

MINISTRY OF SCIENCE, HIGHER EDUCATION AND INNOVATION OF THE KYRGYZ REPUBLIC
OSH STATE UNIVERSITY
INTERNATIONAL MEDICAL FACULTY
DEPARTMENT OF SOCIAL AND HUMANITARIAN DISCIPLINES

AGREED

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Protocol No. "05" 09 2025

APPROVED

Head of Department,
Associate professor Amiraliev S. M.

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ASSESSMENT FUND TOOLS

in the discipline "Russian language"
for students studying in the following fields:
560001 – General Medicine (GM)

AFT was developed by senior lecturers of the SHD Department

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Assessment tools for the topics of the discipline

No.	Topics	Competency code	Planned learning outcomes for the discipline	Evaluation tools
1	Speech topic: Greetings. Farewell. Grammar topic: Russian alphabet.	LO 1, LO 2	Recognizes and names the letters of the Russian alphabet; uses simple greetings and farewells;	Composing a dialogue based on a sample
2	Introduction. The Russian alphabet. Sounds and letters.	LO 1, LO 2	Introduces himself and states his name; asks the name of the interlocutor; conducts a short dialogue of acquaintance (2-4 lines);	Reading
3	About me. Age. I, me, I am ... years old, a year, years old.	LO 1, LO 2	Introduces himself and states his age, correctly using the constructions "I", "me", "I am ... years/year/years old";	Composing questions and answers using a template
4	Occupation. Who is he? Who is she?	LO 1, LO 2	Asks and answers questions about occupation and correctly uses the constructions "who is he?" / "who is she?" to describe a person's profession;	Questions and Answers
5	Family relationships. Who is it? What is it?	LO 1, LO 2	Names and recognizes basic family relationships, answers the questions "who is this?" and "what is this?";	Questions and Answers
6	Family relations. My, my, my, my.... This is my brother.	LO 1, LO 2	Correctly uses possessive pronouns to express ownership in simple statements;	Performing exercises
7	My family. I have..., I don't.	LO 1, LO 2	Uses the phrases "I have...", "I don't have...", correctly uses the genitive case after "no" (no brother, no sister);	Composing a text based on a sample
8	Body parts. This, this, this, these.	LO 1, LO 2	Names major body parts and uses demonstrative pronouns such as "this, this, these" to correctly refer to them in simple phrases;	Presentation
9	A person's appearance. What kind? What kind? What kind? He has He is tall and has a beard.	LO 1, LO 2	Understands and uses basic adjectives to describe appearance, agrees them with nouns in gender and number at level A1, asks and answers simple questions about appearance and can give a brief oral description of a person;	Oral response
10	My friend. A person's character. Using adjectives and constructions to express evaluation.	LO 1, LO 2	Describes a person's appearance and character, correctly using qualitative adjectives and simple constructions to express evaluation, and can write a short oral or written statement;	Description of a person. Composing a text based on a sample and retelling
11	My friend. A person's character. The use of the conjunctions "and", "but", "and".	LO 1, LO 2	Uses adjectives and correctly applies the conjunctions "and", "but", "but" to connect homogeneous characteristics and contrasts in oral and written statements;	Composing a text based on a sample and retelling the text
12	Household items. How much? Use of cardinal numbers.	LO 1, LO 2	Names household objects and uses cardinal numbers to answer the question "How much?"	Six steps to analyze an object

