

Josef Kajetán Tyl Primary School and Nursery School, Písek, Tylova 2391, 397  
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## SCHOOL ORGANISATIONAL RULES

### Part 4: **RULES FOR EVALUATING PUPILS' EDUCATIONAL RESULTS**

Ref. no.:	ZSJKT/01308/2025
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Approved by:	Mgr. Bc. Pavel Koc, Headteacher
Discussed by the teaching council on:	25 August 2025
Approved by the School Board on:	26 August 2025
The directive shall enter into force on:	1 September 2025
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The rules for assessing pupil performance are governed by Decree No. 48/2005 Coll. of the Ministry of Education, Youth and Sports of the Czech Republic on primary education and certain requirements for school attendance, as amended, Education Act No. 561/2004 Coll. as amended, and Decree No. 27/2016 Coll. of the Ministry of Education, Youth and Sports of the Czech Republic. - Decree on the education of pupils with special educational needs and gifted pupils.

These rules govern the pedagogical and didactic approach to **assessment** (assessment describes the level of a pupil's education in relation to the set educational objectives) and **the classification** of pupils (numerical assessment).

Basic education leads pupils to acquire the necessary learning strategies and, on this basis, motivates them to engage in lifelong learning, to learn to think creatively and solve appropriate problems, to communicate and cooperate effectively, to protect their physical and mental health, the values they have created and the environment, to be considerate and tolerant of other people, and different cultural and spiritual values, recognise their abilities and realistic possibilities, and apply them together with the knowledge and skills they have acquired when deciding on their future career path and professional employment.

Teachers at J. K. Tyl Primary School approach the ongoing assessment of pupils' educational activities with an awareness of the motivational function of assessment and its formative significance. As a natural part of assessment, they develop self-assessment and mutual assessment. In assessing educational outcomes, they take into account the level of achievement of the basic education objectives as set out in the Education Act, the Framework Educational Programme ( ) and the START! school educational programme.

#### 1. General provisions

- When assessing and classifying pupils on an ongoing basis and overall, teaching staff (hereinafter referred to as "teachers") shall apply **objectivity, appropriate standards and pedagogical tact** towards the pupil.
- When giving overall marks, the teacher takes into account the age-specific characteristics of the pupil and the fact that the pupil's academic performance may have fluctuated during the assessment period due to a particular indisposition. In the event of a negative assessment, the teacher gives the pupil the opportunity to achieve a more successful assessment.
- The criteria for individual classification grades are formulated primarily for overall classification. However, the teacher does not overestimate any of the criteria listed, but assesses the pupil's performance **comprehensively**, in accordance with the specifics of the subject.
- The assessment of the course and results of pupils' education and behaviour is **clear, comprehensible, comparable with pre-defined established criteria, factual and comprehensive**.
- The assessment is based on an evaluation of the degree to which the expected outcomes formulated in the curricula of individual fields (subjects) of the school educational programme have been achieved. The assessment is **pedagogically justified, professionally correct and verifiable**.
- The teacher develops the **pupils' self-assessment and mutual assessment** skills.
- The teacher includes in the overall assessment **the quality of work, activity, diligence, effort and learning outcomes** achieved by the pupil throughout the classification period.
- The teacher assesses the pupil in **all aspects of educational activities** in the given subject. The quality and quantity of the assessment create the conditions for an objective evaluation of the pupil's education.

## 2. Grades and classification

- A pupil's performance in individual subjects is classified using the following grades:

- 1 - excellent
- 2 - commendable
- 3 - good
- 4 - satisfactory
- 5 – unsatisfactory

The range of grades (1-5) is supplemented in the Bakalář system with **written informative symbols**:

S – completed the assignment, e.g. when assessing homework

N – did not complete the assignment, did not do the work, did not hand it in, e.g. when assessing homework

U – exempted from the subject (decision of the headteacher based on a request from legal guardians and other documents)

X – not assessed (e.g. after illness)

? - planned examination, prepared for later registration A - absence (illness, school event, etc.)

- The basis for determining assessment grades is the quality of educational outcomes, i.e.:
  - completeness, comprehensiveness, accuracy and permanence of the acquisition of **the** required target **knowledge** (facts, concepts, definitions, laws and relationships)
  - the quality and scope of **the skills** acquired to perform the required educational activities
  - the quality of **the application** of acquired knowledge and skills in solving educational tasks
  - the quality of **work with information** – the ability to find, sort and present information, including the ability to use ICT
  - level of acquisition of the skill to **cooperate** effectively
  - the pupil's **diligence**, effort and **approach** to education
  - quality of **thinking**, especially independence, creativity and originality
  - quality of **communication skills** – accuracy, conciseness, technical and linguistic correctness of oral and written expression
  - level of mastery of effective independent study methods – **ability to learn**

Approximate assessment scale				
++++-	100-90%	practically no shortcomings, makes mistakes only exceptionally	excellent, exemplary, outstanding	1
+++--	89-70%	predominantly positive findings, minor shortcomings	very good, above average, commendable	2
++---	69-40%	positive and negative in balance	good, average	3
+----	39-15%	predominance of negative findings, significant shortcomings	below average, noticeable weaknesses, sufficient	4
-----	below 15%	fundamental shortcomings	unsatisfactory condition, insufficient	5

- When assessing a pupil verbally, the indicators for each grade are as follows:

