

ABSTRACT

This dissertation deals with the predictive validity of the state part of the school-leaving exam and the entrance exam to the Faculty of Education, Charles University. Its purpose is to find what influence these exams have on academic performance, with the criteria being the grade point average for each year of the bachelor program, cumulative grade point average and the state final examination grade. The data set consists of students admitted for academic years 2016/2017 and 2017/2018 in the following fields: Czech language, English language and Special education. The dissertation includes also a review study giving an overview of the research on the predictive validity conducted in the Czech republic and other countries. The empirical part provides the description and comparison of the individual data sets, including results from school-leaving exam and the entrance exam, as well as university grades. As for the school-leaving exams, students pass most successfully the English exam. When focusing on the field of study, the most successful students are those of the English language, while students of Special education have the worst grades. However, these students achieve the best results in the entrance exam and they also perform best during their university studies, which can be seen in the number of graduates or the grade point average. The school-leaving exam and the entrance exam can both predict best the academic performance in the first year and the cumulative grade point average, with the correlation coefficient reaching the value of 0,53.

KEYWORDS

school-leaving exam, entrance exam, predictive validity, academic performance, grade point average