			in simple oral and written statements;	
13	Food and drink. Use of the verbs "eat, drink." Instrumental case of nouns with the preposition "with."	LO 1, LO 2	Participates in everyday dialogues, using basic verbs (eat, drink, etc.);	Six steps to analyze an object
14	In a store, cafe. Expressing an order. Expressing a request. Weigh, give... kilogram, kilograms, kilograms, liter, liters, liters.	LO 1, LO 2	Asks and answers questions, understands questions about actions;	Role-playing game
15	Time of day. Days of the week. When? In the morning, on Monday, today, on the first day.... Which one? Which one? Using ordinal numbers.	LO 1, LO 2	Names the time of day and days of the week, answers the question "When?" using adverbs of time and prepositional constructions, correctly uses ordinal numbers in combination with nouns, and also makes simple sentences using a model to describe a sequence of events;	Making simple sentences using the example
16	Months. Seasons. What year, month? Use of the prepositions "through," "after," "before."	LO 1, LO 2	Uses the prepositions "through", "after", "before" to express temporal relationships, and also demonstrates understanding and correct use of these constructions in question-and-answer conversation;	Question and Answer Conversation
17	Daily routine. Plans for the future. Use of the verb "to be".	LO 1, LO 2	Describes his daily routine and plans for the future, correctly using the verb form "to be" in different tenses;	
18	My room. My house. Near, at, next to, next to, under, above.... Use of the verbs "stand, lie"....	LO 1, LO 2	Indicates the location of objects;	Brief description
19	The city where I study. Using adverbs of place "here, there...". City tour.	LO 1, LO 2	Can indicate the location of objects;	Cinquain
20	Kyrgyzstan. Use of the verbs "live, love, speak, see." Object of action. Who? What? I see, I love...	LO 1, LO 2	Determines the topic, the main idea of the text, highlights the main and secondary information in the text;	Listening and understanding
21	Transport. Use of verbs of motion "go – drive".	LO 1, LO 2	Uses the verbs of motion "go" and "drive" to describe movement;	Completing vocabulary and grammar exercises
22	Route descriptions. What to travel on? Where to? Use of the prepositions "in, on."	LO 1, LO 2	Describes routes of movement, correctly uses the prepositions "in", "on" and verbs of movement;	
23	Osh State University. Use of the construction "what is where" (located). Use of verbs with -с-: to study.	LO 1, LO 2	Describes university facilities and rooms, using 'what is where' constructions and -sya verbs such as 'study' correctly to create simple oral and written statements about his or her learning environment;	
24	About the weather. Sun – sunny – sunny, rain – rainy – rainy.... Feel good,	LO 1, LO 2	Masters the ability to describe the weather, correctly uses adjectives and adverbs to characterize it (sunny - sunny, rainy - rainy, etc.);	Message
25	The human body (anatomy, organs). Belonging and quantity. Who is missing? What is missing?	LO 1, LO 2	Expresses belonging and quantity, and also	Cluster

			formulates negative statements using the questions “Who is not there?”, “What is not there?” in oral and written speech;	
26	A human skeleton. A conversation about something or someone. Where? About whom? About what?	LO 1, LO 2	Asks and answers questions about the location of objects and about items or people using the constructions “Where?”, “About whom?”, “About what?”;	Questions and Answers
27	Hygiene and disease prevention. Expressing the addressee of the action. To whom? To what?	LO 1, LO 2		
28	Healthy lifestyle: nutrition, exercise, daily routine. Use of the verbs "to treat, to be sick."	LO 1, LO 2		Listening and understanding
29	In the hospital and clinic. Use of adverbs of place "left, right, ...".	LO 1, LO 2		Presentation
30	Diseases and symptoms. Use of short forms of adjectives.	LO 1, LO 2		
31	Colds. Use of synonyms.	LO 1, LO 2	Uses in professional speech a minimum of general scientific book vocabulary and terms, a minimum of speech topics within the framework of the specialty;	Glossary
32	Chronic diseases. Use of antonyms.	LO 1, LO 2	Skills are developed in describing the condition of patients through contrasting signs and symptoms;	E. Venn diagram
33	Infectious diseases. Use of phraseological units.	LO 1, LO 2	Expand your vocabulary;	E. Venn diagram
34	Diagnostics and treatment. Tests, procedures, appointments. Imperative.	LO 1, LO 2		
35	Medicines. Usage of the construction: <i>used for what, when,</i>	LO 1, LO 2		
36	At the pharmacy. Doctor's prescription. The use of the particles “not” and “nor” (in negative sentences and set expressions).	LO 1, LO 2		Six steps to analyze an object
37	Medical devices and equipment. Composing sentences with homogeneous members.	LO 1, LO 2	Names medical devices and equipment, forms sentences with homogeneous members and formulates simple coherent statements about objects of the medical environment;	
38	Medical staff and patients. Use of the verbs "work, do, help, engage." Who? What?	LO 1, LO 2	Names medical staff and patients, describes their actions and responsibilities, using the verbs “work”, “do”, “help”, “do” with the questions “Who?”, “What?”, and build on this basis simple oral and written statements suitable for everyday and professional communication in medical practice;	Completing vocabulary and grammar exercises
39	Medical specialties. Instrumental case of nouns with the verbs "to be, to become, to want." Use of compound verbs.	LO 1, LO 2	Names medical specialties, correctly uses the instrumental case of nouns with the verbs “to	

