**ASSESSMENT FUND**

**FOR CURRENT PROGRESS MONITORING AND MIDTERM CERTIFICATION OF STUDENTS STUDYING ON DISCIPLINE**

**Characteristics of monitoring forms**

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| **Monitoring form** | **Characteristics** |
| **Report** | A report is a public announcement or document that contains information and reflects the essence of the issue or research in relation to a given situation. It can be written or oral. An oral presentation can be accompanied by a multimedia presentation or demonstration of any visual (material) objects.Report allows you to assess the level of student`s theoretical knowledge on a given question, as well as to check the skills of analysis, synthesis, generalization and concretization, used by students while preparing a report. |
| **Project defense**  | A project is a set of documents (calculations, drawings, etc.) for making any structure or product. Preliminary text of a document. Concept, plan. Independent student activity to solve the problem with the achievement of a practical result. It allows you to assess student`s knowledge level on the problem of the project, as well as the skills of planning, goal-setting, research, practical application of knowledge in typical and non-standard situations (for example, the material design of a project product or its separate component). To assess the skills of students, the project should have a practice-oriented nature, which would clearly show the ability of students to practically apply knowledge in typical and non-standard situations (for example, the material design of the project product or its separate component). |
| **Control of assignments in the workbook** | Control tasks in the workbook are aimed at identifying and comparing at a particular stage of learning the results of students' educational activities with the requirements set by the content of the discipline being studied. It can be used in IS OrSMU if the workbook with methodological instructions is placed in the work program of the discipline and students have the opportunity to complete tasks by filling out the notebook and sending it to the teacher for checking. It allows you to check and evaluate the knowledge of students, to determine the degree of their readiness for further education, as well as the skills level, if the tasks are of a practice-oriented nature. |
| **Test**  | A test is one of the forms of written verification and assessment of the acquired knowledge, the level of independence and activity of students in educational activities. They can be carried out in the classroom and in the form of homework, current and final, graphic, practical, frontal (for all) and individual. Traditionally, the test involves the identification of knowledge on a specific topic (section), as well as an understanding of the essence of the studied phenomena, objects, their patterns (for example, assignments for comparison, insertion of missing words, etc.). To assess the skills of students primarily graphical and practical tests are used. The graphical test is aimed at identifying the ability of students to draw up a generalized visual model that reflects certain relationships, relationships in an object or in their totality. These can be graphics, pictures, drawings, diagrams, tables. Practical tests are carried out to identify the abilities and skills of students to carry out certain research, laboratory experiments, make measurements, perform appropriate operations and manipulations in educational and industrial conditions. One of the forms of testing practical skills and abilities is a control practical exercise lesson (in physics, chemistry, biology, anatomy, physiology, surgery, etc.), usually held at the end of the study of the topic or section of the discipline. |
| **Written questionnaire** | A written questionnaire is a type of written assessment of students' knowledge on certain questions or topics. It can be current and final, individual and frontal. It involves posing a number of questions to students, to which they give a detailed written answer. It allows you to assess the knowledge of students on the passed topic (or module) of the discipline. |
| **Presentation**  | A presentation (computer presentation) is a demonstration in a visual form of the main provisions of the oral presentation, the degree of mastering the content of the problem. It allows you to assess the level of students` knowledge on a given question (topic, section), as well as to check their skills of analysis, synthesis, generalization and concretization, information and communication skills used by students in the process of preparing a presentation. |
| **Abstract**  | Abstract is a summary, in writing or in the form of a public speech, of the content of a book, scientific work, and the results of studying a scientific problem, a report on a specific topic, including a review of relevant literary and other sources. As a rule, it is an independent student's work on revealing the essence of the problem under study, presenting various points of view and their own views on it. The defense of the abstract can be accompanied by a presentation. Since the main purpose of the essay is scientific and informational, this form of control is aimed mainly at assessing the knowledge of students on a specific topic (issue), although it allows us to identify the level of formation of the skills of analysis, synthesis, generalization and concretization used by the student in the process of preparing a report. |
