a combination of verbal assessment and classification, the school follows the rules for the assessment of pupils in accordance with Act 48/2005 Coll., §14(1)(e)

(b) prospered(a),

if he/she is not assessed in any of the compulsory subjects set out in the school curriculum with a grade 5 - insufficient or with a corresponding verbal assessment

(c) failed,)

if he/she is graded in any of the compulsory subjects set out in the school education programme with a grade 5 - insufficient or with a corresponding verbal grade on his/her report card

E. *Characteristics of grades and behavioural assessment - criteria*

For classification purposes, subjects are divided into three groups:

- subjects with a predominance of theoretical focus
  - subjects with a predominance of practical activities
  - subjects with a predominance of educational and artistic vocational focus
- CLASSIFICATION IN  
TEACHING SUBJECTS WITH A PREDOMINANCE OF THEORETICAL FOCUS

A student is classified if he/she meets 70% active participation. If the student does not have 70% active participation, the exam will be scheduled on an alternative date.



- the prevalence of the theoretical focus is in language, social sciences, natural sciences and mathematics. When classifying the results in these subjects, the teacher bases the classification on the requirements of the curriculum and the standard of basic education. When classifying, the teacher shall in particular:

- a. completeness, accuracy and persistence of the acquisition of the required knowledge, facts, concepts, definitions, laws and relationships
- b. the quality and extent of the skills acquired to perform the required intellectual and motor activities
- c. ability to apply acquired knowledge and skills in solving theoretical and practical tasks, in interpreting and evaluating social and natural phenomena and laws
- d. quality of thinking, especially its logic, independence and creativity
- e. an active approach to, interest in, and attitude towards activities
- f. accuracy, conciseness and professional and linguistic correctness of oral and written expression
- g. acquisition of effective methods of independent study

Educational results are classified according to the following criteria:

#### Grade 1 (excellent)

The pupil masters the required knowledge, facts, concepts, definitions and laws comprehensively, accurately and completely; understands the relationships between them. Performs required intellectual and motor activities promptly. Independently and creatively applies acquired knowledge and skills in solving theoretical and practical tasks, in interpreting and evaluating phenomena and laws. He/she thinks logically correctly and clearly displays independence and creativity. His oral and written expression is correct, precise and concise. Graphic expression is accurate and aesthetic. The results of his work are of good quality, with only minor shortcomings. He is able to study appropriate texts independently.

#### Grade 2 (commendable)

The pupil masters the required knowledge, facts, concepts, definitions and laws in a substantially comprehensive, accurate and complete manner. Performs the required intellectual and motor activities promptly. Applies acquired knowledge and skills independently and productively, or with little



prompting from the teacher, in solving theoretical and practical tasks, interpreting and evaluating phenomena and patterns. He/she thinks correctly, his/her thinking shows logic and creativity. Oral and written expression has minor deficiencies in accuracy, precision and conciseness. The quality of the results of the activity is generally without significant deficiencies. Graphic expression is aesthetic, without major inaccuracies. Is able to study appropriate texts independently or with little help.

#### Grade 3 (good)

The pupil has insignificant gaps in the completeness, accuracy and completeness of the acquisition of the required knowledge, facts, concepts, definitions and laws. Demonstrates deficiencies in performing the required intellectual and motor activities. Can correct major inaccuracies and errors with the teacher's assistance. Makes mistakes in the application of acquired knowledge and skills to theoretical and practical tasks. Applies knowledge and evaluates phenomena and patterns according to the teacher's suggestions. His/her thinking is generally correct but not very creative and there are errors in his/her logic. His oral and written expression is deficient in accuracy, precision and conciseness. There are more frequent deficiencies in the quality of his results, and his graphic expression is less aesthetic and less deficient. He is able to study independently according to the teacher's instructions.

#### Grade 4 (sufficient)

The pupil has serious gaps in the coherence, accuracy and completeness of the acquisition of the required knowledge. There is little fluency and major deficiencies in performing the required intellectual and motor activities. There are serious errors in the application of the knowledge and skills acquired in theoretical and practical tasks. He/she is not independent in using knowledge to interpret and evaluate phenomena. There are serious errors in the logic of thinking; thinking is not creative. His oral and written expression is seriously deficient in accuracy, precision and conciseness. There are deficiencies in the quality of the results of his work and in his graphic expression; his graphic expression is not very aesthetic. The pupil can correct serious deficiencies and errors with the teacher's help. He has great difficulty in independent study.