GRADE	QUALITY OF KNOWLEDGE AND SKILLS ACQUIRED	APPLICATION OF KNOWLEDGE AND SKILLS	QUALITY OF THINKING	QUALITY OF COMMUNICATION SKILLS	DILIGENCE, EFFORT, APPROACH TO EDUCATION	QUALITY OF WORK WITH INFORMATION	QUALITY OF COOPERATION	ACQUISITION OF INDEPENDENT LEARNING SKILLS
1 - excellent	Mastery of the subject matter	Independently applies knowledge and skills	Independent, creative, quick-witted, understands contexts well, original	Expresses themselves concisely, coherently and appropriately for their age, accurately and correctly	Is diligent, tries hard, enjoys learning	Can acquire and work information, critically assess information	Can fully cooperate, manage and organise team work	Can learn independently

2 - commendable	Essentially proficient	Requires minor assistance in applying knowledge and skills	Quite independent, creative and quick-witted	Expresses themselves quite accurately and coherently	Tries hard, usually diligent	Able to obtain and work with information, needs minor assistance with sorting or interpreting it	Requires minor support or assistance when working with others	Can learn fairly independently, requires minor assistance
3 - good	Has some gaps in their knowledge	Requires assistance, is less independent	Less independent, creative, quick-witted, mostly imitates others	Does not always express themselves accurately, sometimes incoherently, often makes mistakes	Needs frequent encouragement to work Responds selectively to it	Needs help with information when working with information	Requires support or assistance when working with others	Sometimes has problems with independent learning, requires help
4 - sufficient	Has significant gaps in knowledge	Despite assistance, applies knowledge and skills in a fundamental manner	Imitates others, but often incorrectly, lacks independence, does not understand context	Expresses himself with considerable difficulty, incoherently	Little diligence or effort, even with encouragement	When working with information, makes fundamental mistakes	Requires significant support or assistance when working with others	Has considerable problems with independent learning, requires help, cannot manage without help
5 - Insufficient	Does not master	Does not master knowledge and skills	Dependent, slow, sometimes helpless	Even with help, unable to express themselves or only able to do so in a fragmented manner	Work incentives are ineffective	Despite the help provided, unable to select, organise or interpret information	Despite significant support or assistance, unable to cooperate with others	Despite the help provided, they are unable to learn independently

- **The pupil's behaviour** is classified according to the following levels:
  - 1 - very good
  - 2 - satisfactory
  - 3 - unsatisfactory
- **The overall performance of pupils** in grades one to nine is assessed using the following grades: passed with distinction  
passed failed
- **The pupil is assessed with the grade:**
  - a) **passed with distinction**, if in none of the compulsory subjects specified in the school curriculum is the pupil assessed with a grade lower than 2-excellent in the overall classification on the report card, the average grade for all compulsory subjects is not higher than 1.50 and the pupil's behaviour is assessed as very good;
  - b) **pass**, if they are not graded with a grade of 5-unsatisfactory or a corresponding verbal assessment in any of the compulsory subjects specified in the school curriculum;
  - c) **failed** if they are assessed with a grade of 5-unsatisfactory or a corresponding verbal assessment in any compulsory subject specified by the school curriculum in the overall classification on the report card.

### **3. Obtaining data for assessment and classification**

- The teacher obtains the basis for the assessment and classification of the pupil's educational results and behaviour using **various methods, forms and means**:
  - by observing the pupil in terms of their preparation for lessons, work in class, cooperation, effort, diligence, results and self-assessment,
  - discussions with the student at all stages of education (their preparation, work, communication, cooperation with others, self-assessment) in terms of fulfilling the target competences of education
  - exams (written, oral, graphic, practical, physical) and tests
  - consultations with other teachers
  - interviews with pupils' legal guardians
  - consultations, as needed, with educational-psychological counselling staff and a medical specialist.

- The assessment provides the pupil **with information** not only **about their knowledge and simple skills, but also about their attitudes and changes in attitude, diligence, responsibility, conscientiousness, working with information, level of communication and cooperation, degree of creativity and ability to learn.**
- The teacher informs the pupil of the result of each assessment and classification. In the case of oral examinations, the teacher informs the pupil of the result of the assessment immediately. The results of written examinations, assignments and practical activities are communicated to the pupil within a week at the latest. The results are recorded in the electronic pupil record book within a week of the assessment.
- The teacher schedules written tests and other types of examinations evenly throughout the school year so that they do not accumulate excessively in certain periods. The teacher cooperates with the class teacher.
- The collection of data for classification is carried out in front of the class; exceptions are only possible in cases of diagnosed special educational needs, when this method is recommended by a specialist centre.
- The teacher shall inform pupils of the date of a written examination lasting longer than 25 minutes at least one week in advance. The teacher shall consult the class teacher on the date of the test and inform other teachers by making an entry in the class register. Pupils may only take one examination of this type on any given day.
- The teacher is obliged to keep **systematic records** of each pupil's classification in a verifiable manner so that they can always prove the correctness of the pupil's overall classification and the method of obtaining the data. In the event of long-term absence or termination of employment during the classification period, they shall hand over this classification overview to the substitute teacher or the school management .

