

**MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC**  
**OSH STATE UNIVERSITY**  
**INTERNATIONAL MEDICAL FACULTY**  
**Department of Social and Humanitarian Disciplines**

**REVIEWED**

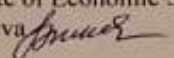
at the meeting of the Department of Social  
and Humanitarian Disciplines  
Minutes No. 2 dated "5" 09  
2025

Head of the Department,  
Doctor of Philosophical Sciences  
S. M. Amiraliev



**APPROVED**

Chairperson of the Academic and  
Methodological Council  
of the International Medical Faculty,  
Candidate of Economic Sciences  
A. Bazieva

  
"9" 09 2025

**Checklist and Assessment Criteria**

for the discipline: "**Russian Language**"  
for the 2025-2026 academic year, specialty:  
"**560001 – General Medicine (GM)**"

Russian Language	Number of hours				reporting	
	Total	Classroom hours		IWS	Number of test	Exam
		practical	IWST			
1st year,	240 hours,	96	24	120	2	At the end of the semester I,II
1, 2 semester	8 kcredit hours					

Compilers- teachers' Russian language

2025 year

For each topic, students complete **current contr.test CCT** includes **classroom activities** and **independent student work**. OA represents the evaluation of individually completed assignments and is conducted in accordance with established assessment standards (number of correct solutions, number of errors made, compliance with formatting requirements, etc.) and the criteria for completing a specific task while mastering the учебный material. The assessment focuses on the **specific work performed by the student**, rather than on the student's overall abilities. Diagnostic, formative, and summative assessment methods are used in conducting ongoing assessment.

For the purpose of intermediate verification of students' knowledge, **midterm assessment (MA)** is conducted.

Midterm assessment is carried out on the basis of independent work (as part of ongoing assessment: CCT / work with sources; oral responses / presentations; projects, research work; specific types of tasks, etc.), classroom participation, as well as midterm assessment in the form of a **colloquium and a test**. The total score for midterm assessment is **8 points**. The distribution of points between CCT current assessments is specified in the assessment map. Final assessment is conducted in accordance with the university academic calendar and is carried out in **written and oral forms** in compliance with current regulations and approved assessment criteria. The number of required types of work and their relative weight are aggregated in the final grade. In the final assessment, a student may earn up to **40 points**, which are summed with the midterm assessment scores by modules (**4 points + 4 points**).

All types of assessment tasks are **mandatory** and are evaluated on the basis of established assessment criteria.

### **Assessment Criteria for the Discipline “Russian Language”**

A grade of **“5” (excellent)** is awarded if the student:

1. fully presents the studied material and provides correct definitions of linguistic terms;
2. demonstrates understanding of the material, is able to substantiate judgments, and provide appropriate examples;
3. presents the material coherently and correctly in accordance with the norms of the literary language.

A grade of **“4” (good)** is awarded if the student's response meets the requirements for a grade of “5” but contains **1–2 errors**, which the student corrects independently, and **1–2 minor shortcomings** in the logical sequence of presentation.

A grade of **“3” (satisfactory)** is awarded if the student demonstrates knowledge and understanding of the linguistic material but:

1. presents the material incompletely and allows inaccuracies in defining concepts;
2. is unable to sufficiently and convincingly substantiate judgments or provide relevant examples;
3. presents the material inconsistently and makes grammatical, lexical, and stylistic errors.

A grade of “2” (**unsatisfactory**) is awarded if the student demonstrates lack of knowledge of the majority of the relevant section of the studied material, makes errors in formulating definitions and rules that distort their meaning, and presents the material in a disorganized and uncertain manner. A grade of “2” indicates deficiencies in the student’s preparation that constitute a serious obstacle to successful mastery of subsequent material.

If a student has **missed classes**, these should be made up within the established time frame, or the student must complete and defend written assignments on the topics that were missed or for which minimal scores were obtained. If the submitted work adequately reflects the essence of the topic and is **publicly defended before the audience**, it is assessed with the **maximum possible score**.

