

Assessment criteria

1. Pupil assessment is:
 - unambiguous
 - understandable
 - comparable to predetermined criteria
 - factual
 - versatile
2. The evaluation is based on an assessment of the degree of achievement of the expected outcomes formulated in the curriculum of individual subjects. The evaluation is pedagogically justified, professionally correct and verifiable.
3. In the evaluation, the teacher takes into account the age of the pupil, his / her educational and personal preconditions and the fact that the pupil may have fluctuated in learning performance for a certain indisposition during the classification period. The classification includes the evaluation of the pupil's diligence and his approach to education also in the contexts that affect his performance.
4. During the evaluation, the teacher assesses the results of the work objectively, with no subjective influence.
5. Teachers do not evaluate students immediately after their return to school after their absence. The purpose of testing is not to find gaps in the student's knowledge, but to evaluate what he can do. The teacher classifies only the taught curriculum, before testing the knowledge, students must have enough time to learn, practice and experience the curriculum.
6. Class teachers are obliged to inform other teachers with the recommendations of psychological examinations that are related to the method of pupil assessment and the method of obtaining materials. All teachers follow the folder with information about integrated students in the classroom.

II.

Students' self-evaluation

1. The student has the right to express his / her self-evaluation, which is part of the evaluation process.

2. The student is led to think about their successes and failures and learns to formulate them.
3. Self-assessment should increase the student's motivation and interest in school work.
4. Pupils carry out written self-assessment at least twice a year, according to their age and abilities, according to the syllabus.

III.

Assessment levels -marks

1. Pupil achievement in individual subjects is assessed by the following levels:
 - 1 – excellent (výborný)
 - 2 – good (chvalitebný)
 - 3 – fair (dobrý)
 - 4 – sufficient (dostatečný)
 - 5 – insufficient (nedostatečný)
2. The following shall be used to record the grade on the half term and final school report card:
 - Lower primary (classes 1 -5) - mark
 - Upper primary (classes 6-9) – assessment comment
3. Release from particular subject - on the basis of the parents' request and a medical certificate, the school principal will issue a decision for the given subject and for the relevant period of the school year. The student is not evaluated in the given subject.
4. In the case of a pupil with a proven specific learning or behavioural disorder, the nature of the disability shall be taken into account in its assessment and classification. If it is necessary the school principal decides to use a broader verbal assessment at the request of the pupil's parents.
5. In the evaluation of students who are not citizens of the Czech Republic, the achieved level of knowledge of the Czech language is considered to be a serious connection that affects the pupil's performance.
6. When evaluating pupils who fulfil compulsory school attendance abroad, the procedure is in accordance with §18 of Decree no. 48/2005.
7. The criteria for the evaluation are given by the nature of the subject and its specifics.

a) Subjects with a predominance of theoretical focus:

These include: language, social sciences, science and mathematics

Requirements of the School Educational Program:

- the coherence, accuracy and permanence of the acquisition of the required knowledge, facts, concepts, definitions, regularities and relationships, the quality and extent of the skills acquired to perform the required intellectual and practical activities
- the ability to apply the acquired knowledge and skills in solving theoretical and practical tasks, in the interpretation and evaluation of social and natural patterns
- quality of thinking, especially its logic, independence and creativity
- approach to activities, interest in and relation to them, accuracy, conciseness and professional and linguistic correctness of oral and written expression
- quality of performance
- mastering effective methods of independent study

Educational results are graded according to the following criteria:

Grade 1 - excellent (výborný)

The student masters the required knowledge, facts, concepts, definitions and regularities in a comprehensive, accurate and complete manner and understands the relationships between them. He promptly performs the required intellectual and motor activities. He independently and creatively applies the acquired knowledge and skills in solving theoretical and practical tasks, in the interpretation and evaluation of phenomena and patterns. He thinks logically correctly, he clearly shows independence and creativity. His oral and written speech is correct, accurate and concise. The graphic expression is precise and aesthetic. The results of its activities are good, with only minor shortcomings. He is able to study suitable texts independently.