#### **4. Pupil classification**

- **Classification** can be used generally for all pupils in all fields of education or areas, either as the main type of assessment for all pupils or as a supplement to verbal assessment. In this assessment, the pupil's educational results are evaluated in such a way as to make clear the level of education the pupil has achieved, particularly in relation to the expected outcomes of individual subjects in the school curriculum, their educational and personal aptitudes, and their age. Classification includes an assessment of the pupil's approach to education in contexts that affect their performance.
- **Verbal assessment** can be used for all pupils in all fields or areas of education as the main type of assessment or as a supplement to traditional classification. When using verbal assessment, the pupil's educational results in individual compulsory and optional subjects specified by the school educational programme are assessed in such a way as to clearly show the level of education the pupil has achieved, particularly in relation to the expected outcomes of individual subjects in the school educational programme, their educational and personal aptitudes, and their age. Verbal assessment includes an evaluation of the pupil's educational results in their development, an evaluation of the pupil's approach to education and the circumstances that influence their performance, and an indication of the pupil's further development; it also includes reasons and recommendations on how to prevent and overcome any failures on the part of the pupil. The pupil's educational results at the end of the first half of the school year can be assessed collectively for all subjects. Verbal assessment can also be used to assess the pupil's behaviour.
- Pupils are graded in all subjects listed in the curriculum for the relevant year.
- In the event of a pupil's prolonged absence from school (spa and medical stays, temporary placement in institutions, etc.), the teacher shall respect the pupil's grades, which shall be communicated to the school by the institution where the pupil was placed; the pupil shall not be re-examined.
- In subjects taught by more than one teacher, the final grade for the grading period is determined by mutual agreement between the relevant teachers.
- When determining the grade for individual subjects at the end of the grading period, the quality of work and learning outcomes achieved by the pupil throughout the grading period are assessed. The systematic nature of the pupil's work throughout the grading period is taken into account. The grade is not determined on the basis of the average of the grades for the relevant period.
- At the end of the classification period, on a date determined by the headteacher, but no later than 48 hours before the teaching council meeting on classification, the teachers of the relevant subjects enter the overall classification results in the school's electronic register and prepare proposals for allowing retakes, classification at an alternative date, etc.
- Class teachers or educational counsellors are required to inform other teachers of the recommendations of psychological examinations that are relevant to the method of assessment and classification of pupils and the method of obtaining supporting documents. Information on new examinations is included in the reports of teachers (or educational counsellors) to the teaching council.
- **When assessing pupils who are completing compulsory schooling in the Czech Republic, the level of knowledge of the Czech language is considered to be a significant factor.** When assessing the educational results of pupils who are not Czech citizens and are attending compulsory schooling in the Czech Republic, the procedure is governed by Sections 51 to 53 of the Education Act and Sections 14 to 16 of the Decree on Primary Education and Certain Requirements for Compulsory Schooling.
- **Individually educated pupils** in the first and second stages of primary school take exams on the relevant subject matter every semester at the school where they were admitted to attend school. If it is not possible to assess an individually educated pupil at the end of the relevant semester, the headteacher shall set an alternative date for their assessment, so that the assessment is carried out within two months of the end of the semester.
- A pupil who is completing **compulsory schooling at a foreign school** may take an examination at the school in all grades from the educational content of the Czech Language and Literature educational field specified by the Framework Educational Programme for Primary Schools, in the last two years of the first stage from the educational content of a civic nature relating to the Czech Republic in the educational field of Man and His World as specified by the Framework Educational Programme for Primary Schools, and in the second stage from the educational content relating to the Czech Republic in the educational field of History and from the educational content relating to the Czech Republic in the educational field of Geography as specified by the Framework Educational Programme for Primary Schools. If the pupil does not take the examinations, he or she shall document the course of education abroad in accordance with the implementing decree on primary schools. A pupil who fulfils compulsory school attendance in the form of individual tuition abroad takes an examination in each subject listed in the school curriculum of the examining school. The headteacher shall notify the pupil's parents of the content and scope of the examination no later than when setting the date of the examination.

The examination may be taken over a period of at least one half of the school year, but no longer than two school years. The examination is conducted by a commission.

## **5. Assessment of pupils' educational results**

- **The overall grade** includes the results of compulsory subjects, compulsory elective subjects and behaviour, but does not include the results of optional subjects. The overall grade is stated on the school report.
- A pupil who has passed all compulsory subjects specified in the school curriculum at the end of the second term, with the exception of subjects of an educational nature specified in the framework curriculum and subjects from which he or she has been exempted, will be promoted to the next year. Pupils in the first stage of primary school who have already repeated a year in the first stage and pupils in the second stage of primary school who have already repeated a year in the second stage shall also be promoted to the next year, regardless of their performance.
- If a pupil cannot be assessed at the end of the first term, the headteacher shall set an alternative date for their assessment, so that the assessment for the first term is carried out no later than two months after the end of the first term. If it is not possible to assess the pupil even on the alternative date, the pupil shall not be assessed for the first term.
- If a pupil cannot be assessed at the end of the second term, the headteacher shall set an alternative date for their assessment, so that the assessment for the second term is carried out no later than the end of September of the following school year. During the period from September until the assessment, the pupil shall attend the next higher year or, where applicable, the ninth year again.
- If the pupil's legal representative has doubts about the accuracy of the assessment at the end of the first or second term, they may, within three working days of the date on which they demonstrably learned of the assessment, but no later than three working days after the issue of the report card, request the school principal to have the pupil re-examined by a commission; if the pupil's teacher in the given subject is the headteacher, the regional authority. The examination by a commission shall take place no later than 14 days after the delivery of the request or on a date agreed with the pupil's legal representative.
- A pupil who is attending compulsory schooling repeats the year if he or she has failed or could not be assessed at the end of the second term. This does not apply to a pupil who has already repeated a year at the given level of primary school; the school principal may, at the request of the pupil's legal representative, allow this pupil to repeat the year only for serious health reasons.
- The headteacher may allow a pupil who has completed compulsory schooling and failed or could not be assessed at the end of the second term to repeat the year at the request of their legal representative, after assessing their previous academic results and the reasons stated in the request.
- Pupils in the ninth year and pupils who have not yet repeated a year at that level of primary school and who have failed no more than two compulsory subjects at the end of the second term, with the exception of subjects of an educational nature, shall take resit examinations.
- Resit examinations shall be held no later than the end of the relevant school year on a date set by the headteacher. A pupil may only take one resit examination per day.
- Resit exams are taken before a board. The board for board examinations and resit exams is appointed by the headteacher; if the headteacher is the teacher of the subject in question, the board is appointed by the regional authority. The committee consists of three members: the chair, who is the headteacher or a teacher appointed by the headteacher; the examining teacher, who is the teacher of the subject in question in the class or another teacher of the subject in question; and an assessor, who is another teacher with professional qualifications to teach the subject in question. The result of the examination is determined by a vote of the committee. The result of the examination cannot be challenged by a new request for re-examination. A record of the examination is kept, which becomes part of the school's documentation.
- The headteacher shall communicate the result of the examination in a verifiable manner to the pupil and the pupil's legal representative. In the event of a change in assessment at the end of the first or second term, the pupil shall be issued with a new report card.
- The specific content and scope shall be determined by the headteacher in accordance with the school's educational programme.
- A pupil who does not pass the retake examination or does not attend it has failed. For serious reasons, the headteacher may set an alternative date for the retake examination no later than 15 September of the following school year. Until then, the pupil is placed in the next higher year or, if necessary, back in the ninth year.
- In justified cases, the regional authority may decide to hold a resit exam and a commission examination at another primary school. At the request of the regional authority, a school inspector shall participate in the exams.
- Examination board examinations are held **in the following cases**:
  - when assessing a pupil, if their legal guardian has doubts about the accuracy of the overall classification,
  - when placing a pupil in a higher year without completing the previous year,
  - when examining a pupil who is completing compulsory schooling outside the Czech Republic,
  - when examining a pupil who is exempt from compulsory school attendance,
  - when examining pupils at the end of a course to supplement the education provided by a primary school,
  - when conducting retake examinations,
  - when placing a pupil in classes with extended teaching of certain subjects or groups of subjects,
  - when examining children of Czech citizens whose education abroad did not comply with the applicable regulations,
  - during examinations ordered by the school inspector or school principal.