#### Grade 5 (insufficient)

The pupil has not acquired the required knowledge comprehensively, accurately and completely and has serious and significant gaps in it. The pupil's ability to perform the required intellectual and motor activities is very deficient. There are very serious errors in the application of the knowledge and skills



acquired in the solution of theoretical and practical tasks. He is unable to apply his knowledge when interpreting and evaluating phenomena and laws, even with the teacher's suggestions. He does not show independence of thought and has frequent logical deficiencies. In oral and written expression he has serious deficiencies in correctness, accuracy and conciseness. The quality of the results of his work and his graphic expression are seriously deficient. He is unable to correct serious deficiencies and errors even with the help of his teacher. Cannot study independently.

#### CLASSIFICATION IN SUBJECTS WITH A PREDOMINANCE OF PRACTICAL ORIENTATION

A student is classified if he/she meets 70% active participation. If the student does not have 70% active participation, the exam will be scheduled on an alternative date.

- the predominance of practical activities in primary school is given to work activities and computer science - the classification in these subjects is based on the requirement of the curriculum and the standard of basic education. In particular, the classification looks at:

- a. relationship to work, to the work team and to practical activities
- b. acquiring practical skills and habits, mastering effective ways of working
- c. using the acquired theoretical knowledge in practical activities
- d. the quality of the results of the activities
- e. organisation of own work and workplace, maintaining order in the workplace
- f. compliance with regulations on occupational health and safety and care for the environment
- g. economical use of raw materials, materials, energy, overcoming obstacles in work

Educational results are classified according to the following criteria:

##### Grade 1 (excellent)

Pupils consistently show a positive attitude to work, to the work team and to practical activities. The student uses the acquired theoretical knowledge promptly, independently and creatively in practical activities. Performs practical activities promptly and independently applies acquired skills and habits. He/she is safe in his/her work procedures and methods; he/she makes only minor mistakes and the results of his/her work are free from major deficiencies. He/she organises his/her own work efficiently and keeps the workplace in order. Consciously observes occupational health and safety regulations and actively cares for the environment. Uses raw materials, materials and energy economically. Actively overcomes obstacles.

##### Grade 2 (commendable)



Pupils show a positive attitude to work, to the work team and to practical activities. Independently, but less creatively and with less confidence, uses the acquired theoretical knowledge in practical activities. Performs practical activities independently, with no significant errors in procedures and working methods. The results of his work have minor shortcomings. He organises his own work efficiently and keeps the workplace in order. Consciously maintains regulations on health and safety at work and takes care of the environment. It makes small mistakes in the economical use of raw materials, materials and energy. Overcomes obstacles at work with occasional help from the teacher.

#### Grade 3 (good)

The pupil shows a relationship to work, to the work team and to practical activities with minor fluctuations. With the teacher's help, he/she applies the acquired theoretical knowledge in practical activities. Makes mistakes in practical activities and needs occasional help from the teacher with procedures and methods of work. The results of the work are deficient. Organises own work less efficiently, keeps workplace in order. Observes occupational health and safety regulations and contributes little to the creation and protection of the environment. Responding to the teacher's suggestions, is able to use raw materials, materials and energy economically. Overcomes obstacles in work only with frequent help from the teacher.

#### Grade 4 (sufficient)

The pupil works without interest and relationship to work, to the work team and to practical activities. The acquired theoretical knowledge can be used in practical activities only with the constant help of the teacher. In practical activities, skills and habits, he/she makes major mistakes. He/she needs constant help from the teacher in choosing procedures and ways of working. In the results of work has serious shortcomings. He is able to organise his work with the constant help of the teacher, he pays less attention to the orderliness of the workplace. Less attention is paid to compliance with occupational health and safety and environmental regulations. Violates the principles of economy in the use of raw materials, materials and energy. Overcomes obstacles at work only with the help of the teacher.

#### Grade 5 (insufficient)

The pupil does not show interest in and relationship to work or to the work team and practical activities. Even with the teacher's help, he/she is unable to apply the theoretical knowledge acquired in practical



activities. There are significant deficiencies in practical activities, skills and habits. Cannot progress in work even with the teacher's help. The results of his/her work are incomplete, inaccurate, not reaching the prescribed indicators. He is unable to organise his work at the workplace and does not keep the workplace tidy. He does not comply with occupational health regulations and does not pay attention to environmental protection. Does not use raw materials, materials and energy economically. Is seriously deficient in all assigned activities.

