



## VI. School Systems of Self-evaluation and Checks

**Systematic assessment of educational achievement** in accordance with the requirements of FEP was correctly specified in 74 % of SEPs while the rules for assessment of pupils were met in only 67 % of SEPs. Approximately 9 % of basic schools exhibited serious risks in their school systems of evaluations of pupils; on the other hand, 7 % of schools were in the category of good practice. 6.7 % of basic school pupils appealed against the classification (marking) or their evaluation.

Since 2007 systems of pupils' achievement have been gradually improved but tools for nation-wide monitoring of the results of education are still lacking at the republic-wide level. Thus schools did not have any standards and it was difficult for them to make the required level of results to be achieved by pupils in individual grades more precise. The "free hand" in content, time arrangement and organisation included in SEPs appears to be negative when pupils decide to leave for another school.

Teachers are lacking tools for pedagogic diagnostics in order to correctly identify support according to the competences of pupils. Results of enrolment proceedings and large differences in the success of pupils when they start to attend secondary schools proved that schools assess their pupils very differently and therefore final assessment of basic school pupils cannot be considered as a key criterion for the secondary school where the relevant pupil wants to continue his/her education.

When dealing with complaints, suggestions and appeals against marking it is a problem to ensure the rights of pupils to fair assessment (as regards appeals against marking, school management evaluated 30 % of them as being justified; in the given area the CSI resolved 51 complaints and 19 of them appeared to be justified).

It was positive that 61 % of basic schools used testing methods for the verification of results of pupils. Most frequently these were school tests, but 30 % of schools used commercial tests or free tasks from the list of PISA, TIMSS and the Centre for Information on Education (hereinafter referred to as the "Centre").

In the framework of preparation for the pilot testing of pupils of the 5<sup>th</sup> and 9<sup>th</sup> grades and corresponding grades in six- and eight-year secondary general schools the CSI, in compliance with the Programme Statement of the Government, prepared an analysis of school results gathered from external surveys carried out in 9<sup>th</sup> grades by the Centre in 2008 and by OECD/PISA in 2009. Results of the sample of 98 schools where inspections had been performed were mutually compared. Comparisons showed that the results of the Czech Republic in the surveys carried out by PISA were decreased because of worse results of pupils of basic schools. On the other hand, according to their results pupils of participating secondary schools would have occupied the top positions. Results of pupils attending secondary general schools considerably exceeded the best countries. Schools which had the chance to participate in national surveys held by the Centre in 2008 achieved better PISA results in 2009. The difference between the weakest and best schools was usually higher among schools which had not participated in surveys carried out by the Centre in 2008. Outcomes of