

(38) Frequent grade repetition, tracking and streaming of students in the early phase of education and high school competition belong to the most relevant factors of high disparities in education performance of the OECD countries of our interest.

(39) There are a number of large-scale initiatives focused on literacy and numeracy development in the OECD countries of our interest (e.g. the Australian Initiative, or the Norwegian *Science for the Future* strategy). Methodologically, the initiatives are embedded in the strategic planning processes. Thus, an evaluation and monitoring system is formulated. Results of national testing are traditionally used. Alternatively, more qualitative expert evaluation may be used.

(40) Efficient evaluation and monitoring system of literacy and numeracy development is conditioned by the accessibility and quality of statistical indicators – SMART indicators. Systematic organization of statistical indicators is relevant as well. Thus, the levels of inputs, outputs and outcomes ought to be distinguished.

(41) In the Czech Republic, there is a wide range of rather uncoordinated instruments which are focused on literacy and numeracy development. Moreover, a systematic organization of statistical indicators and an efficient evaluation and monitoring system of literacy and numeracy development are missing. Therefore, the principles of strategic planning are not respected.

(42) There are different attitudes to positive and negative impacts of the state organized standardized testing in the Czech Republic. School directors and teachers disagree with any impact of the state organized standardized testing more often than school inspectors or employers. Generally, conflicts between proponents and opponents of national standardized testing may be anticipated.

(43) Respecting the findings from the preceding point, there are different attitudes to the objectivity of results provided from the state organized standardized testing in the Czech Republic. There are equal shares of school directors and teachers who agree and disagree with the assertion. It is noteworthy that international tests PISA and PIRLS/TIMSS are more trustworthy than the state organized standardized testing in the Czech Republic.

(44) The state organized standardized testing is generally perceived as an instrument which may be used for the identification of educational needs of students. In this regard, the state organized standardized testing provides opportunities to be used in the intervention strategies focused on the students with the worst education results. Also the link between the state part of the Matura exam and the entrance to tertiary education is perceived positively. However, there are doubts on objectivity of the exam.

(45) The compliance between school education programmes, education content and the state organized standardized testing is generally perceived to be high. On the contrary, there are different attitudes to the question on publishing the results from the state organized standardized testing. School directors and teachers disagree with the publishing more often than parents, employers, regional and local authorities. Once again, conflicts between proponents and opponents of national standardized testing may be anticipated. Finally, the relationship between the results of the state organized standardized testing on one hand and financial allocation on the other is perceived rather negatively.

(46) The following findings may be further identified:

- The ICT based state organized standardized testing is highly preferred.
- Whole-population state organized standardized testing is slightly preferred to sample based testing.
- Commercial testing is not perceived to be better than the state organized standardized testing.
- There is a general interest in strengthening the advising role of the Czech School Inspectorate.