#### CLASSIFICATION IN SUBJECTS WITH A PREDOMINANCE OF EDUCATIONAL FOCUS

A student is classified if he/she meets 70% active participation. If the pupil does not have 70% active participation, an exam will be scheduled at an alternative date.

- the predominance of educational focus: art education, music education and physical education
- a pupil enrolled in special physical education shall be graded, with partial relief or relief recommended by a physician, taking into account the medical condition - when graded in the subjects referred to in paragraph 1, in accordance with the requirements of the curriculum:
  - a. degree of creativity and independence of expression
  - b. acquisition of the necessary knowledge, experience, activities and their creative application
  - c. knowledge of the laws of the given activities and their application in their own activities
  - d. quality of expression
  - e. the pupil's attitude to and interest in the activities
  - f. aesthetic perception, attitude to the work of art and to the aesthetics of the rest of society
  - g. in physical education, taking into account the pupil's health, general physical fitness, performance and care of his/her own health

Educational results are classified according to the following criteria:

#### Grade 1 (excellent)

The pupil is very active in the activities. He works creatively, independently, makes full use of his personal aptitudes and develops them very successfully according to the curriculum requirements in individual and collective expressions. His speech is aesthetically impressive, original, heartfelt, accurate in music and physical education. He applies acquired knowledge, skills and habits creatively. He has a



strong active interest in art, aesthetics, physical culture and shows an active relationship to them. Successfully develops his/her aesthetic taste, physical fitness.

#### Grade 2 (commendable)

The pupil is active, creative, mostly independent in activities based on the use of his/her personal aptitudes, which he/she successfully develops in individual and collective expression. His speech is aesthetically impressive and has only minor deficiencies in terms of curriculum requirements. The pupil creatively applies acquired knowledge, skills and habits in new tasks. Has an active interest in art, aesthetics and physical fitness. Develops aesthetic taste and physical fitness to the required extent.

#### Grade 3 (good)

The pupil is less active, creative, independent and prompt in activities. He/she does not use his/her abilities sufficiently in individual and collective expression. His/her speech is not very impressive and he/she makes mistakes. His knowledge and skills have more frequent gaps and he needs the teacher's help in applying them. He has insufficient active interest in art, aesthetics, conscription and physical culture. He does not develop his aesthetic taste and physical fitness to the required extent.

#### Grade 4 (sufficient)

The pupil is not very active and creative in activities. The development of his abilities and his expression are not satisfactory. He solves tasks with frequent errors. He applies knowledge and skills only with considerable help from the teacher. He shows very little effort and interest in activities and does not develop his aesthetic taste and physical fitness sufficiently.

#### Grade 5 (insufficient)

The pupil is mostly passive in the activities. The development of his/her abilities is unsatisfactory. His speech is mostly faulty and has no aesthetic value. He is unable to apply the minimal knowledge and skills he has acquired. He shows no interest in work and makes no effort to develop his aesthetic taste and physical fitness.

#### ASSESSMENT AND CLASSIFICATION OF PUPIL BEHAVIOUR - GENERAL PRINCIPLES

- the classification of pupils' behaviour is proposed by the class teacher in consultation with the teachers who teach in the class and with other teachers. It is decided by the head teacher after





discussion in the pedagogical council

- the criterion for classification of behaviour is compliance with the rules of behaviour (school rules), including compliance with the School Operating Regulations during the classification period
- the age, moral and intellectual maturity of the pupil shall be taken into account when classifying behaviour; measures taken to reinforce discipline shall only be taken into account if they have been ineffective
- Disciplining pupils' behaviour outside school - parents must be held fully responsible for their children's education. The school assesses and grades pupils for their behaviour in school. However, where there are compelling and demonstrable reasons to impose a disciplinary measure on a pupil, it appears objective to assess a pupil for behaviour

in particular at school, but in serious cases to take into account behaviour outside school if the school is directly involved in the case

#### **4. Principles and rules for student self-assessment**

In our school, almost all lessons have a final part dedicated to reflection (the three-phase R-U-R learning module), where the pupil has the opportunity to evaluate his/her own work (continuous assessment) using various methods (smiley faces, semaphore, five-letter word, free writing, self-assessment tables, ....).

