

**Table P 1: Basic scale and parameters**

Levels and elements of the evaluation system	Measurement, evaluation				Description
<b>Principal evaluation areas</b> - expresses how the provisions of Sec. 174 (2) of the Education Act are met	<b>Qualitative evaluation</b>				summary conclusions and evaluation of the given areas
<b>Criteria</b> - include extensive parts of principal areas of evaluation - stem from the provisions of legal regulations - are clarified on the basis of conclusions of strategic documents for education development  <b>Sub-criteria</b> - express the content of individual parts (areas) of a given criterion; they do not always need to be defined	1	2	3	N	- three-level scale is always used to evaluate criteria and sub-criteria - N variant – cannot be detected, was not monitored
	–      →      +*				
<b>Indicators</b> - express the content of monitored phenomena, facts, real value within the given sub-criterion (criterion) - are of qualitative and quantitative nature - definitions have both theoretical and practical basis - indicators are mutually inter-connected and make it possible to identify causalities of monitored phenomena - selection in terms of scope and nature of an indicator is made more precise on the basis of an analysis of their real value, usually after the end of the monitored period, only exceptionally during the monitored period	<b>number</b>				actually detected number
	<b>proportion</b>				a part of a previously defined unit (as percentage, direct or additional calculation)
	<b>yes – no</b>				indication of whether monitored phenomena, activities, and facts exist or do not occur
	1	2	3	N	a scale is used for evaluation of an indicator
–      →      +*					

\* Signs – and + mark orientation of a scale

**Table P 2: Terminology for individual levels of evaluation of principal areas and overall evaluation of a school**

Corresponds to level 1	Corresponds to level 2	Corresponds to level 3	Corresponds to variant N
<i>Substandard</i> , adverse situation prevails; risks are inadmissible, critical	<i>Standard</i> (average) situation prevails, evaluated area is functional, risks are admissible, marginal	<i>Above-standard</i> (above-average) situation unambiguously prevails; risks are unimportant, negligible	<i>The give area could not be evaluated, in compliance with the assignment</i> (this variant shall not be used for overall evaluation of a school)
<b>Substandard situation</b>	<b>Average, functional (standard) situation</b>	<b>Above-standard (above-average) situation</b>	