## **6. Completion of basic education**

- Proof of completion of primary education is a certificate of successful completion of the ninth year of primary education.
- A pupil who has successfully completed basic education, or a pupil who has completed compulsory schooling and does not continue in basic education, ceases to be a pupil of the school on 30 June of the relevant school year. A pupil who has completed compulsory schooling

attendance and takes a remedial examination or will be assessed at an alternative date, remains a pupil of the school until the date of these examinations, unless he or she has been allowed to repeat the year. A pupil who has been admitted to secondary school education is considered a primary school pupil until 31 August of the relevant school year.

- A pupil who has not obtained a basic education after completing compulsory schooling may, after fulfilling the conditions laid down by this Act and on the basis of a request from their legal representative, continue their basic education, but no longer than until the end of the school year in which the pupil reaches the age of eighteen.
- In exceptional cases, the headteacher may allow a pupil with a disability to continue their primary education until the end of the school year in which the pupil reaches the age of 20. In such cases, the headteacher shall cooperate with the relevant employment office in preparing the pupil for employment or work activities.
- For persons who have not obtained basic education, primary and secondary schools may, after consultation with the founder and the regional authority, organise courses for obtaining basic education in accordance with the framework educational programme for basic education.

## **7. Information on pupil performance and behaviour**

- The pupil's legal representatives are informed about the pupil's academic performance and behaviour by the teachers of individual subjects, class teachers or the headteacher, class teacher or subject teacher in the event of a significant deterioration in academic performance or behaviour, immediately and in a demonstrable manner (letter, meeting of the educational committee, entry in the electronic pupil record book, etc.).
- **Information is provided to parents via the electronic student record book, quarterly assessments, class meetings, consultation days and open days.**
- Parents are invited to class meetings, consultation days and open days via electronic student record books and the school website. Teachers will provide individual consultations for parents who are unable to attend on the date set by the school. **Individual consultations** can take place at any time by prior arrangement with the teachers, preferably always **in the presence of the pupil**.
- Information about the pupil's classification and assessment is communicated only to the pupil's legal representatives, never publicly.
- **The class meeting** consists of a **general information session** attended by all parents in the classroom (or elsewhere as agreed) and an **individual session** where parents meet with teachers without the presence of other parents (in the teachers' offices).
- If a pupil's classification is determined on the basis of written quarterly tests, teachers shall keep these tests for the period during which the pupil's classification is determined or during which the pupil's legal representatives may appeal against it, i.e. the entire school year, including the main holidays, in the case of pupils with deferred classification or resit examinations, until 30 October of the following school year. Corrected written tests must be presented to all pupils and, upon request, also to parents at the school.
- If a pupil transfers to another school, the headteacher of the current school shall send the pupil's documentation and a record of their behaviour and performance for the unfinished classification period to the school to which the pupil is transferring.
- If a pupil transfers to another school after 15 November or 15 April, the documentation shall include a proposed behaviour classification, assessment and classification in individual subjects as a basis for the pupil's overall classification at the end of the classification period.