It is the duty of our school to teach pupils the processes of evaluation and self-assessment, which is a gradual process related to the development of their thought operations (to be able to distinguish what is valuable, significant, essential)

the teacher creates space for the pupil to learn the process of self-assessment, in particular by:

- a. involves the pupil in the assessment, does not put emphasis on "comparison with other pupils"  
in the assessment, the pupil does not become a passive object of assessment
- b. uses other motivational methods, grades are not the only source of motivation
- c. leads the pupil to self-assessment during all subjects
- d. is an activating element in his/her learning process (joint activity of teacher and pupil)
- e. through self-assessment enables the pupil to know his/her strengths and weaknesses, to evaluate his/her learning progress and personal results



- f. enable the learner to participate actively in the assessment process, develop positive self-esteem and self-concept, be responsible for his/her learning outcomes, develop skills that are useful for life
- g. develops the pupil's ability to describe (also verbally) what he/she is not doing well, what he/she is still not good at, how he/she will proceed
- h. works tactfully with error - leads the student to understand that error should be seen as a natural part of the learning process and that working with error is an important means of effective learning
- i. based on pupils' self-assessment, plans teaching to meet individual pupils' needs, communicates with parents and pupils, analyses and improves teaching, sets realistic targets
- j. in the classroom, articulates clear, specific, and achievable learning goals for students
- k. shares the student's self-assessment with guardians to provide insight into the student's learning, communicates with them about learning, works with the child to achieve the learning goal
- l. creates a good social climate by promoting a positive
- m. it does not replace the student's self-assessment with his/her own assessment - it is only an important part of the assessment
- n. takes into account self-assessment when assessing the acquisition of the skills of the target competences and the skills of the cross-cutting themes

#### **5. Principles for the use of narrative evaluation in accordance with Section 15(2), including predetermined criteria**

The decision to use a broader verbal assessment is made by the school principal based on a teacher's proposal and the consent of the pupil's legal representative.

The results of the pupil's education in the individual compulsory and optional subjects set out in the school's educational programme and the pupil's behaviour at school and at events organised by the school are described in the case of the use of verbal assessment in such a way as to make clear the level of education achieved by the pupil, in particular in relation to the expected outcomes formulated in the curricula of the individual subjects of the school's educational programme, to the pupil's educational and personal aptitudes and to the pupil's age. Verbal assessment includes an assessment of learning outcomes

pupils in their development, evaluating their diligence, their approach to learning and in contexts that will affect their performance and indicate further development of the pupil. It also includes the rationale for the assessment and recommendations for preventing and overcoming any failures of the



pupil.

- the results of the pupil's education in the individual compulsory and optional subjects set out in the school curriculum and the pupil's behaviour at school and at events organised by the school shall be described in such a way as to make clear the level of education achieved by the pupil, particularly in relation to the expected outcomes formulated in the curriculum of the individual subjects of the school curriculum, to the pupil's educational and personal aptitudes and to the pupil's age
- Verbal assessment will include an assessment of the pupil's learning outcomes as they develop, an evaluation of the pupil's diligence and approach to learning and the contexts that affect their performance, and an indication of the pupil's future development
- it will also include the rationale for the assessment and recommendations for preventing and overcoming any student failures

Criteria selection (editable):

- intellect: general reasoning skills (intelligence); special skills (e.g. mathematical, logical, linguistic, etc.); organizational skills; acumen; planning; foresight; forms of thinking
- fantasy: richness of fantasy; creative fantasy; reconstructive fantasy; artistic fantasy
- expressive skills: speech: refined, concise, rich, expressive, written, clear, concise
- memory: speed of inculcation; length of memorization; speed of recall; quality of content of memorized material; objective or subjective type (distorts reality) - attention: persistence of attention; length and depth of attention
- feelings: compassion for others; emotional relationship to animals and things; depth; speed and persistence of feelings; aesthetic, intellectual and ethical feelings
- temperament: excitability; liveliness; quickness of reaction
- character tuning: optimistic, pessimistic
- Interests and ideals: richness of interests; quality of interests; interests in mathematics; literature; music; visual arts; acting; nature, etc.; permanence of interests