Grade 2 – good (chvalitebný)

The student masters the required knowledge, facts, concepts, definitions and regularities in a coherent, accurate and complete manner. He promptly performs the required intellectual and motor activities. Independently and productively or according to smaller suggestions of the teacher, he applies the acquired knowledge and skills in solving theoretical and practical tasks, in the interpretation and evaluation of phenomena and laws. He thinks correctly, logic and creativity are manifested in his thinking. Oral and written speech tend to have minor shortcomings in accuracy, precision and conciseness. The quality of the results of the activity is usually without significant shortcomings. The graphic expression is aesthetic, without major inaccuracies. He is able to study suitable texts independently or with less help.

Grade 3 – fair (dobrý)

The student has insignificant gaps in the coherence, accuracy and completeness of the acquisition of the required knowledge, facts, concepts, definitions and regularities. He shows shortcomings in performing the required intellectual and motor activities. He can correct more significant inaccuracies and errors

with the help of the teacher. Mistakes are made in the application of acquired knowledge and skills in solving theoretical and practical tasks. He applies knowledge and evaluates phenomena and patterns according to the teacher's suggestions. His thinking is quite correct, but not very creative, there are mistakes in his logic. He has shortcomings in accuracy, precision and conciseness in his oral and written submissions. There are more frequent shortcomings in the quality of the results of its activities, the graphic expression is less aesthetic and has fewer shortcomings. He is able to study independently according to the teacher's instructions.

Grade 4 – sufficient (dostatečný)

The student has significant gaps in the coherence, accuracy and completeness of the acquisition of the required knowledge. He is less prompt and has major shortcomings in performing the required intellectual and motor activities. There are serious mistakes in the application of acquired knowledge and skills in solving theoretical and practical tasks. It is independent in the use of knowledge for the interpretation and evaluation of phenomena. There are serious mistakes in the logic of thinking, thinking is not creative. His oral and written statements have serious shortcomings in accuracy, precision and conciseness. There are shortcomings in the quality of the results of its activities and in the graphic expression, the graphic expression is not very aesthetic. The pupil can correct serious shortcomings and mistakes with the help of the teacher. He has great difficulties studying independently.

Grade 5 – insufficient (nedostatečný)

The student has not mastered the required knowledge comprehensively, accurately and completely, there are serious and significant gaps in them. His ability to perform the required intellectual and motor activities has very significant shortcomings. There are very serious mistakes in the application of acquired knowledge and skills in solving theoretical and practical tasks. In the interpretation and evaluation of phenomena and regularities, he is unable to apply his knowledge even with the teacher's suggestions. He does not show independence in thinking, he has frequent logical shortcomings. He has serious shortcomings in accuracy, precision and conciseness in his oral and written speech. He cannot correct serious shortcomings and mistakes even with the help of a teacher. He cannot study independently.

b) Subjects with a predominance of practical focus

These include: IT, craft, technical activities,

Requirements of the School Educational Program:

- attitude to work, work team and practical activities
- acquisition of practical skills and habits of mastering effective ways of working

- use of acquired theoretical knowledge in practical activities
- activity, independence, creativity, initiative in practical activities
- quality of performance
- organization of own work and workplace, maintaining order in the workplace
- compliance with health and safety regulations and care for the environment
- efficient use of raw materials, materials, energy, overcoming obstacles at work
- operation and maintenance of laboratory equipment and aids, tools, instruments and gauges

Educational results are graded according to the following criteria:

Grade 1 - excellent (výborný)

The student consistently shows a positive attitude towards work, the work team and practical activities. He promptly, independently and creatively uses the acquired theoretical knowledge in practical activities. Performs practical activities promptly, independently applies acquired skills and habits. Safely masters procedures and ways of working; he makes only minor mistakes; the results of his work are without major shortcomings. He efficiently organizes his own work, keeps the workplace in order. He consciously complies with regulations on safety and health at work and actively takes care of the environment. He uses raw materials, material, energy economically. Operates and maintains laboratory equipment and aids, tools, instruments and gauges. Actively overcomes existing obstacles.

Grade 2 – praiseworthy (chvalitebný)

The student shows a positive attitude towards work, the work team and practical activities. Independently, but less creatively and with less certainty, he uses the acquired theoretical knowledge in practical activities. Performs practical activities independently, there are no significant errors in procedures and methods of work. The results of his work have minor shortcomings. He purposefully organizes his own work, keeps the workplace in order. He consciously maintains regulations on safety and health at work and takes care of the environment. Small mistakes are made in the economical use of raw materials. Laboratory equipment and aids, tools, instruments and gauges are operated and maintained with minor deficiencies. He overcomes obstacles at work with the occasional help of a teacher.