			be”, “to become”, “to want”, and also uses compound verbs to describe professional activities and plans in medical practice;	
40	At the doctor's. Use of verbs (to feel, to complain).	LO 1, LO 2	Acquires the ability to describe and understand well-being and health complaints;	Role-playing game
41	First aid (cut, burn, injury, call an ambulance).Use of modal verbs (must, can, can't).	LO 1, LO 2	Masters the ability to describe situations requiring first aid, use modal verbs “must”, “can”, “cannot” to express actions and prohibitions, and formulate simple oral and written instructions when providing assistance;	Solving situational problems
42	Medical institutions. Use of comparative constructions: "as", "than", "the same as...".	LO 1, LO 2	Masters the ability to compare, using comparative constructions “how”, “than”, “the same as...”, and also to construct simple oral and written statements on this basis;	E. Venn diagram
43	Medical documentation.Temporary relationship. When.	LO 1, LO 2	Using the given template, composes word combinations and simple sentences; creates and presents a short text, either concisely or in detail, selectively, depending on the communicative task;	Composing a text based on a sample
44	Medical documentation. Purpose of action. To.	LO 1, LO 2	Practical skills of communication and competent presentation of information in the professional sphere will be developed;	Filling out a simple medical form template
45	Traditional medicine. Expression of reason. Because.	LO 1, LO 2	Explains the reasons for phenomena and actions, which is directly related to professional communication;	Reading and reading comprehension
46	Innovations in medicine. Expression of condition. If.	LO 1, LO 2	Explains the conditions under which medical actions occur or certain situations arise, which is important for decision-making and communication with colleagues and patients;	Solving situational problems
47	Medical scientists and their contributions to medicine. Use of introductory constructions: "in my opinion," "I think," "it seems."	LO 1, LO 2	Understands and analyzes the main content and details of educational and scientific texts, determines the topic, highlights the main idea and structural parts.	Reading and reading comprehension
48	Repetition.			

Passport of the fund of assessment tools on the topics of practical classes

N o.	Topics	Competencies being developed	Evaluation tools		
			Tests	Other species	Quantity
1	Speech topic: Greetings. Farewell. Grammar topic: Russian alphabet.	GK1, IC3, SPC2		Composing a dialogue based on a sample	
2	Introduction. The Russian alphabet. Sounds and letters.	GK1, IC3, SPC2		Reading	
3	About me. Age. I, me, I am ... years old, a year, years old.	GK1, IC3, SPC2		Composing questions and answers using a template	
4	Occupation. Who is he? Who is she?	GK1, IC3, SPC2		Survey	
5	Family relationships. Who is it? What is it?	GK1, IC3, SPC2		Survey	
6	Family relations. My, my, my, my.... This is my brother.	GK1, IC3, SPC2		Performing exercises	
7	My family. I have..., I don't.	GK1, IC3, SPC2		Composing a text based on a sample	
8	Body parts. This, this, this, these.	GK1, IC3, SPC2		Presentation	
9	A person's appearance. What kind? What kind? What kind? He has He is tall and has a beard.	GK1, IC3, SPC2		Performing exercises	
10	My friend. A person's character. Using adjectives and constructions to express evaluation.	GK1, IC3, SPC2		Description of a person. Composing a text based on a sample and retelling	
11	My friend. A person's character. The use of the conjunctions "and", "but", "and".	GK1, IC3, SPC2		Composing a text based on a sample and retelling the text	
12	Household items. How much? Use of cardinal numbers.	GK1, IC3, SPC2		Vocabulary dictation	
13	Food and drink. Use of the verbs "eat, drink." Instrumental case of nouns with the preposition "with."	GK1, IC3, SPC2		Dialogue	
14	In a store, cafe. Expressing an order. Expressing a request. Weigh, give... kilogram, kilograms, kilograms, liter, liters, liters.	GK1, IC3, SPC2		Role-playing game	
15	Time of day. Days of the week. When? In the morning, on Monday, today, on the first day.... Which one? Which one? Using ordinal numbers.	GK1, IC3, SPC2		Making simple sentences using the example	

