

Table P 1: Basic Scale and Parameters

Evaluation System Levels and Elements	Measurements, Evaluations	Specification				
Key Evaluation Areas reflect compliance with Section 174, Subsection 2 of the Education Act:	Qualitative Evaluation	summary conclusions and evaluation of the key areas				
Criteria <ul style="list-style-type: none"> - include extensive parts of the key evaluation areas - are based on the applicable legal regulations - are specified upon the conclusions contained in the strategic documents on the development of the educational system 	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>N</td> </tr> </table>	1	2	3	N	a three-level rating scale is always used for the evaluation of individual criteria and sub-criteria.
1	2	3	N			
Sub-criteria represent the content of subareas of the given criterion, their definition is optional	- → +*	the 'N' option – cannot be determined or was not examined.				
Indicators <ul style="list-style-type: none"> - represent the nature of the examined events, matters, specific value within the given sub-criterion (criterion) - can be of both a qualitative and quantitative character - are defined on a theoretical-practical basis - are linked to one another and enable to recognise the connections between monitored events 	Quantity	actually determined numeric value				
	Percentage	the relative portion of a predefined total value (percentage, direct or additional calculation)				
	Yes – No	determination as to whether or not the examined events, activities or matters occur				
	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>N</td> </tr> </table>	1	2	3	N	
1	2	3	N			
The selection in term of the extent and character of the indicators is determined upon an analysis of their predictive value – usually after the end of the monitored period, rarely during its course.	- → +*	the indicators are rated using this scale				

* The minus '–' and '+' signs indicate the negative and positive orientation of the scale.

General Qualitative Characteristics of the Three-Level Rating Scale

Based on an overall evaluation of the individual aspects (indicators) of the given criterion, the objective behind the use of this rating scale is to determine whether or not the inspected entity has been able to achieve an 'average' ranking, based on regional or national standards for that respective type of schools or school facility for the given criterion (2); whether the entity has achieved 'above-standard' results (3); or, whether the entity failed to achieve the average standard results and, as a result, the situation can therefore be categorized as being of a 'high risk' (1); or, possibly, that the conditions in the respective schools and school facility could not be determined or were not examined (N). The following are the general definitions that were used by the inspectorate for these different ratings:

- 1 The criterion being evaluated shows substantial negative conditions; legal violations are taking place during the respective activities; there is a lack of compliance with the school educational programme (approved curricular documents); the planning and management processes that are part of the effort to maintain the desired level of quality