Grade 3 – good (dobrý)

The student shows a relationship to work, to the work team and to practical activities with minor fluctuations. With the help of the teacher, he applies the acquired theoretical knowledge in practical activities. He makes mistakes in practical activities and needs the occasional help of a teacher in his procedures and ways of working. The results of the work have shortcomings. He organizes his own work less efficiently, keeps the workplace in order. He complies with regulations on safety and health at work and contributes to a small extent to the creation and protection of the environment. At the teacher's initiative, he is able to use raw materials, materials and energy economically. It must be partially encouraged to maintain laboratory equipment, instruments, tools and gauges. He overcomes obstacles at work only with the frequent help of a teacher.

Grade 4 – sufficient (dostatečný)

The student works without interest and relationship to work, to the work team and practical activities. He can use the acquired theoretical knowledge in practical activities only with the constant help of the teacher. They make bigger mistakes in practical activities, skills and habits. He needs the constant help of a teacher in choosing procedures and ways of work. It has serious shortcomings in the results of the work. He can organize his work with the constant help of a teacher, he cares less about order in the workplace. It pays less attention to compliance with regulations on safety and health at work and the environment. It violates the principles of economical use of raw materials, materials and energy. Serious shortcomings are committed in the operation and maintenance of laboratory equipment and aids, instruments, tools and gauges. He overcomes obstacles at work only with the help of a teacher.

Grade 5 – insufficient (nedostatečný)

The student does not show interest in the work and its relationship to it, or to the work team and practical activities. He is not able to apply the acquired theoretical knowledge in practical activities even with the help of the teacher. It has significant shortcomings in practical activities, skills and habits. He cannot progress at work even with the help of a teacher. The results of his work are incomplete, incomplete, inaccurate, they do not reach the prescribed indicators. He can't organize his work in the workplace, he doesn't care about the order in the workplace. He does not control the regulations on occupational health and does not care about the protection of the environment. It does not use raw materials, materials and energy economically. Serious shortcomings are committed in the operation and maintenance of laboratory equipment and aids, instruments and tools, instruments and gauges.

c) Subjects with a predominance of skill/creative focus

These include: Art education, music education and physical education

A pupil enrolled in special physical education is assessed with regard to the state of health recommended by a doctor.

Requirements of the School Educational Program:

- degree of creativity and independence of expression
- acquisition of the necessary knowledge, experience, activities and their creative application
- knowledge of the laws of the activities and their application in their own activities
- quality of speech
- pupil's relationship to and interest in activities
- aesthetic perception, approach to the work of art and the aesthetics of other societies,
- in physical education, taking into account the pupil's general health, physical fitness, performance and care for his or her own health.

Educational results are graded according to the following criteria:

Grade 1 - excellent (výborný)

The student is very active in activities. He works creatively, independently, makes full use of his personal preconditions and develops them very successfully according to the requirements of the curriculum in individual and collective speeches. His expression is aesthetically impressive, original, sensitive, accurate in music, and physical education. He applies the acquired knowledge, skills and habits creatively. He has

a strong active interest in art, aesthetics, military and physical culture and shows an active relationship with them. He successfully develops his aesthetic taste, physical fitness.

Grade 2 – good (chvalitebný)

The student is active, creative, mostly independent based on the use of his personal assumptions, which he successfully develops in individual and collective expression. Its expression is aesthetically impressive and has only minor shortcomings in terms of curriculum requirements. The student creatively applies the acquired knowledge, skills and habits in new tasks. He has an active interest in art, aesthetics and physical fitness. He develops aesthetic taste and physical fitness to the required extent.

Grade 3 – fair (dobrý)

The student is less active, creative, independent and prompt. He does not make sufficient use of his abilities in individual and collective expression. His speech is not very impressive, he makes mistakes in it. His knowledge and skills have more gaps and he needs the help of a teacher to apply them. He does not have enough active interest in art, aesthetics, military and physical culture. He does not develop his aesthetic taste, fitness to the required extent.

Grade 4 – sufficient (dostatečný)

The student is not very active and creative in activities. The development of his skills and his speech are unsatisfactory. He solves tasks with frequent mistakes. He applies knowledge and skills only with considerable help from the teacher. He shows very little effort and interest in activities, he does not sufficiently develop his aesthetic taste and physical fitness.

