



An option of comparative evaluation of educational achievement is indispensable, *inter alia*, for making a decision on the future education path both for pupils of basic schools and students of secondary schools. This role should be played at basic schools by national tests to be taken in the 5th and 9th grades of basic schools. In general, this objective is defined in the White Paper, and the MEYS prepared and verified such examinations within the activities of the CERMAT organisation. In 2007 work on the introduction of the above examinations was stopped and nor are they mentioned in the Long-term Policy Objectives for 2007. This means that the objective of the standardised evaluation of pupils of basic schools has not been met so far. The general public is aware of the PISA and TIMSS tests comparing the level of knowledge and skills concerning mathematical, reading, and natural science literacy as well as abilities to solve problems. Results of such tests are published within international comparative studies, whilst the results of individual schools are not public and therefore cannot be used as “benchmarks” for inspection evaluations.

A number of schools use tests incorporating tasks for 5th and 9th grades available from PISA and TIMSS studies as well as from CERMAT projects for their self-evaluation or they accept tests offered by private companies. Only a minimum of schools have used the opportunities offered by the EUROPASS project. Despite the different purposes of the aforementioned testing systems their benefit for pedagogical diagnostics of pupils' educational needs and for correct setting of the quality of education is unquestioned. The final evaluation of basic educational achievement remains a problem as well.

The CSI evaluated the quality of basic education in the schools visited using 16 selected characteristic features included in the National Criteria Framework in accordance with the requirements stipulated by the Education Act and Framework Education Programmes but inspectors also used outcomes of their own evaluations of schools. For summarised results see Table B2.

Evaluation of Development of Personality of Basic School Pupils

The CSI focused on the evaluation of the overall success rate achieved by children in pre-school education in relation to aims stipulated by the Education Act² with a fundamental criterion being the assessment of how efficient the support for the personality development of pupils is. The CSI has detected what the level of support provided to pupils by teachers in the course of class instruction is. For more information obtained through monitoring of the organisation, forms and methods in basic education see Table B14. Tables from B14a to B14g encompass comparisons of the occurrence of modern approaches and contemporary teaching methods divided according to individual school subjects.

A range of schools involved in basic education attempted to exhibit their distinctive characteristics in SEPs, although the number of schools providing extended teaching of some school subjects has decreased when their numbers are compared with those of the previously reviewed school year.

Pupils were interested predominantly in the English language, physical training, arts and culture, and ICT. School profiling demonstrated obvious influence and priorities of development programmes, with the largest support provided to the projects aimed at environmental education, instruction and culture.

² *Sec. 44 Through basic education pupils shall acquire necessary learning strategies on the basis of which they should be motivated for life-long learning, learn how to think creatively and solve problems, effectively communicate and cooperate, protect their physical and mental health, creative values and the environment, learn how to be considerate and tolerant towards other people, different cultures and spiritual values, to recognise their abilities and real possibilities and to apply these together with knowledge and skills acquired in deciding on their life path and professional career.*