| **Case-task completion**  | Case-tasks are technology for teaching students. The students are given a set of educational material (case) and, as a result of acquaintance with it, they ought to comprehend the essence of the problem, which, as a rule, does not have an unambiguous solution, and offer their solution using the acquired knowledge and skills. It is widely used in practical classes in a foreign language, management, law, economics and other disciplines. In medicine, it can be used to teach students to write a medical history. It allows to evaluate, first of all, the students' skills to apply the acquired knowledge when solving specific practical situations. Knowledge assessment is present at the stage of collecting material for a case-task. |
| **Terminological dictation** | Terminological dictation is a type of students` written work to consolidate and test knowledge on a specific topic (issue). It can be checking or repetitive. The first is aimed at controlling knowledge, the second one is aimed at training students in the use of certain terms. It allows you to assess the students` knowledge. In this case, it should be used only if students have clear instructions on which terms are to be memorized. Otherwise, the student will write the term that he has learned from the literature he has. |
| **Testing**  | Testing is a written way of testing students' knowledge. It can be current and final (by Module or discipline as a whole). Test items can include questions with one or more correct answers, assignments for matching and sequencing, as well as problem-situation tasks that require the selection of the correct (or several correct) answer options, as well as graphic images that require interpretation or definition. In most cases, testing is aimed at assessing students' knowledge. It allows to assess the students' skills when the test tasks are presented by problem-situational tasks, tasks with graphic (visual) images that require the use of a solution algorithm (action with an object). |
| **Recitation** | Recitation is a method of testing the knowledge and skills of students, which consists in the fact that students are invited to reproduce a certain content: empirical facts, theoretical positions, formulations of concepts, examples, classifications, scientific laws. It allows you to assess the level of knowledge of students on a particular issue, topic, section, discipline. Assessment of the students' skills is possible if, in the course of answering the question posed, the student needs to demonstrate the acquired knowledge in order to solve a problem question or problem-situational task. |
| **Practical task completion monitoring**  | A practical task is a task that contains exercises and tasks that the student must solve (complete) visually (effectively), i.e. practically manipulating real objects or their substitutes. It is widely used in mathematics, computer science, physics, chemistry, economics, and other natural science disciplines. In medicine, it can be represented by the student performing direct practical manipulations with the "patient" both in the course of practical training and directly at the bases of practical training. It allows you to assess the ability of students to apply theoretical knowledge to solve (perform) a practical task in both standard and non-standard situations. |
| **Control norm administration**  | A norm (from the Latin norm) is a regulatory rule indicating the boundaries of its application. Time, quantitative and qualitative indicators of students' performance of certain tasks, techniques and actions related to the content of the academic discipline. Administration of control standards is widely represented in the technical, engineering, military fields of knowledge, as well as in the field of physical culture and sports. In medicine, it can take place when assessing the performance by students of direct actions with a "patient" that have clear normative indicators (for example, cardiopulmonary resuscitation, the number of sutures, auscultation, palpation, percussion, injections, etc.). It allows you to assess the ability of students to apply the theoretical knowledge received (about certain standards) in standard and non-standard situations. |
| **Checking case histories** | A case history is an accounting and operational document drawn up for each patient in a medical and preventive treatment institution, designed to register information about the diagnosis, course and outcome of the disease, as well as diagnostic and medical-preventive activities taken during the patient's stay in the hospital. It allows you to assess the student's ability to apply the theoretical knowledge gained in direct professional learning situations (so-called contextual learning). |
| **Solving problem-situational tasks** | Problem-situational tasks are a kind of practical task that involves solving an issue in a certain situation. Both the question and the situation itself can be problematic. In most cases, problem-situational tasks have a professional focus. They allow assessing the ability of students to apply the obtained theoretical knowledge in various situations. |
| **Practical skills testing** | Testing of practical skills can be used to control the students' practical actions (medical manipulations) with the "patient". It allows you to assess the skills and abilities of students to apply the theoretical knowledge (about certain actions and manipulations) in standard and non-standard situations. |
| **Practice report** | A report is a message, a report on their actions, work. Practice report – is the information compiled in a certain form, data on the student's activities for a certain period based on practical training. It allows you to evaluate the practical experience achieved by students in the application of the theoretical knowledge, abilities and skills in the process of direct professional activity. |