16	Months. Seasons. What year, month? Use of the prepositions "through," "after," "before."	GK1, IC3, SPC2		Question and Answer Conversation	
	Midterm Exam No. 1 (1st semester)	GK1, IC3, SPC2	Tests		
17	Daily routine. Plans for the future. Use of the verb "to be".	GK1, IC3, SPC2			
18	My room. My house. Near, at, next to, next to, under, above.... Use of the verbs "stand, lie"....	GK1, IC3, SPC2		Brief description	
19	The city where I study. Using adverbs of place "here, there...". City tour.	GK1, IC3, SPC2		Cinquain	
20	Kyrgyzstan. Use of the verbs "live, love, speak, see." Object of action. Who? What? I see, I love...	GK1, IC3, SPC2		Listening and understanding	
21	Transport. Use of verbs of motion "go – drive".	GK1, IC3, SPC2		Completing vocabulary and grammar exercises	
22	Route descriptions. What to travel on? Where to? Use of the prepositions "in, on."	GK1, IC3, SPC2			
23	Osh State University. Use of the construction "what is where" (located). Use of verbs with -ся: to study.	GK1, IC3, SPC2			
24	About the weather. Sun – sunny – sunny, rain – rainy – rainy.... Feel good,	GK1, IC3, SPC2		Message	
	Midterm Exam No. 2 (2nd semester)	GK1, IC3, SPC2		Colloquium	
25	The human body (anatomy, organs).Belonging and quantity. Who is missing? What is missing?	GK1, IC3, SPC2		Cluster	
26	A human skeleton. A conversation about something or someone. Where? About whom? About what?	GK1, IC3, SPC2		Questions and Answers	
27	Hygiene and disease prevention. Expressing the addressee of the action. To whom? To what?	GK1, IC3, SPC2			
28	Healthy lifestyle: nutrition, exercise, daily routine. Use of the verbs "to treat, to be sick."	GK1, IC3, SPC2		Listening and understanding	
29	In the hospital and clinic. Use of adverbs of place "left, right,	GK1, IC3, SPC2		Presentation	

	...".				
30	Diseases and symptoms. Use of short forms of adjectives.	GK1, IC3, SPC2			
31	Colds. Use of synonyms.	GK1, IC3, SPC2		Glossary	
32	Chronic diseases. Use of antonyms.	GK1, IC3, SPC2		E. Venn diagram	
33	Infectious diseases. Use of phraseological units.	GK1, IC3, SPC2		E. Venn diagram	
34	Diagnostics and treatment. Tests, procedures, appointments. Imperative.	GK1, IC3, SPC2			
35	Medicines. Usage of the construction: <i>used for what, when,</i>	GK1, IC3, SPC2			
36	At the pharmacy. Doctor's prescription. The use of the particles "not" and "nor" (in negative sentences and set expressions).	GK1, IC3, SPC2			
37	Medical devices and equipment. Composing sentences with homogeneous members.	GK1, IC3, SPC2			
38	Medical staff and patients. Use of the verbs "work, do, help, engage." Who? What?	GK1, IC3, SPC2			
39	Medical specialties. Instrumental case of nouns with the verbs "to be, to become, to want." Use of compound verbs.	GK1, IC3, SPC2			
40	At the doctor's. Use of verbs (to feel, to complain).	GK1, IC3, SPC2		Role-playing game	
41	First aid (cut, burn, injury, call an ambulance). Use of modal verbs (must, can, can't).	GK1, IC3, SPC2		Solving situational problems	
42	Medical institutions. Use of comparative constructions: "as", "than", "the same as...".	GK1, IC3, SPC2			
43	Medical documentation. Temporary relationship. When.	GK1, IC3, SPC2		Composing a text based on a sample	
44	Medical documentation. Purpose of action. To.	GK1, IC3, SPC2		Filling out a simple template medical uniform	
45	Traditional medicine. Expression of reason. Because.	GK1, IC3, SPC2			
46	Innovations in medicine. Expression of condition. If.	GK1, IC3, SPC2			
47	Medical scientists and their contributions to medicine. Use of introductory constructions: "in my opinion," "I think," "it	GK1, IC3, SPC2		Reading and reading comprehension	