## **8. Behaviour classification**

- The behaviour classification of pupils is proposed by the class teacher after consultation with the teachers who teach in the class and with other teachers, and is decided by the headteacher after consultation with the teaching council.
- The criterion for behaviour classification is compliance with the school rules during the classification period.
- When classifying behaviour, the pupil's age, moral and intellectual maturity are taken into account; measures taken to strengthen discipline are only considered if these measures have been ineffective.
- The school assesses and classifies pupils for their behaviour at school and during lessons or events directly related to teaching.
- If a pupil has fundamentally violated the rules of social and human behaviour outside of lessons, teachers shall take an ethical stance towards such behaviour and use the pupil's misconduct for educational purposes, either with the pupil in question or with other pupils. In this sense, teachers do not renounce their duty to support the family in educating pupils to develop habits and attitudes that lead to socially valuable behaviour.
- The criteria for each grade of **behaviour** classification are as follows:

### **Level 1 (very good)**

The pupil complies with the school rules and rules of social behaviour (see the Ten Rules of Mutual Behaviour at J. K. Tyl Primary School in Písek). They behave and act decently, tactfully, politely and considerately, respect others, have a positive relationship with the class and school community, contribute to its consolidation and to the creation of working conditions for teaching and education outside the classroom. They commit minor and minor offences against the school rules and required behaviour only occasionally.

### **Grade 2 (satisfactory)**

The pupil repeatedly commits minor offences against the school rules and required behaviour. Alternatively, they commit a more serious offence. However, the pupil is receptive to educational influence and approaches educational measures with a demonstrated effort to correct their behaviour or improve their conduct.

### **Grade 3 (less satisfactory)**

The pupil commits a serious offence against the rules of conduct or school regulations; as a rule, despite the measures taken to reinforce discipline, he or she commits further offences, negatively disrupting the activities of the group and coexistence at school. He or she either does not accept his or her mistakes and educational measures or is apathetic towards them.

## **9. Conditions for imposing educational measures**

- Commendations, other awards and further disciplinary measures may be awarded or imposed by the headteacher of the school or educational institution, the class teacher or a teaching staff member authorised by the headteacher.
- The headteacher may, on the basis of their own decision or on the initiative of another legal or natural person, award a pupil a commendation or other award for an exceptional display of humanity, civic or school initiative, a meritorious or courageous act, or for long-term successful work, after discussion in the teaching council.
- The class teacher or a teaching staff member authorised by the headteacher may, on their own initiative or on the initiative of other teachers, award a pupil a commendation or other award for a significant display of school initiative or for long-term successful work, after discussion with the headteacher.
- In the event of a breach of the obligations set out in the school rules, the pupil may be given the following, depending on the seriousness of the breach:
  - a) a warning from the class teacher,
  - b) a reprimand from the class teacher,
  - c) reprimand by the headteacher.
- The class teacher or a teaching staff member authorised by the headteacher shall immediately notify the headteacher of the class teacher's reprimand. A reprimand from the headteacher may only be imposed on a pupil after discussion in the teaching council.
- The headteacher, class teacher or teaching staff member authorised by the headteacher shall immediately notify the pupil and their legal representative of the award of a commendation or other award or the imposition of a reprimand or reprimand and the reasons for it in a demonstrable manner (eŽK).
- The awarding of commendations and the imposition of reprimands or reprimands shall be recorded in the school register.
- The awarding of a commendation by the headteacher shall be recorded on the report card for the half-year in which it was awarded.
- Only one disciplinary measure shall be imposed on a pupil for an offence.

### **a) A class reprimand shall be imposed for:**

- failure to fulfil obligations – repeated unpreparedness for lessons,
- 1-2 unexcused lessons,
- inappropriate and rude behaviour towards pupils and school staff of the school
- littering the school environment,
- late arrivals to school and classes
- and other violations of the school rules of similar severity.

### **b) A headmaster's reprimand is imposed for:**

- 3-6 unexcused hours,
- escalating rude behaviour in general,
- theft,
- cheating,
- vandalism, destruction of school property and classmates' property,
- smoking
- and other violations of school rules of similar severity.

### **c) The second level is used to assess behaviour when a pupil:**

- accumulates 7-15 unexcused hours,

- engages in behaviour that leads to bullying

- verbally attacks school staff

### **d) Grade 3 is given for behaviour when a pupil:**

- accumulates 16 or more unexcused hours,
- physically assaults a classmate or school employee
- their actions constitute deliberate, ongoing bullying.

Frequently repeated and gross violations of school rules, such as:

- constant failure to fulfil student obligations
- acts of violence and bullying towards classmates or school staff
- acts of vandalism
- smoking, drinking alcohol, or possessing, using, or distributing other intoxicating and addictive substances

will result in action by the disciplinary committee, the child and youth welfare authorities and the Czech Police in accordance with the applicable guidelines.

***Controversial and serious cases will be assessed and decided by the school principal after discussion in the teaching council.***

## **10. Classification in subjects with a predominantly theoretical focus**

- Subjects with a predominantly theoretical focus include languages, social sciences, natural sciences, mathematics and, where applicable, corresponding optional subjects.
- When grading practical and educational activities that are part of subjects with a predominantly theoretical focus, the teacher shall proceed in accordance with Article 10 or Article 11.
- When classifying results in subjects with a predominantly theoretical focus, the following shall be assessed:
  - the completeness, accuracy and permanence of the acquisition of the required knowledge, facts, concepts, definitions, laws and relationships,
  - the quality and scope of the acquired skills to perform the required intellectual and motor activities,
  - the ability to apply the acquired knowledge and skills in solving theoretical and practical tasks, in interpreting and evaluating social and natural phenomena and laws,
  - the quality of thinking, especially its logic, independence and creativity,
  - activity in approaching activities, interest in them and relationship to them,
  - accuracy, conciseness, and professional and linguistic correctness of oral and written expression,
  - quality of results of activities,
  - acquisition of effective methods of independent study.
- Educational results are classified according to the following criteria:

### **Grade 1 (excellent)**

The student has a comprehensive, accurate and complete grasp of the required knowledge, facts, concepts, definitions and principles and understands the relationships between them. They readily perform the required intellectual and motor activities. They independently and creatively apply the acquired knowledge and skills in solving theoretical and practical tasks, in interpreting and evaluating phenomena and principles. They think

logically and correctly, clearly demonstrating independence and creativity. Their oral and written expression is correct, accurate and concise. Their graphic expression is accurate and aesthetic. The results of their work are of high quality, with only minor shortcomings. They are able to study appropriate texts independently.