Grade 5 – insufficient (nedostatečný)

The student is mostly passive in activities. The development of his skills is unsatisfactory. His expression is mostly wrong and has no aesthetic value. He cannot apply the minimum acquired knowledge and skills. He does not show interest in work and does not make an effort to develop his aesthetic taste and fitness.

IV.

Behaviour assessment

1. Pupil behaviour at school and at school events is assessed at the following levels:
 - 1 - very good (velmi dobré)
 - 2 – satisfactory (uspokojivé)
 - 3 – unsatisfactory (neuspokojivé)
2. The level of assessment of pupils' behaviour is proposed by the class teacher after consultation with the teachers who teach in the classroom and with other teachers. The criterion for classifying behaviour is in compliance with the rules of conduct (School Rules), including compliance with the internal regime of the school during the classification period.
The class teacher justifies reasons for the granting of a reduced level of behaviour mark in writing to the pupil's parents. The justification is recorded in the student's documentation.

3. The assessment of behaviour takes into account the age, moral and intellectual maturity of the pupil, the health and individual peculiarities of the pupil;
4. The criteria for each level of classification of behaviour:

Grade 1 very good (velmi dobré)

The student consciously follows the rules of conduct and the provisions of the School Rules. Less serious offenses are committed infrequently. However, the student is open to educational activities and tries to correct his mistakes.

Grade 2 satisfactory (uspokojivé)

The pupil's behaviour is in conflict with the rules of the School Regulations. The student repeatedly commits serious violations of the School Rules or causes mental or physical harm to a classmate. It disrupts the educational activities of the school and often, despite previous educational measures, violates the rules of decency

Grade 3 – unsatisfactory (neuspokojivé)

The pupil's behaviour at school is in direct conflict with the rules of the School Regulations. He/she commits such serious offenses that they seriously endanger education or safety at school, the physical health of others. He intentionally disrupts the school's educational activities. He/she commits further offenses despite previous educational measures.

5. Educational measures are compliments, awards and disciplinary measures.
6. In the event of a breach of the obligations, the pupil may be granted following disciplinary measures
 - *Reprimand of the class teacher* (for less serious violations of the School Rules, e.g., forgetting, disturbing, etc.)
 - *Reprimand of the class teacher* (for repeated offenses or frequent violations of the School Rules) *Reprimand of the school principal* (for serious violation of the School Rules).
7. Serious violation of the School Rules
Endangering the safety of oneself or classmates, vulgar behaviour, manifestations of racism, xenophobia, destruction of school property, theft, unexcused absence, falsification of data, use and handling of addictive substances, cigarettes, alcohol, drugs.
8. Gross verbal and intentional physical attacks by a pupil on school staff are always considered to be a serious culpable breach of the obligations laid down by law.
9. Unexcused absence of a pupil is assessed according to the Methodical Instruction of the Ministry of Education, Youth and Sports 10194 / 2002-14 as follows:

- Within 10 hours - interview of the class teacher with the pupil's legal representative (or with an educational counsellor)
 - Over 10 hours to 25 hours – grade 2 of behaviour; educational commission (school principal, legal representative of the pupil, class teacher, educational counsellor, further according to the importance of prevention methods, representative of the social and legal department of child protection, or other experts)
 - Over 25 hours – grade 3 of behaviour; educational commission; the school sends an immediate notification of unexcused absences over 25 hours to the social and legal department of child protection.
10. The class teacher may reprimand the pupil according to the seriousness of the offense; he shall immediately notify the school principal. The headmaster gives a reprimand after discussion in the pedagogical board.
 11. The school principal or class teacher shall notify the reasons of the pupil's legal representative of the reasons for granting the educational measure. The measure is recorded in the pupil's documentation, it is not recorded on the report card.
 12. For one offense, only one disciplinary measure is given to strengthen discipline.
 13. The school principal may, at his / her own discretion or on the initiative of another person, award a pupil or other award for extraordinary humanity, civic or school initiative, meritorious or courageous work or long-term successful work after discussion in the pedagogical council.
 14. The class teacher may, at his / her own discretion or on the initiative of other teachers, give the student, after consultation with the school principal, a praise or other award for strong school initiative, long-term successful work, school representation, work for the class team.
 15. Oral or written praise is given to the pupil in front of the class or school staff by the class teacher or school principal. Written commendation is usually given in the form of an enrolment in a student's book or student report card, on a special school form, exceptionally in a certificate clause. Compliments and other awards are recorded in the student's documentation.