	seems."				
48	Repetition.				
Passport of the fund of assessment tools on the topics of the independent work system					
N o.	Topics	Competencies being developed	Evaluation tools		
			Tests	Other species	Quantit y
1	Greetings, farewells	OK1, IK3, SLK2			
2	Resume	OK1, IK3, SLK2			
3	"My friend"	OK1, IK3, SLK2			
4	Conversation in the store	OK1, IK3, SLK2			
5	Time. Expression of time	OK1, IK3, SLK2			
6	My Home	OK1, IK3, SLK2			
7	Transport	OK1, IK3, SLK2			
8	My Country	OK1, IK3, SLK2			
9	Healthy eating	OK1, IK3, SLK2			

Competency-based tasks

No.	Activities	Definition	Evaluation criteria						Points CC, MC, SIW, SIWT	
			No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	SIWT
1.	Compiling a glossary	Collection and interpretation of key terms and concepts in the discipline.	1	Completeness and selection of terms	All key terms on the topic have been selected; the quantity fully meets the requirements; there are no unnecessary/irrelevant terms;	Almost a complete set, 1-2 terms are missing or there is a slight overload;	The set of terms partially reflects the topic; important elements are missing;	The list of terms is fragmentary, incomplete, and does not correspond to the topic;	The terms were chosen randomly and the topic was not covered.	5 points
			2	Accuracy and correctness of definitions	The definitions are precise, scientifically correct, and comply with dictionary and professional standards;	In general, the definitions are correct, there are minor inaccuracies;	The definitions are clear, but contain some errors or the wording is not strict;	A significant portion of the definitions are erroneous or incomplete;	The definitions are incorrect and logically inconsistent.	
			3	Design and structuring of the glossary	A clear structure is used: alphabetical/thematic order, uniform style, correct formatting;	The structure is generally consistent, with some minor inconsistencies;	There is a general structure, but the design is uneven;	The structure is broken, the design is inconvenient, there are errors;	There is no logic in the design.	
2.	Composing a dialogue	Dialogue creation is the exchange of messages, building a conversation between two interlocutors.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	CC1, 5 points, SIW No. 1, 5 points.
			1	Compliance with the topic and task	The dialogue is fully consistent with the situation (meeting, family, shopping, etc.), and has all the necessary lines;	The topic is met, but 1 element is missing or partially completed;	The theme is partially followed, the structure is incomplete;	The dialogue has little to do with the task;	The dialogue is not relevant to the topic, but it is there.	

			2	Grammar	There are no grammatical errors;	1-2 minor grammatical errors;	3-4 errors, but the sentence structure is preserved;	There are many errors, but the meaning can be understood;	The grammar is broken and difficult to understand.	
			3	Vocabulary	Demonstrate a varied vocabulary;	Rare lexical inaccuracies, but the meaning is preserved;	Some words are used incorrectly and need correction;	A lot of inappropriate or unclear vocabulary;	The vocabulary is almost not up to standard, the dialogue is incomprehensible.	
			4	Logic, sequence of lines	The dialogue is logical: question → answer → reaction; the lines are connected;	Minor sequence inconsistencies;	The dialogue is generally understandable, but there are some logical gaps;	The sequence is broken, some of the lines are not connected;	There is no logic, the lines are chaotic.	
			5	Volume and participation (if the dialogue is oral or paired)	The volume meets the requirement (5–8 remarks per participant); the student actively participates;	The volume is slightly smaller, participation is stable;	The volume is minimal, the teacher’s assistance is required;	Participation is weak, the student speaks little;	Almost never participates.	
3.	Six steps to analyze an object	A critical thinking technique based on a multi-faceted analysis of one object through 6 questions.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	CC (12, 13, 36), 5 points each
			1	Description of the object (shape, color, taste, variety, etc.)	The description is complete and accurate, 4+ characteristics are used; the vocabulary is varied;	The description is good, 3-4 characteristics, minor inaccuracies;	2-3 characteristics are given, vocabulary is limited;	Only 1-2 characteristics, description is incomplete;	The description is very brief and contains inaccuracies.	
			2	Comparison with another object	The comparison is correct, similarities and differences are indicated, 2+ parameters are used;	The comparison is given, but the parameters are not uniform;	Only 1-2 comparison parameters;	The comparison is incomplete, there is little connection;	There is an attempt to compare, but there is no logic.	
			3	Associations/connections	3+ interesting, logical associations; there is	2–3 associations, partial	1–2 associations, no explanation;	Weak or random associations;	Single , an unjustified	