**Grade 2 (good)**

The pupil has a comprehensive, accurate and complete grasp of the required knowledge, facts, concepts, definitions and principles. They readily perform the required intellectual and motor activities. Independently and productively, or with minor guidance from the teacher, they apply the acquired knowledge and skills in solving theoretical and practical tasks, in interpreting and evaluating phenomena and principles. Thinks correctly, demonstrating logic and creativity in their thinking. Oral and written expression has minor shortcomings in terms of correctness, accuracy and conciseness. The quality of the results of their work is generally without significant shortcomings. Graphic expression is aesthetic, without major inaccuracies. Is able to study appropriate texts independently or with minor assistance.

**Grade 3 (good)**

The pupil has minor gaps in the comprehensiveness, accuracy and completeness of the required knowledge, facts, concepts, definitions and laws. He/she shows deficiencies in performing the required intellectual and motor activities. He/she is able to correct more significant inaccuracies and errors with the help of the teacher. They make mistakes when applying the acquired knowledge and skills in solving theoretical and practical tasks. They apply knowledge and evaluate phenomena and laws according to the teacher's instructions. Their thinking is generally correct, but not very creative, and there are errors in their logic. Their oral and written expression lacks accuracy, precision and conciseness. The quality of their work shows more frequent shortcomings, their graphic expression is less aesthetic and has minor shortcomings. They are able to study independently according to the teacher's instructions.

**Grade 4 (sufficient)**

The pupil has serious gaps in the comprehensiveness, accuracy and completeness of the required knowledge. When performing the required intellectual and motor activities, he/she is not very quick-witted and has greater shortcomings. There are serious errors in the application of acquired knowledge and skills in solving theoretical and practical tasks. The pupil is not independent in using knowledge to interpret and evaluate phenomena. There are serious errors in logical thinking, and thinking is not creative. The pupil's oral and written expression has serious shortcomings in terms of correctness, accuracy and conciseness. There are shortcomings in the quality of the results of the pupil's activities and in graphic expression, which is not very aesthetic. The pupil is able to correct serious shortcomings and errors with the help of the teacher. He/she has great difficulty studying independently.

**Grade 5 (unsatisfactory)**

The pupil has not acquired the required knowledge comprehensively, accurately and completely, and has serious and significant gaps in their knowledge. Their ability to perform the required intellectual and motor activities has very significant shortcomings. There are very serious errors in the application of acquired knowledge and skills in solving theoretical and practical tasks. When interpreting and evaluating phenomena and laws, they are unable to apply their knowledge even with the teacher's guidance. They do not demonstrate independent thinking and frequently display logical deficiencies. Their oral and written expression has serious deficiencies in terms of correctness, accuracy and conciseness. The quality of the results of his/her work and graphic expression have serious shortcomings. He/she is unable to correct serious shortcomings and errors even with the help of the teacher. He/she is unable to study independently.

**11. Classification in subjects with a predominantly practical focus**

- Practical activities, work education and, where applicable, corresponding optional subjects predominate in primary school.
- When continuously grading theoretical and educational knowledge that is part of subjects with a predominantly practical focus, the teacher shall proceed in accordance with Article 9 or Article 11, as applicable.
- When grading subjects with a predominantly practical focus, the following shall be assessed:
  - relationship to work, to the work team and to practical activities,
  - acquisition of practical skills and habits, mastery of effective working methods,
  - use of acquired theoretical knowledge in practical activities,
  - activity, independence, creativity, initiative in practical activities,
  - quality of results,
  - organisation of one's own work and workplace, maintaining order in the workplace,
  - compliance with regulations on occupational health and safety and environmental protection,
  - economical use of raw materials, materials and energy, overcoming obstacles at work,
  - operation and maintenance of laboratory equipment and aids, tools, instruments and measuring devices.
- Educational results are classified according to the following criteria:

**Grade 1 (excellent)**

The student consistently demonstrates a positive attitude towards work, the work team and practical activities. They readily, independently and creatively apply the theoretical knowledge they have acquired in practical activities. They perform practical activities readily and independently apply the skills and habits they have acquired. They have a safe command of work procedures and methods; they make only minor mistakes, and the results of their work are without serious shortcomings. They organise their own work efficiently and keep their workplace tidy. Consciously complies with occupational health and safety regulations and actively cares for the environment. Uses raw materials, materials and energy economically. Operates and maintains laboratory equipment and aids, tools, instruments and measuring devices in an exemplary manner. Actively overcomes obstacles that arise.

**Grade 2 (good)**

The student demonstrates a positive attitude towards work, the work team and practical activities. He/she independently, but less creatively and with less confidence, applies the acquired theoretical knowledge in practical activities. He/she performs practical activities



independently, without significant errors in procedures and working methods. The results of their work have minor shortcomings. They organise their own work efficiently and keep their workplace tidy. Consciously complies with occupational health and safety regulations and cares for the environment. Makes minor mistakes in the economical use of raw materials, materials and energy. Operates and maintains laboratory equipment and aids, tools, instruments and measuring devices with minor shortcomings. Overcomes obstacles at work with occasional help from the teacher.

