



and other schools are summarised in Table B14, where the data are also compared with those from basic schools. Data included in Tables from B14a to B14g allow for comparisons of the occurrence of contemporary approaches to class instruction and teaching methods divided according to individual school subjects.

Methods and the content of evaluation are specified in school education programmes drawn up independently by schools. However, each SEP is based on a particular FEP. Nevertheless, objectives formulated in FEPs are not very specific, thus allowing for large differences. School rules for the evaluation of pupils contained in SEPs and instructions encompassed in school Rules of Order often differ. Marking using the scale from one to five still prevails. Pedagogical Boards of schools are rather passive when evaluating overall school and group results.

Evaluation of students' achievement at the time of their completion of secondary education is regulated by the Education Act, the FEP, SEPs and the head teacher of the relevant school. In the past school year the concept of school-leaving examination reform was tested in SSs.

Evaluation of Development of Personality of Secondary School Student

The CSI concentrated predominantly on monitoring the course of education in secondary general schools with the emphasis put on grades where students were taught in compliance with SEPs. When carrying out evaluations the efforts of teachers to take into account the abilities of students are evaluated positively. When giving tasks teachers strove to support and motivate all students to learn actively. However, whole-class presentation was still the prevailing method of teaching. Activities of students were not very varied thus students had only a few opportunities to use available aids in the course of instruction or to discuss some issues with teachers. The CSI also recommends schools to focus more than before on the structuring of data and information and links between them, on strengthening relations between individual subjects and arts and/or culture, on historical context and the relation of subjects to the preservation of the environment.

ICT equipment was used in 32.2% of observed lessons, of which correct and efficient use of ICT in relation to the implemented activities was seen in 82% of cases.

Evaluation of Students' Achievement in Enrolment Proceedings

The prerequisite for being admitted to a secondary school is to complete compulsory school attendance and to satisfy the conditions specified for admission by the head teacher of the relevant SS. And again the head teacher also decides on the admission of students. An admission examination can be part of the enrolment proceedings (or an examination testing the artistic abilities of an applicant). The admission examination is prepared by individual schools. Enrolment proceedings for admission to conservatoires are implemented in the form of an examination testing the respective innate abilities of applicants for artistic accomplishment so that talents of applicants can be assessed.

Pupils can apply for admission to three schools according to their own choice. Those who have not been admitted can participate in the next round of enrolment proceedings in schools offering vacancies.

Using the Option to File Three Applications for Education in Secondary Schools

The majority of applicants (55.0%) used their right to file three applications in the first round of enrolment proceedings and the proportion of such students in SGSs rose to 62.9%.

The proportion of students admitted to more than one school was 64.0%; in SGS this proportion accounted for 73.6%.

It was confirmed that the concerns of secondary schools relating to this new procedure were justified and the procedure itself causes not only a rise in administration