- attitude to learning and work: diligence; interest in learning; interest in manual work; interest in mental work; cooperates with school; life goal and focus
- relationship to teachers and leaders: recognizes the authority of the teacher and the school; directness; helpfulness; willingness; respectfulness; fearlessness; obedience
- relationship to people and classmates: sociability; willingness to help; politeness in behaviour; gentleness; submissiveness; yielding - intransigence; altruism; trustfulness; compassion; consideration; fairness; non-aggressive behaviour
- extroversion - introversion: sociability - closed-mindedness; likes - dislikes socializing with others; closed-mindedness - open-mindedness
- social manners and behaviour: courtesy; gentleness; tact; sociability; pleasant demeanour; helpfulness and courtesy; learned behavioural habits
- volitional qualities: perseverance; purposefulness; diligence; persistence in overcoming obstacles; sense of duty; responsibility; fulfilling duties; punctuality
- independence: solves tasks independently; independence in dealing with life situations (shopping, messages, etc.)
- sense of order: tidiness and tidiness of own belongings; care in organising school supplies, notebooks and books
- ambition: increased - decreased; reasonable (healthy)
- self-assessment: self-criticism; overestimating oneself - underestimating oneself
- fearlessness: not a trumpery; can oppose opinions with which he disagrees; bravery
- dominance - submissiveness: wants to control others; wants to organize; imperiousness; intransigence - concession; compromise; tolerance; wants to be led
- Moral qualities: honesty; truthfulness; openness; sense of truth; sense of fairness; altruism (already stated); good behaviour; responsibility (already stated); honesty, integrity; discipline; pride; conscience
- Social activity: initiative; social action; assertiveness; involvement in discussions; reports frequently



in class; suggests new things

- motor skills: overall motor dexterity; fine coordination of finger and hand movements (dexterity); enjoys manual work

Note: for some traits it is impossible to determine whether they are positive or negative from an ethical point of view (see e.g. temperament). For some, even their opposite cannot be determined, as they are only used in a pejorative sense (see linguistic peculiarities). The list can also be understood from different perspectives and can be expanded.

#### **6. Principles for the determination of the pupils' overall grade on the report card when using verbal assessment or a combination of verbal assessment and classification**

Principles for converting verbal assessment to classification or classification to verbal assessment for determining a student's overall report card grade

Benefit

Mastery of the curriculum prescribed by the syllabus:

- 1 - excellent (controls safely)
- 2 - commendable (in control)
- 3 - good (basically in control)
- 4 - sufficient (basically handles with assistance)
- 5 - insufficient (not in control)

Level of thinking

- 1 - excellent (quick, bright, understands the context well)
- 2 - praiseworthy (considers the total separately)
- 3 - good (less independence in thinking)
- 4 - sufficient (independent thinking)
- 5 - insufficient (answers incorrectly even to the guiding questions)



#### Level of expression

- 1 - excellent (concise and reasonably accurate)
- 2 - commendable (quite apt)
- 3 - good (does not express the ideas accurately enough)
- 4 - sufficient (expresses ideas with considerable difficulty)
- 5 - insufficient (answers even the guiding questions incorrectly)

#### Overall application of knowledge, problem solving, mistakes made by the student

- 1 - excellent (uses knowledge and skills reliably and consciously, works independently, accurately and confidently)
- 2 - commendable (can use knowledge and skills to solve tasks, makes only minor mistakes)
- 3 - good (solves tasks with the help of the teacher and with this help easily overcomes difficulties and eliminates mistakes)
- 4 - sufficient (makes significant mistakes, does not easily overcome them)
- 5 - insufficient (cannot complete practical tasks even with help)

#### Files and interest in learning

- 1 - excellent (active, learns conscientiously and with interest)
- 2 - praiseworthy (learns conscientiously)
- 3 - good (does not need much stimulation to learn and work)
- 4 - sufficient (little interest in learning, needs constant stimuli)
- 5 - insufficient (help and encouragement to learn are still

ineffective) Conduct (see paragraph two of this Order)

### **7. Advancement of pupils to higher grades**

- a pupil who, at the end of the second half of the year, has passed all compulsory subjects set out in the school's educational programme, with the exception of educationally oriented subjects set out in the framework educational programme and subjects from which the pupil has been exempted, unless the pupil has been allowed to repeat the year, will be promoted to the next year.

- if the pupil cannot be assessed at the end of the second half of the school year, the headmaster shall



set an alternative date for the assessment so that the assessment for the second half of the school year is carried out by the end of September of the following school year at the latest. Between September and the time of the assessment, the pupil shall attend the next higher year

- a pupil in the first stage of primary school who has already repeated the first stage will be promoted to a higher year

- the head teacher may, at the request of a pupil who has completed compulsory school attendance and who has failed or could not be assessed at the end of the second term, allow the pupil to repeat the year after assessing the pupil's academic record and the reasons given in the request