**Grade 3 (good)**

The student shows a relationship to work, the work team and practical activities with minor fluctuations. With the help of the teacher, they apply the acquired theoretical knowledge in practical activities. They make mistakes in practical activities and occasionally need the teacher's help with procedures and working methods. The results of their work have shortcomings. They organise their own work less efficiently and keep the workplace tidy. They comply with health and safety regulations at work and contribute to a small extent to the creation and protection of the environment. At the teacher's suggestion, they are able to use raw materials, materials and energy economically. Needs some encouragement to maintain laboratory equipment, instruments, tools and measuring devices. Overcomes obstacles at work only with frequent help from the teacher.

**Level 4 (sufficient)**

The pupil works without interest and without any connection to the work, the work team or practical activities. He/she can only apply the theoretical knowledge acquired in practical activities with the constant help of the teacher. He/she makes significant mistakes in practical activities, skills and habits. They need constant help from the teacher when choosing procedures and working methods. Their work results have serious shortcomings. They can organise their work with constant help from the teacher, but pay less attention to order in the workplace. They pay less attention to compliance with health and safety regulations at work and environmental regulations. They violate the principles of economical use of raw materials, materials and energy. They make serious mistakes in the operation and maintenance of laboratory equipment and aids, instruments, tools and measuring devices. They can only overcome obstacles at work with the help of the teacher.

**Grade 5 (unsatisfactory)**

The pupil shows no interest in work or in relation to it, nor to the work collective and practical activities. Even with the help of the teacher, he is unable to apply the acquired theoretical knowledge in practical activities. They have significant shortcomings in practical activities, skills and habits. They are unable to proceed with their work even with the help of a teacher. The results of their work are incomplete, inaccurate and do not meet the prescribed indicators. They are unable to organise their work in the workplace and do not pay attention to order in the workplace. He does not follow health and safety regulations at work and does not care about protecting the environment. He does not use raw materials, materials and energy economically. He makes serious mistakes in the operation and maintenance of laboratory equipment and aids, instruments and tools, and measuring instruments.

**12. Classification in subjects with a predominantly educational focus**

- The following subjects have a predominantly educational focus: art, music and singing, physical education, health education, citizenship education, family and civic education, and any corresponding optional subjects.
- When grading theoretical knowledge and practical activities that are part of the subjects listed in paragraph 1 of this article, the teacher shall proceed in accordance with Article 9 or Article 10, as applicable.
- When grading the subjects listed in paragraph 1, the following shall be assessed in accordance with the requirements of the curriculum:
  - the degree of creativity and independence of expression,
  - the acquisition of the necessary knowledge, experience and activities and their creative application,
  - understanding of the principles of given activities and their application in one's own activities,
  - quality of expression,
  - the student's relationship to and interest in activities,
  - aesthetic perception, approach to works of art and the aesthetics of the wider society,
  - in physical education, taking into account the pupil's state of health, general physical fitness, performance and care for their own health.
- Educational results are classified according to the following criteria:

**Grade 1 (excellent)**

The pupil is very active in activities. They work creatively, independently, make full use of their personal abilities and develop them very successfully in individual and collective expressions in accordance with the requirements of the curriculum. Their expression is aesthetically impressive, original, heartfelt, and musically and physically accurate. They apply the acquired knowledge, skills and habits creatively. They have a keen interest in art, aesthetics and physical culture and demonstrate an active relationship with them. They successfully develop their aesthetic taste and physical fitness.

**Grade 2 (commendable)**

The pupil is active and creative in activities, mostly independent based on the use of their personal abilities, which they successfully develop in individual and collective expression. Their expression is aesthetically impressive and has only minor shortcomings in terms of curriculum requirements. The pupil creatively applies the acquired knowledge, skills and habits in new tasks. They have an active interest in art, aesthetics and physical fitness. They develop their aesthetic taste and physical fitness to the required extent.

**Grade 3 (good)**

The pupil is less active, creative, independent and quick-witted in activities. They do not make sufficient use of their abilities in individual and collective expression. Their expression is not very impressive and they make mistakes. Their knowledge and skills have numerous gaps and they need the teacher's help in applying them. They do not have sufficient active interest in art, aesthetics and physical culture. He does not develop his aesthetic taste and physical fitness to the required extent.

**Grade 4 (sufficient)**

The pupil is not very active or creative in activities. The development of his abilities and his expression are unsatisfactory. He makes frequent mistakes when completing tasks. He applies his knowledge and skills only with considerable help from the teacher. He shows very little effort and interest in activities and does not develop his aesthetic taste and physical fitness sufficiently.

**Grade 5 (unsatisfactory)**

The pupil is mostly passive in activities. The development of his/her abilities is unsatisfactory. His/her performance is mostly incorrect and has no aesthetic value. He/she is unable to apply the minimal knowledge and skills he/she has acquired. He/she shows no interest in work and makes no effort to develop his/her aesthetic taste and physical fitness.