№	Types of activities	Evaluation criteria	mark			
			5	4	3	2
1.	Phonetic warm-up	Clarity and intelligibility of the pronunciation of words and expressions – 4 Observance of orthoepic (pronunciation) norms – 4 Proper use of pauses – 4 Expressiveness – 4	4	3	2	1
2	reading and comprehension	<ul style="list-style-type: none"> <li>- Reading speed and rhythm – 4</li> <li>- Accuracy (error-free performance) – 4</li> <li>- Observance of orthoepic (pronunciation) norms – 4</li> <li>- Intonation (raising and lowering of the voice in accordance with syntagms) – 4</li> <li>- Ability to observe pauses – 4</li> <li>- Emotional expressiveness – 4</li> <li>- Ability to find answers to questions in the text – 4</li> <li>- Interpretation of word meanings – 4</li> <li>- Identification of key words – 4</li> <li>- Ability to infer the meaning of unfamiliar words – 4</li> </ul>	4-1	4-1	4-1	4-1
3.	Listening and Understanding	Accuracy of responses to general comprehension questions – 4 Appropriateness of the title in relation to the content of the text – 4 Ability to identify individual facts (details) – 4 Demonstration of skills in determining the text type – 4 Identification of key words – 4 Ability to distinguish main ideas from secondary information – 4 Ability to divide the text into meaningful parts – 4 Ability to convey the main content of the text – 4 Listing of the main facts in logical sequence – 4	4-1	4-1	4-1	4-1

		Ability to title the semantic parts of the text – 4				
4.	Make dialogue	Coherence of communication – 4 Understanding of the communication goal – 4 Development of the topic – 4 Ability to initiate, maintain, and conclude a conversation – 4  Adherence to turn-taking and politeness norms – 4 Appropriateness of lexical units and grammatical structures – 4 Demonstration of a varied vocabulary – 4 Absence of errors that hinder speech comprehension – 4 Compliance with phonemic and orthoepic norms – 4 Intonation (highlighting logical stress, tempo, and rhythm) – 4	4-1	4-1	4-1	4-1
5.	composing a short story	Coherence of retelling – 4 Relevance to the topic and content – 4 Construction of concise sentences (based on given structures) – 4 Adherence to intonation, phonemic, and orthoepic norms – 4 Intonation (emphasis on logical stress, speech tempo, and rhythm) – 4	4-1	4-1	4-1	4-1
6.	types of dictations	Mastery of words with unpredictable and hard-to-check spelling patterns – 4 Presence of punctuation errors – 4 Calligraphic accuracy of writing – 4	4-1	4-1	4-1	4-1
7.	Demonstration of practical skills and abilities.  Exercise performance	Degree of student independence – 4 Completion of all stages of the task – 4 Completion of the required volume of work – 4 Accuracy of completed exercises – 4 Calligraphic accuracy of writing – 4	4-1	4-1	4-1	4-1

8.	composing a text based on a template	Degree of combination of speech material – 4 Use of prepared sentences and statements – 4 Elaboration of statements – 4	4-1	4-1	4-1	4-1
9.	role play	Degree of combination of speech material – 4 Use of prepared sentences and statements – 4 Elaboration of statements – 4	4-1	4-1	4-1	4-1
10	business game	Activity in discussing the assigned task and preliminary exchange of opinions – 4 Independence in students' out-of-class work in small groups – 4 Accuracy and timeliness of the prepared analytical report (teamwork) – 4 Completeness of task topic coverage and mastery of terminology – 4 Responses to additional questions – 4	4-1	4-1	4-1	4-1
11	presentation	Coherence and completeness in addressing the problem – 4 Generality of the material and accuracy of conclusions – 4 Student's activity during the presentation and ability to answer questions – 4 Correctness of presentation formatting – 4 Accuracy and literacy of the material presentation – 4	4-1	4-1	4-1	4-1
12	solving situational problems	Understanding of the presented information (task) – 4 Proposing a method for solving the problem – 4 Justification of the chosen solution method – 4 Offering alternative solutions – 4 Accuracy and literacy in presenting the material – 4	4-1	4-1	4-1	4-1
13	control tasks	-correctness of task completion – 4	4-1	4-1	4-1	4-1
14	final control	Completeness and accuracy of the answer – 4 Degree of awareness and understanding of the studied material – 4 Linguistic presentation of the answer – 4	4-1	4-1	4-1	4-1
23	test control	Completeness and accuracy of the answer – 4 Degree of awareness and understanding of the studied material – 4 Linguistic presentation of the answer – 4	4-1	4-1	4-1	4-1

## Grading policy

Assessment of students' knowledge is graded according 100 points

Rating	letter	digital system GPA	traditional system
4	A	4,0	excellent
3,3	B	3,33	
3	C	3,0	
3,3	D	2,33	good
2	E	2,0	
1,1	FX	0	satisfactory
0,1	F	0	
			unsatisfactory