- a pupil who is fulfilling compulsory school attendance repeats a year if at the end of the second half of the year he/she failed or could not be assessed. This does not apply to a pupil who has already repeated a year at a given level of primary school; this pupil may be allowed to repeat a year by the headmaster at the request of his/her legal representative only for serious health reasons

- if the pupil cannot be assessed at the end of the first term, the headmaster will set an alternative date for the assessment so that the assessment for the first term is carried out no later than two months after the end of the first term. If it is not possible to assess even on the alternative date, the pupil shall not be assessed for the first term

### **8. Issuing report cards**

- each half-term, a report card is issued to the pupil on the last day of the school term; for the first half-term, an extract from the report card may be issued to the pupil instead of the report card

- the assessment of the pupil's educational performance on the report card is expressed in terms of a classification level (hereinafter referred to as "classification"), in words or in a combination of both. The method of assessment shall be decided by the school principal with the approval of the school board

- the school shall convert the verbal assessment into a classification or the classification into a verbal assessment in the case of a transfer of a pupil to a school that assesses in a different way, at the request of that school or the pupil's legal representative. For the purposes of admission to secondary education, a school which assesses verbally shall convert the verbal assessment into a classification



For a pupil with a developmental learning disability, the school principal decides whether to use verbal assessment at the request of the pupil's legal representative.

### 9. Method of obtaining data for evaluation

The teacher obtains the basis for the evaluation and classification of educational subjects and pupil behaviour mainly by the following methods, forms and means:

- continuous diagnostic observation of the pupil
- observation in terms of the student's preparation for teaching, work in class, effort, diligence, results and self-evaluation
- dialogue with the student in all segments of education (preparation, work, communication, cooperation with others, self-assessment) in terms of fulfilling the target competences of education
- continuous monitoring of pupils' performance and their readiness for lessons - various types of examinations (oral, written, graphic, practical, movement), didactic tests
- control written work and practical examinations, analysis of the results of pupils' activities
- consultation with other teachers and, where appropriate, with staff from educational psychological counselling services and health services, especially for pupils with more permanent mental and medical difficulties and learning disabilities
- interviews with the pupil and the pupil's legal representatives
- a primary school pupil must have at least two grades in each subject for each term, including at least one for the oral examination (the teacher informs the pupil of the result of each classification and points out the strengths and weaknesses of the evaluated speeches, performances, creations)
- grades are obtained by teachers continuously throughout the grading period (it is not permissible to retest pupils at the end of the grading period on the content of the entire grading period)
- in the case of oral examinations, the teacher shall notify the pupil immediately of the result of the assessment; the teacher shall notify the pupil of the results of written examinations and practical activities within 14 days at the latest





- the teacher communicates all grades taken into account in the overall classification to the pupil's representatives by means of an entry in the online pupil book, in person at class meetings or in consultation sessions to which the legal representatives are invited

- legal guardians who could not attend the school's appointed time will be given the opportunity for an individual consultation by the teacher - information about the classification and evaluation of the pupil's behaviour is communicated only to the pupil's representatives, not publicly

Teachers observe the principles of pedagogical tact, in particular:

- do not classify pupils as soon as they return to school after an absence of more than one week

- students do not have to write the material in absentia if it is not the only source of information

- the purpose of testing is to assess what a student can do

- the teacher grades only the material covered, assigning new material to the whole class to study on their own is not allowed

- before testing knowledge, pupils must have sufficient time to learn, practise and experience the material - only test knowledge after the material has been sufficiently practised - check written work and other types of examination should be spread evenly throughout the school year so that they do not accumulate excessively at certain times

- the teacher consults with the class teacher about the date of the examination (which should last more than 25 minutes) (only one examination of the above nature can be given on the same day), the teacher informs the other teachers in advance by making a note in the class book; the teacher archives the examination papers until the end of the following school year

- the teacher is obliged to keep a systematic and clear record of each classification of the pupil and the method of obtaining the marks (oral examination, written, etc.)

- in the event of a long-term absence or termination of employment during the grading period, the teacher shall forward the grading report to the substitute teacher or the school administration

- at the end of the grading period, the teacher ensures that the grades are entered in the class catalogue and ensures their completeness (the catalogue includes grades in individual subjects, educational measures given and other data on the pupil's behaviour, work activity and school activities)



- when a pupil is away from school for a longer period of time (medical and spa stays, temporary placement in institutions, etc.), the teacher respects the pupil's grades as communicated by the school at the institution where the pupil was placed; the pupil is not re-tested
  
- the grade is not determined on the basis of the average of the grading period; the final grade for the grading period must correspond to the grades obtained by the pupil and communicated to the parents
  
- cases of pupils' underachievement and behavioural deficiencies are discussed in the Board of Education, usually on 15 November and 15 April
  
- class teachers (or the educational advisor) are obliged to inform other teachers of the recommendations of psychological examinations that are related to the way of assessment and classification of the pupil and the way of obtaining evidence. The data on new examinations are included in the reports of teachers (or the educational advisor) at the pedagogical council.