**13. Principles for the use of verbal assessment**

**a) Principles and criteria for the use of verbal assessment or a combination of verbal assessment and classification**

- In the case of a pupil with a developmental learning disorder, the headteacher shall decide on the use of verbal assessment on the basis of a request (or with the written consent) of the pupil's legal representative. The headteacher shall decide on the use of verbal assessment or a combination with the classification of other pupils with the consent of the school board. The headteacher shall take into account the proposal of the parents, the teacher of the subject in question or the class teacher.
- The results of the pupil's education in the individual compulsory and optional subjects specified in the school educational programme and the pupil's behaviour at school and at events organised by the school are described in the case of verbal assessment in such a way so that the level of education achieved by the pupil is clear, particularly in relation to the expected outcomes formulated in the syllabuses of the individual subjects of the school educational programme, the pupil's educational and personal aptitudes, and the pupil's age.
- Verbal assessment includes an evaluation of the pupil's educational results in their development, an assessment of the pupil's diligence and approach to education, including in contexts that affect their performance, and an indication of the pupil's further development. It also includes a justification of the assessment and recommendations on how to prevent and overcome any failures on the part of the pupil. The verbal assessment of individual subjects does not reflect the assessment of the pupil's behaviour.
- Verbal assessment is carried out in a similar manner to the principles and criteria for classification, as the link between classification and verbal assessment must be maintained.

**b) Principles for determining the overall assessment of a pupil on a report card when using verbal assessment or a combination of verbal assessment and classification**

- A pupil who is assessed verbally in one or more subjects, without a combination of verbal assessment and classification, may have an overall grade of pass or fail at the end of the first or second term.
- A pupil who is assessed using a combination of verbal assessment and classification may receive a pass with distinction, pass or fail at the end of the first or second term.
- A pupil who is assessed as failing at the end of the first or second term must have this assessment justified in the verbal assessment for the subject in question.

**14. Principles and rules for pupil self-assessment**

- Self-assessment is a natural part of the assessment process. It is one of the educational methods.
- Pupils are accustomed to a situation where assessment by a teacher, group or other pupil is preceded by self-assessment, which is then compared with the external assessment. Pupils thus compare their view of themselves and their performance with the views of teachers and other classmates.
- Pupil self-assessment with justification usually precedes assessment by the teacher with justification.
- The teacher guides the pupil in the skills of self-assessment in the sense of healthy social and psychological development.
- Weekly plans, student portfolios and self-assessment sheets are primarily used for self-assessment.
- Pupil self-assessment is not intended to replace traditional assessment (assessment of the pupil by the teacher), but only to supplement and expand the evaluation processes and to activate the pupil more.
- Pupils have the right to self-assessment.

**15. Assessment of pupils with special educational needs and gifted pupils**

- Pupils with special educational needs and gifted pupils have the right to education whose content, forms and methods correspond to their educational needs and abilities, the right to the creation of the necessary conditions to enable this education, and the right to counselling assistance from the school and the school counselling centre.
- The education of pupils with special educational needs is specified in more detail in the Education Act 561/2004 Coll. §16 and Decree of the Ministry of Education, Youth and Sports of the Czech Republic No. 27/2016 Coll. - Decree on the education of pupils with special educational needs and gifted pupils.
- When assessing pupils with special educational needs, the nature of the disability and the level of support measures are taken into account in accordance with the recommendations of the school counselling facility.
- It is recommended to communicate in an appropriate manner to other pupils in the class the essence of the individual approach and the considered approach to the assessment and classification of pupils with special educational needs.
- Teachers respect the recommendations of psychological examinations of pupils and apply them when classifying and assessing pupil behaviour, and also choose appropriate and proportionate methods of obtaining data. Where possible, verbal assessment is used.

- Teachers emphasise the type of expression in which the pupil has the potential to perform better. Classification is based on the number of phenomena that the pupil has mastered.
- Based on the recommendations of the school counselling facility, an individual educational plan will be drawn up for the pupil for any subject by the relevant teachers.
- All proposed educational measures are discussed with the parents, and their agreement or disagreement is respected.

#### **16. School report**

- A report card is issued to the pupil every half-year; for the first half-year, an extract from the report card may be issued to the pupil instead of the report card.
- The assessment of a pupil's educational results on the report card is expressed by a classification grade (hereinafter referred to as "classification"), verbally or by a combination of both methods. The method of assessment is decided by the headteacher with the consent of the school board and parents.
- The school that issued the report card to the pupil shall, at the request of the pupil's legal representative, convert the verbal assessment into a classification for the purposes of the admission procedure to secondary education.
- The report card shall include the pupil's behaviour classification, overall classification in compulsory subjects (educational fields), compulsory elective subjects (hereinafter referred to as "compulsory subjects") and optional subjects attended by the pupil, and overall performance (assessment). In grades 1-5, the classification grade is expressed numerically, and in grades 6-9, it is expressed verbally. The overall performance (assessment) is expressed verbally.
- The report card does not include the assessment of pupils in extracurricular activities.
- The report card is signed by the class teacher and the head teacher and stamped with the school's official stamp.
- The issuance of duplicate school report cards is governed by special regulations.

#### **17. Formative and summative assessment**

- The situation in education during the second half of the 2019/2020 school year prompted the school management and teaching staff to engage in more extensive discussions about the form of continuous and final assessment. Although the benefits of continuous assessment cannot be questioned, the extraordinary period associated with distance learning has strongly confirmed that assessment incorporating more formative elements is very beneficial for pupils' learning and provides them with information for further improvement of their results. Final summative assessment in verbal form has proven to be more effective than mere final classification in the form of a mark, as the verbal form of assessment has made it possible to better describe the results achieved by pupils, reflecting the complex period of education. It is therefore recommended that, in the context of their experience with distance learning, school teachers discuss possible changes to the forms of pupil assessment in relation to specific educational situations within the teaching staff.

*These rules come into force on the date of their entry into force and repeal the rules of 12 October 2023.*

**Amendments to these rules were discussed and approved at a meeting of the teaching council on 25 August 2025 and by the school board on 26 August 2025.**

**In Písek, 1 September 2025**

Mgr. Bc. Pavel Koc  
Headmaster

Ing. Jiří Morávek  
Chair of the School Board