V.

Assessment in distance learning

1. In distance education, provided in any form, the student always receives feedback on the results of their education and fulfilment of assigned tasks. Assessment is applied primarily in the formative form of assessment, classification level and verbal assessment. After the closure of certain units of the curriculum, a summative evaluation of the pupil's results in mastering the curriculum of this unit is performed.
2. The results of full-time education are also documented by the student's written work (tests, examinations) in the digital platform Microsoft Teams.
3. Legal representatives in distance education are informed continuously, regularly at specified intervals, through

- school communication platforms (Bakaláři), or
- group chat, video calls that replace classic class meetings, if necessary
- written correspondence, by telephone, in person.

VI.

Overall evaluation on the school report card

1. The overall achievement of a pupil is assessed in the following levels:

- Passed with distinction
- Passed
- Failed
- Not assessed

2. The student is graded

a) passed with distinction

if in any compulsory subject it is not evaluated in the overall classification with a grade worse than 2-praiseworthy, the average grade of achievement from compulsory subjects is not higher than 1.5 and its behaviour is evaluated with a grade of very good;

b) passed

if in any of the compulsory subjects the grade is not graded 5-insufficient;

c) failed

if it / she is assessed with a degree of achievement 5-insufficient in any compulsory subject or if it / she is not assessed at the end of the second semester;

d) not assessed

if it is not possible to assess the pupil from one of the compulsory subjects set out in the School Educational Plan at the end of the first term.

3. If a pupil cannot be assessed at the end of the first term due to serious objective reasons, the school head shall set an alternative date for his / her assessment so that the pupil can be classified no later than two months after the end of the first half term. If it is not possible to evaluate even in the substitute date, the pupil will not be evaluated for the first half term – not assessed.

4. If a pupil cannot be assessed for serious objective reasons at the end of the school year, the school head shall set an alternative date for his / her assessment, so that the assessment of the pupil can be carried out by the end of September of the following school year at the latest. Until then, the student attends the next grade, or again ninth grade if it is the case. A pupil who could not be evaluated for serious objective reasons, especially health reasons, even repeats the year.

5. A pupil who has passed all compulsory subjects in the overall classification at the end of the second term or in re-examinations, with the exception of subjects of an educational focus, advances to the next year. A pupil who has already repeated a year within a given grade will also advance to a higher grade, regardless of the benefit of this pupil.
6. A pupil who completes compulsory school attendance repeats the year if he / she did not pass or was not evaluated at the end of the second school term.
7. The school principal may allow the repetition of the year at the request of the legal representative:
 - a pupil who has already repeated a given grade - only for serious health reasons;
 - a pupil who has completed compulsory school attendance and did not pass or was not evaluated at the end of the second semester - after assessing his / her previous study results and reasons in the application.
8. Completion of basic education is confirmed after the successful completion of the ninth grade on the certificate by a clause on obtaining a degree of primary education

VII.

Obtaining data for evaluation

1. Teachers obtain the basis for evaluation in particular: systematic diagnostic observation of pupils, monitoring their performance and readiness for teaching, various types of examinations (written, oral, graphic, practical, movement) control written work, analysis of results of various pupils' activities, consultations with other teachers and, as appropriate, psychological and medical staff.
2. A primary school pupil must have at least two marks for each school term for subjects with a subsidy of 1 hour per week, more marks for other subjects in proportion to the number of hours per week, of which at least one for oral examination for subjects of a theoretical nature. The teacher also evaluates the pupil's approach to learning (especially in educational subjects). The reason for postponing the pupil's classification may be the disproportionate absence in the subject (more than 50%) and the lack of marks (the minimum is 60% of the marks of the majority of pupils in the group). In the case of a long-term justified absence of a pupil, his / her classification will be assessed individually.
3. Teachers obtain the grades throughout the classification period. It is not allowed to test pupils from the curriculum of the whole period at the end of the classification period. An exception is the knowledge needed to master the test substance. Testing is generally performed in front of the class team, individual testing after teaching in the cabinets is not allowed. An exception is possible only in the case of a diagnosed developmental disorder, when this method is

recommended in the psychologist's report or in serious justified cases, if it is in the best interests of the child.