					an explanation;	explanation;			association.	
			4	Analysis (composition, caloric content, properties)	Substantive analysis, 3+ facts, clear logic;	2-3 facts, analysis is incomplete;	1-2 general phrases;	Mentions without analysis;	A weak attempt at analysis.	
			5	Application (where, how it is used)	3+ use cases given with explanation;	2 options for use;	1 use case;	General remark without examples;	Incomplete, unclear answer.	
			6	Property valuation	An objective assessment is given: what is good / what is bad, arguments;	There is a rating and 1 argument;	Only positive or only negative assessment without arguments;	Uncertain assessment;	Incomplete answer.	
3.	Reading and reading comprehension	Reading and reading comprehension is the ability to understand the meaning of a text by reading words correctly, paying attention to punctuation marks and content.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	CC (45, 47), 5 points each
			1	Pronunciation and spelling	The pronunciation is correct, there are no mistakes;	There are 2-3 phonetic errors;	Regular errors, but the text is generally clear;	Pronunciation is distorted, understanding is reduced;	Most of the words are pronounced incorrectly.	
			2	Intonation and pauses	Reads with correct intonation, pauses consciously;	Minor errors in intonation;	The intonation is monotonous, the pauses are random;	The intonation is broken, pauses are not observed;	The reading is monotonous and incomprehensible.	
			3	Reading pace	The pace is even, suitable for level A1;	Minor delays;	Frequent stops;	Too slow, has difficulty putting words together;	Reading is almost impossible.	
			4	Reading comprehension (1-2 simple questions)	He answers correctly, he got the meaning;	Partially understood, allows for inaccuracies;	Understands individual words, but not the full meaning;	Understands individual words, but does not understand the general meaning;	Understands a few words, but does not understand the text.	
4.	Listening and understanding	Listening and understanding— Concepts related to the communication	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	SIW No. 4
			1	Understanding the main content of audio	Fully understands the topic, the main idea, can briefly retell it;	The topic is clear, but there are some gaps in the	Understands only the general idea without details;	Partial understanding, main ideas are	Understanding is minimal, the meaning is not	

		process but with different meanings. Listening is the process of perceiving and understanding the interlocutor's statements, while comprehension is the process of comprehending the meaning of the interlocutor's information, emotions, and feelings.				details;		confused;	grasped.	
			2	Understanding key details	Correctly identifies 90-100% of key details (names, numbers, facts, reasons);	Understands most details (70–80%);	Understands about half of the details;	Understands less than half;	Understands 1-2 details by chance.	
			3	Understanding logic, sequence and connections	Correctly determines the order of events, causes and effects;	Understands the sequence, but not all the connections;	Captures only order, but without reasons;	Confuses the sequence;	The sequence does not determine.	
			4	Understanding vocabulary and expressions	Confidently understands basic vocabulary and new words in context;	Understands familiar words, new ones partially;	Understands only basic words;	The vocabulary is limited, the meaning is lost;	Understanding of individual words is random.	
			5	Completing the task after listening (questions, filling out a table, establishing correspondences, etc.)	The task was completed completely and without errors;	1-2 minor errors;	About half done;	A significant number of errors;	The task is almost not completed.	
5.	Role-playing game	Role-playing is one of the most popular intellectual games, the process of which involves simulating a	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	SIW
			1	Language design (vocabulary and grammar)	Uses the correct words and phrases on the topic, no speech errors.	Uses the right words on the topic, makes 1-2 minor mistakes, speech is understandable;	There are few words, there are frequent mistakes, sometimes a hint is needed;	The vocabulary is limited and errors make understanding difficult;	He hardly uses words on the topic, and his speech is incomprehensible.	No. 2, 5 points, SRS No. 4, 5 points.