#### **10. Details of commission and remedial examinations**

##### Commissioning examinations

- if the pupil's legal representative has doubts about the correctness of the evaluation at the end of the first or second semester, he/she may, within 3 working days from the date on which he/she became aware of the evaluation, but no later than 3 working days after the report card was issued, request the school principal to have the pupil examined by a committee; if the pupil's teacher in the school principal, the regional authority. The examination shall be held within 14 days of the receipt of the application or at a time agreed with the pupil's legal representative
  
- the commission for the board examination (hereinafter referred to as the 'examination') is appointed by the school principal; if the school principal is the teacher of the subject, the commission is appointed by the regional authority
  
- The Commission is composed of three members and consists of:
  - a. the chairperson, who is the school principal or, where appropriate, a teacher appointed by the school principal, or, if the school principal is the teacher of the subject in question, another teaching staff member appointed by the regional authority



- b. an examining teacher, who is the teacher of the subject in the class in which the pupil is assigned, or another teacher of the subject
- c. a chairperson, who is another teacher of the subject or of a subject of the same educational area set out in the Framework Educational Programme for Primary Education

- in justified cases, the regional authority may decide to hold a remedial examination and a board examination at another primary school. The examination shall be attended by a school inspector at the request of the regional authority

- the result of the examination can no longer be challenged by a new application for examination. The result of the examination shall be determined by a vote of the Board. The result of the examination shall be expressed in terms of a verbal evaluation or a pass mark. The school principal shall communicate the result of the examination in a demonstrable manner to the pupil and the pupil's legal representative. In the event of a change of grade at the end of the first or second term, a new report card shall be issued to the pupil

- a record of the examination is made, which becomes part of the school's documentation - a pupil can only take an examination in one subject on one day. If, for serious reasons, it is not possible to examine the pupil on the set date, the appointing authority shall set an alternative date for the examination

- the specific content and scope of the examination shall be determined by the school principal in accordance with the school's educational programme

- passing the examination does not affect the possibility of taking a remedial examination.

- pupils in the ninth year and pupils who have not yet repeated a year at a given level of primary school, who have failed no more than two compulsory subjects at the end of the second half of the year, with the exception of educationally oriented subjects, take remedial examinations

- make-up examinations shall be held no later than the end of the school year in question at a date set by the school principal. A pupil may take only one make-up examination on any one day. Make-up examinations shall be by examination board

- a pupil who fails to pass the make-up examination or fails to attend the examination fails. For compelling reasons, the school principal may set an alternative date for the pupil to take the make-up examination no later than 15 September of the following school year. In the meantime, the pupil shall



be placed in the next higher year, or again in the ninth year

- in justified cases, the regional authority may decide to hold a remedial examination and a board examination pursuant to section 52(4) at another primary school. The examination shall be attended by a school inspector at the request of the regional authority

### **11. Method of evaluation of pupils with special educational needs**

- a pupil with special educational needs is a person with a disability, health disadvantage or social disadvantage. A disability is a mental, physical, visual or hearing impairment, speech impairment, multiple disabilities, autism and developmental learning or behavioural disabilities

- a disability is a health impairment, long-term illness or minor medical disorder leading to learning and behavioural difficulties that require consideration in education

- social disadvantage means:

- a. family environment with low socio-cultural status, threatened by socially pathological phenomena
- b. ordered institutional education or imposed protective education
- c. the status of an asylum seeker and a participant in the asylum procedure in the territory of the Czech Republic according to a special legal regulation

- the school shall take into account the symptoms of a specific learning or behavioural disorder in the assessment and classification of the pupil, and may, after consultation with the special education institution, individually adjust the method of assessment and classification of the pupil in individual subjects

- the motivational component of assessment (assessment of the phenomena that the pupil has mastered) will be given priority in the assessment and classification of pupils. It is appropriate to use different forms of assessment - assessment with indication of errors, scoring