4. The teacher informs the student of the result of each evaluation, justifies the evaluation and points out the pros and cons of the evaluated manifestations, performances, creations. After the oral examination, the teacher notifies the student of the result of the evaluation immediately. The results of the evaluation of written work and practical activities will be announced to the student within 7 days at the latest. Pupils and parents are regularly informed about the evaluation of pupils' educational results in I. and II. class through the student's book, in III. - IX. class electronically in the Bakaláři school program. Teachers complete the assessment during the week, always no later than Friday at 3 pm.
5. The student gets a student book / card, which he is obliged to keep clean, protect from damage (it is not allowed to draw, scribble, etc.). In case of loss of the student's book / card or impairment, the student is obliged to request a duplicate. Repeated loss during one school year is considered non-compliance with the School Rules (reprimand Class teacher). Another duplicate will be issued after the interview of the pupil and the pupil's parents with the educational counsellor in order to prevent related negative phenomena.
6. Written assignments and other types of examinations are distributed evenly by the teacher throughout the school year so that they do not accumulate excessively during certain periods.
7. The teacher informs the pupils sufficiently long in advance (5 days) about the date of the written exam, which should last more than 25 minutes. He/she informs the other teachers about it in the form of an entry in the class calendar or a class schedule of written work. Pupils can take only one exam of this nature in one day.
8. The teacher is obliged to keep systematic records of each evaluation of the student in a convincing way so that he can always prove the correctness of the overall evaluation of the student and the method of obtaining marks (oral examination, written). In case of long-term absence or termination of employment during the classification period, he / she will pass this classification overview to the substitute teacher or the school management.
9. The degree of assessment of achievement is determined by the teacher who teaches the relevant subject. In case of a longer stay of the pupil outside the school (spa treatment, medical stays, temporary placement in institutions, etc.), the teacher respects the pupil's evaluation, which is communicated to the school by the school at the institution where the pupil was placed; the student will not be re-examined.
10. In determining the degree of achievement in individual subjects at the end of the classification period, the quality of work and learning outcomes achieved by the student during the entire classification period are evaluated. The degree of achievement is determined on the basis of an assessment of all marks and another evaluation in the relevant period. The final mark for the classification period must correspond to the marks obtained by the pupil and communicated to the parents.

11. At the end of the classification period, within the deadline determined by the school principal, the teachers of the relevant subjects enter the results of the overall assessment in the school registry (Bakaláři school program) and prepare proposals to enable corrective exams, classification in the substitute term, etc.
12. The class teacher also enters in the school register (Bakaláři) any educational measures and other data on the pupil's behaviour, his work activity and activities at school, health condition, etc.
13. Cases of pupils' lagging behind and shortcomings in their behaviour will be discussed in the pedagogical council, usually by 15 November and 15 April.
14. The information is passed on to the legal representatives mainly during personal meetings at class meetings or consultation hours 4 times a year, to which the legal representatives are invited in writing. For parents who could not attend the school deadline, the teacher will provide an individual consultation. Data on the classification and evaluation of pupil behaviour are communicated only to the pupil's parents, not publicly.
15. In the event of an exceptional deterioration in the student's achievement, the legal representative is informed immediately in a verifiable manner (student's book, Bakaláři, or sending a report).
16. If a pupil's classification is determined on the basis of written work, corrected written work must be submitted to all pupils and, on request, to the legal representatives at school. Teachers keep these tests for the period during which the pupil's classification is determined or in which the pupil's parents can refer to it - the whole school year, including the main holidays, in the case of pupils with deferred classification or corrective examinations until 30 October of the next school year. Corrected written examinations must be submitted for comment at the personal request of the student or his / her parents.
17. Homework should be checked regularly, the frequency of which is considered by the teacher as needed. The evaluation of homework should be primarily motivating, it is appropriate to evaluate verbally. An unfinished task cannot be graded.
18. If a pupil moves to another school, the principal of the current school sends the documentation about the pupil to the school to which the pupil is transferring. If a pupil transfers to another school after 15 November or after 15 April, the documentation contains a proposal for assessment in individual subjects as a basis for the overall assessment of the pupil at the end of the classification period.