|  **Practice diary** | A diary is the records of everyday activity. The practice diary reflects the student's daily activities based on practical training. It allows to evaluate the dynamics of students' mastering of practical professional activity experience in the process of practical training (educational and industrial practice). |

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| **Monitoring form**  | **Assessment criteria** |
| **Recitation** | On "FIVE POINTS" the answer is assessed, which shows solid knowledge of the main questions of the studied material, is distinguished by the depth and completeness of the disclosure of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. |
| On "FOUR POINTS" the answer is assessed, which reveals a solid knowledge of the basic questions of the studied material, differs in the depth and completeness of the disclosure of the topic; knowledge of the terminological apparatus; the ability to explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, consistency and consistency of the answer. However, one or two inaccuracies in the answer are allowed. |
| On "THREE POINTS" the answer is assessed, which testifies mainly to the knowledge of the studied material, which is characterized by insufficient depth and completeness of the disclosure of the topic; knowledge of the basic issues of theory; poorly formed skills in analyzing phenomena, processes, insufficient ability to give reasoned answers and give examples; lack of fluency in monologue speech, logic and consistency of the answer. Several mistakes are allowed in the content of the answer. |
| On "TWO POINTS" the answer is assessed, revealing ignorance of the studied material, characterized by a shallow disclosure of the topic; ignorance of the main issues of theory, unformed skills in the analysis of phenomena, processes; inability to give reasoned answers, weak command of monologue speech, lack of consistency and consistency. Serious errors in the content of the answer are allowed. |
| ZERO POINTS" is given if there is no answer |
| **Testing** | "FIVE POINTS" is given on condition of 90-100% correct answers |
| "FOUR POINTS" is given on condition of 75-89% correct answers |
| "THREE POINTS" is given on condition of 60-74% correct answers |
| "TWO POINTS" is given on condition of 59% or less correct answers. |
|  "ZERO POINTS" is given if there is no answer |
| **Written questionnaire** | "FIVE POINTS" is given to a student if he knows the conceptual apparatus, demonstrates the depth and complete mastery of the content of the educational material, in which he is easily oriented. |
| "FOUR POINTS" are given to the student for the ability to correctly present the material, but the content and form of the answer may have some inaccuracies. |
| "THREE POINTS" is awarded if a student discovers knowledge and understanding of the main provisions of the educational material, but expresses it incompletely, inconsistently, makes inaccuracies in the definition of concepts, does not know how to substantiate his judgments with evidence. |
| "TWO POINTS" is given if a student has scattered, unsystematic knowledge, does not know how to distinguish the main and the secondary, makes mistakes in the definition of concepts, distorts their meaning. |
| "ZERO POINTS" is set if there is no answer. |
| **Problem-situational tasks** | "FIVE POINTS" - the student correctly and fully conducts the initial assessment of the condition, independently identifies the satisfaction of which needs are violated, determines the patient's problems, sets goals and plans nursing interventions with their justification, conducts current and final assessment. |
| "FOUR POINTS" - the student correctly conducts the initial assessment of the condition, identifies the satisfaction of what needs are violated, determines the patient's problems, sets goals and plans nursing interventions with their justification, conducts the current and final assessment. Some minor difficulties in answering are allowed; justification and final assessment is carried out with additional comments from the teacher. |
| "THREE POINTS" - the student correctly but incompletely conducts the initial assessment of the patient's condition. Identifying the satisfaction of what needs are violated, determining the patient's problem is possible with leading questions from the teacher. Sets goals and plans for nursing interventions without justification, conducts ongoing and final assessment with leading questions from the teacher; Difficulties with a comprehensive assessment of the proposed situation. |
| "TWO POINTS" - wrong assessment of the situation; incorrectly chosen tactics of action. |
| "ZERO POINTS" is set if there is no answer. |
| **Practical skills** | "FIVE POINTS". The student has shown full knowledge of the program material, the workplace is equipped with all the requirements for preparation for performing manipulations; practical actions are performed sequentially in accordance with the algorithm for performing manipulations; all requirements for the safety of the patient and medical staff are observed; the time limit is observed; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological supervision; all actions are justified. |
| "FOUR POINTS". The student has shown complete knowledge of the program material, the workplace is not fully independently equipped to perform practical manipulations; practical actions are performed consistently, but not confidently; all requirements for the safety of the patient and medical staff are observed; time regulations are violated; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological regime; all actions are justified with clarifying questions of the teacher, made small mistakes or inaccuracies. |