- e.g. in language teaching, oral acquisition will be given priority, text completion will be reduced, dictation will be reduced and the way of writing will be individually adapted, shorter texts will be used in reading - comprehension will be checked, in writing the criterion of readability will be preferred to neatness

- For a pupil with a developmental learning disability, the school principal decides to use verbal



assessment at the request of the pupil's legal representative

- the assessment of the pupil's educational performance on the report card is expressed in terms of a classification level (hereinafter referred to as "classification"), in words or in a combination of both - a pupil enrolled in health physical education with partial exemption or with exemptions recommended by a physician will be classified in physical education taking into account the type and degree of disability and his/her overall health

- the school shall convert the verbal assessment into a classification or the classification into a verbal assessment in the case of a transfer of a pupil to a school that assesses in a different way, at the request of that school or the pupil's legal representative. For the purposes of admission to secondary education, a school which assesses verbally shall convert the verbal assessment into a classification

- a broader verbal assessment may also be preferred when classifying a pupil

- Education of pupils with special educational needs and gifted pupils is governed by Decree No. 48/2005 Coll., on basic education, unless otherwise stipulated by special legislation

Note: the teacher will communicate to other pupils in an appropriate manner the nature of the individual approach and the method of assessment and classification of a pupil with special educational needs.

#### Assessment of gifted pupils

- an exceptionally gifted pupil is an individual whose distribution of abilities reaches an extraordinary level of high creativity in the whole range of activities or in particular areas of reasoning, movement, artistic and social skills

- the identification of a pupil's exceptional talents is carried out by the school counselling centre

- the headmaster may transfer an exceptionally gifted pupil to a higher grade without completing the previous grade on the basis of an examination before a committee appointed by him.

- the content and scope of the examinations shall be determined by the school principal

- the student will not be issued a report card for the missed year. Subsequent report cards will indicate on the back which years the pupil has not completed - an individually educated pupil will be tested on the relevant curriculum for each half-term. If an individually educated pupil cannot be assessed at the



end of the relevant half-term, the head teacher shall set an alternative date for the assessment of the pupil, so that the assessment is carried out no later than two months after the end of the half-term. The head teacher shall withdraw the authorisation for individual education if the pupil fails to pass the assessment at the end of the second half of the relevant school year or if the pupil cannot be assessed at the end of the half-year or at the alternative date

Evaluation of pupils who are not citizens of the Czech Republic

- In the assessment of pupils who are not citizens of the Czech Republic and are attending compulsory school in the Czech Republic, the level of Czech language proficiency achieved is considered a significant factor affecting the pupil's performance.

- when assessing these pupils in the educational content of the educational field of Czech language and literature determined by the Framework Educational Programme for Primary Education, at the end of three consecutive semesters after the start of school attendance in the Czech Republic, the level of Czech language proficiency achieved is always considered to be a significant factor affecting the pupil's performance.

- To help pupils whose mother tongue is not Czech to master the Czech language more effectively, our school creates suitable conditions, especially by having a school assistant working with the teacher in the classes where these pupils attend, to support the pupils in acquiring the Czech language.

## **12. Individual education**

Individual education may be permitted for a pupil in the first stage of primary school. An individually educated pupil shall take examinations in the relevant curriculum each term at the school where he or she has been admitted to compulsory schooling. If an individually educated pupil cannot be assessed at the end of the relevant half-term, the headmaster shall set an alternative date for his assessment, but not later than two months after the end of the half-term.

A pupil who fulfils compulsory school attendance by individual tuition always takes examinations in the subjects listed in the curriculum of the relevant year, with the exception of education.

If the pupil has failed or cannot be evaluated at the end of the second semester of the school year in question, the school principal will cancel the individual education permit.

If a legal representative has doubts about the correctness of a pupil's assessment, he or she may, within



8 days of the examinations, request in writing that the school principal (regional office) retest the pupil. If the school principal or the regional authority accepts the request, it shall order a board examination of the pupil.

### 13. Conclusion

Evaluation of the progress and results of pupils' learning and behaviour is:

- unequivocal
- comprehensible
- comparable to predetermined criteria
- factual
- versatile

The evaluation is based on an assessment of the degree of achievement of the expected outcomes formulated in the curricula of individual subjects of the school educational programme. The assessment is pedagogically justified, professionally correct and documented.

The document enters into force on 1 September 2023

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Prepared by the school principal: Mgr. Mgr. Jarmila Dvořáková

Discussed by the Board of Education on 31.8.2023

In Brandýs nad Labem on 31.8.2023