(82%) and assigned tasks developed the logical thinking of students (91%); however, formulating goals and conclusions was good in only 78% of schools. In more than half of mathematics lessons students made estimations of results, they solved examples independently and verified results. In 59% of lessons students transferred the assigned tasks into formal mathematical language. Students participated in 39% of lessons actively in proving natural laws and other similar relations. In almost 47% of lessons students worked with information technologies and had suitable software at their disposal. Students used results of their work on PC in practice in nearly one third of schools.

Conclusions on specified criteria and explanatory level of used indicators for evaluating mathematical literacy

When specifying a general framework for the evaluation of mathematical literacy, the Czech School Inspectorate used the definition of mathematical competence included in the European Reference Framework of key competences, the description of mathematical literacy in PISA 3 (2006) research and the content of the curricula for mathematics for individual levels of education. On the basis of all the sources used it was apparent that the aim was not to learn only mathematical knowledge and skills themselves but the aim should be their functional usage in different situations and in different ways. The selection of indicators and criteria for evaluation of mathematical literacy as well as the manner for their verification corresponded to the aforementioned concept. The specified criteria and the overall framework of evaluation enable CSI thoroughly to assess the personnel as well as material conditions of schools for the development of mathematical literacy. CSI is able, through the criteria selected for the verification of the quality of teaching of mathematics, to identify to what extent teachers could effectively develop the competences of students to solve mathematical examples, independently improve their mathematical literacy and to apply their knowledge in their preparation for a profession as well as in their current lives.