| "THREE POINTS". The student showed knowledge of the basic program material in the amount necessary for the upcoming professional activity, but made no more than one fundamental mistake, the workplace is not fully equipped to perform practical manipulations; the sequence of their implementation is broken; unsure actions, leading and additional questions and comments of the teacher are needed to justify actions; all requirements for the safety of the patient and medical staff are observed; the workplace is cleaned in accordance with the requirements of the sanitary and epidemiological regime. |
| "TWO POINTS". The student discovered significant gaps in the knowledge of the practical skill algorithm, made more than one fundamental mistake, difficulties in preparing the workplace, the inability to independently perform practical manipulations; actions are taken that violate the safety of the patient and the medical staff, the requirements of the sanitary and epidemiological regime, safety measures when working with the equipment and materials used are violated. |
| "ZERO POINTS" is given if there is no answer |
| **Abstract defense** | "FIVE POINTS" is awarded if the student fulfills all the requirements for writing and defending the abstract: the problem is identified and its relevance is justified, a brief analysis of various points of view on the problem under consideration is made and their own position is logically stated, conclusions are formulated, the topic is fully disclosed, the volume is maintained, requirements for the external design, the correct answers to additional questions are given. |
| "FOUR POINTS" is given if the students meet the basic requirements for the abstract and its defense, but at the same time there are some mistakes. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the abstract is not kept; there are omissions in the design; incomplete answers were given to additional questions during the defense. |
| "THREE POINTS" is given if the student allows significant deviations from the requirements for abstracting. In particular, the topic is covered only partially; factual errors were made in the content of the abstract or when answering additional questions; there is no output during protection. |
| "TWO POINTS" is given if the topic of the abstract is not disclosed to the students, a significant misunderstanding of the problem is revealed. |
| "ZERO POINTS" is given if there is no answer |
| **Presentation demonstration** | "FIVE POINTS" is awarded if there is a connection between the presentation and the program and curriculum, the corresponding section; the didactic and methodological goals and objectives of the presentation were achieved; provides reliable information about historical references and current events; all conclusions are confirmed by reliable sources; the language of the presentation is clear to the audience; the chronology is followed, the priorities are correctly set; logical transition to the conclusion; correct conclusions; the font is readable, the color (background, font, headers) is correctly selected, animation elements are present; no grammatical errors. |
| "FOUR POINTS" is given if the students meet the basic requirements for the presentation, but there are some mistakes. In particular, there are inaccuracies in the presentation of the material; a topic was chosen without taking into account the curriculum; there is no logical consistency in judgments; requirements for graphic content are not met; there are omissions in the design; incomplete answers were given to additional questions during the defense. |
| "THREE POINTS" is given if the student makes significant deviations from the requirements for presentation design. In particular, the topic is covered only partially; errors of fact were made in the content of the presentation or when answering additional questions; no output was presented during the demo. |
| "TWO POINTS" is given if the topic of the abstract is not revealed to the students, a significant misunderstanding of the problem is revealed. |
| "ZERO POINTS" is given if there is no answer. |
| **Practical tasks (Patient card)** | "FIVE POINTS" is awarded if the content corresponds to the given topic; the topic is fully disclosed and contains modern, reliable data; the text is written consistently, logically and correctly from the point of view of the norms of the Russian language; there are photographs, diagrams, according to the stated topic; matches the pictorial design. |
| “FOUR POINTS” is awarded if the student has issued a booklet that meets the same requirements as for the mark “excellent”, but made minor corrections in the text or image, which he himself corrects. |
| "THREE POINTS" is given if the content does not fully correspond to the declared theme; the topic is not fully disclosed and contains outdated data; the text is written consistently, logically, but there are mistakes from the point of view of the norms of the Russian language; not enough photos and diagrams are available; matches the pictorial design. |
| "TWO POINTS" is given if the content does not correspond to the declared topic; the topic is not fully disclosed and does not contain modern, reliable data; the text is not written consistently and logically, there are gross mistakes from the point of view of the norms of the Russian language; there are no photos and diagrams available; it does not match the pictorial design. |
| "ZERO POINTS" is given if there is no answer |