VIII.

Commission exams

1. If the pupil's legal representative has doubts about the correctness of the assessment at the end of the first or second term, he / she may request the school principal to review the assessment results within three working days of the day when he / she demonstrably learned of the assessment, but no later than 3 working days after issuing the report;
2. In case that the request for review of the pupil's assessment results concerns the assessment of behaviour or subjects of educational focus, the school principal (if the pupil's teacher in the given subject is the school principal regional office) judges if it complies with the Assessment criteria.
3. The school board is appointed by the school head; if the teacher is the director, the regional office appoints the commission. The commission consists of three members and consists of a chairman, an examining teacher and a juror. The classification level is determined by the commission by voting. The commission will examine the pupil without delay, no later than within fourteen days from the delivery of the application or within the deadline agreed with the pupil's legal representative. The result of the examination, which is final, will be communicated by the school principal in a verifiable manner to the pupil's parents. Further examination of the pupil is not possible.
4. Disciplinary examinations are held by ninth-grade pupils and pupils who have not yet repeated at a given level of school, who did not pass at most two of the compulsory subjects at the end of the second term, with the exception of subjects with an educational focus.
The pupil takes disciplinary examinations no later than the end of the relevant school year within the deadline set by the school principal. A student can pass only one re-examination in one day.
5. If the pupil does not appear for the examinations within the set deadline without a justified excuse, he / she did not pass. If, for serious reasons, the pupil is unable to attend the re-examination, the school head will allow him / her to take the re-examination by 15 September at the latest; until then he attends the next higher year, or ninth again.
6. Re-exams are commissioned.

IX.

Evaluation of pupils with developmental disorders

1. In the case of a pupil with a sensory, physical, speech or a specific learning or behavioural disorder, the nature of the disability shall be taken into account in his assessment. Teachers respect the recommendations of pupils' psychological examinations and apply them in the evaluation of pupils' behaviour and also choose appropriate and proportionate ways of obtaining data.
2. It is necessary to pay special attention and care to children and pupils who are diagnosed with a specific learning disability throughout their schooling.
3. In order to determine the level of pupils' knowledge and skills, the teacher chooses such forms and types of examinations that correspond to the pupil's abilities and which are not adversely affected by the disorder. Control work and dictations are written by these students after previous preparation. If necessary, a child with a developmental disorder will not be exposed to tasks in which, due to the disorder, he or she cannot adequately perform.

4. The teacher emphasizes the type of speech in which the student has the potential to perform better. The assessment is not based on a simple number of errors, but on the number of phenomena that the student has mastered.
5. The evaluation is accompanied by an expression of the positive aspects of performance, clarification of the nature of failure, instructions on how to overcome gaps and shortcomings.
6. Children diagnosed with dyslexia, dysorthography or speech disorders may, with the consent of legal guardians, be assessed verbally throughout their education and in other languages verbally (both during the school year and on the half-term and final reports). For children diagnosed with dyscalculia, the same will apply to mathematics and other subjects where results may be affected by the disorder. The child can be assessed verbally (continuously and on a report card) in agreement with parents in all the subjects, which the disorder influences.
7. Once the student has overcome the most significant difficulties, it is advisable to gradually move on to the usual classification. It is also possible to classify by a mark, with the specific disorder of the child being taken into account and reflected in a milder mark by one degree or by several degrees. In applying all these options, teachers proceed very individually, using all available information, especially information from professional examinations and in cooperation with parents.
8. At the request of the legal representative and the recommendation of the specialist department, the school principal may authorize the development of an individual educational plan for any subject by the relevant teachers, which may differ radically from the gradual year, but will provide the child with comprehensive and manageable basics in the relevant subject. Individual plans are in the nature of a contract between the school management, the teacher (s) and the pupil's parents; they should be drawn up briefly and in writing. The results are evaluated at the end of the school year.
9. All proposed pedagogical measures are generally discussed with legal representatives and their positive or dissenting opinion is respected.
10. In the assessment, the teacher's approach focuses on the pupil's positive performance and thus on supporting his cognitive motivation to learn instead of emphasizing mistakes.

The Assessment criteria were approved on September 30, 2020. With effect from October 1, 2020.

Ostrava, September 25, 2020.

PaedDr. Ivona Klímová, MBA

Director of the school