		certain situation by a group of people.	2	Pronunciation and phonetics	Speaks clearly, slowly, with correct stress on all words;	The pronunciation is clear, individual inaccuracies do not bother;	Noticeable phonetic difficulties, sometimes requiring repetition;	It's hard to understand without asking again;	The speech is almost incomprehensible.	
			3	Carrying out a communicative task (Was the goal of the role-playing game achieved: buy, find out, ask, introduce yourself, etc.)	Completely fulfills the task: all lines are on topic, logical dialogue;	Completes the task, but with omissions or short answers;	Partially fulfills, needs hints;	Performs, but only with a hint;	The task is almost not accomplished.	
			4	Ability to interact in dialogue, activity and independence	Maintains dialogue: answers, asks simple questions, reacts, uses learned phrases without prompting;	Generally interacts, sometimes pauses, mostly independent, but sometimes looks at the prompt;	Interaction is difficult; remarks are monosyllabic, requiring the teacher to prompt several times;	Often silent, does not react without prompting, performs the role only with constant support;	Cannot participate without full assistance.	
6.	Message	TO a short, structured oral presentation by a student aimed at conveying information on a specific topic.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	SIW No. 3, No. 6, 5 points each, SIW No. 2, 5 points.
			1	Content and disclosure of the topic	The message is fully on-topic, contains 3-4 key facts/sentences; the information is clear and relevant;	The topic is partially covered, there are 1-2 shortcomings;	The information is superficial; important elements are missing;	A large number of omissions; the topic is almost not covered;	The topic is not disclosed.	
			2	Vocabulary	The right words on the topic are used, there are no vocabulary errors;	Overall, there are enough words, but there are some inaccuracies;	Vocabulary is limited; the speaker has difficulty finding words;	Lots of mistakes, often need hints;	There are almost no words; understanding is difficult.	
			3	Grammar	There are no grammatical errors;	There are grammatical errors, but they do	Errors occur regularly, but the meaning is clear;	Lots of mistakes; sometimes you	Errors seriously impede understanding.	

						not interfere with understanding;		need to ask again;		
			4	Pronunciation	Pronunciation is generally clear; stress in familiar words is correct;	Minor phonetic errors, but speech is understandable;	Noticeable difficulties, but understandable;	Repetition required; speech is difficult to understand;	It's almost impossible to understand.	
7.	Composing a text based on a sample	The process of creating text based on a given pattern or structure.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	CC (7, 10), 5 points each.
			1	Pattern conformity (structure and logic)	The text completely follows the model: all parts are present (beginning–main part–end), the sequence is preserved;	The structure is generally observed, with some minor deviations;	The structure is partially broken, some elements are missing;	The pattern is hardly followed;	The text does not match the sample (but it is there).	
			2	Content and disclosure of the topic	The topic is covered, the information is relevant, the necessary elements (facts, descriptions, data) are present;	The topic is covered, but not completely, or there are minor flaws;	The content is partial, important elements are missing;	The topic is poorly developed;	The topic is not covered (but exists).	
			3	Vocabulary	Words used are relevant to the topic, 1-2 inaccuracies are allowed; vocabulary is appropriate to the level;	There are enough words, but there are errors or repetitions;	Vocabulary is limited; there is a lot of repetition; there is a lack of words;	Vocabulary errors make it difficult to understand;	The text contains almost no necessary vocabulary.	
			4	Grammar	Grammatical errors are minimal, the meaning is clear;	There are errors, but the text remains clear;	Errors are frequent and sometimes interfere with understanding;	Errors make it difficult to understand the text;	The meaning is difficult to understand.	
8.	Vocabulary dictation	A type of auditory or visual dictation in which words, rather than sentences or text,	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	
			1	Absence of spelling and punctuation	No errors or 1 minor error;	2-3 errors;	4-5 errors;	6-7 errors;	8 or more errors, the dictation was completed with	

		are dictated.		errors					serious violations.	
			2	Compliance with the assignment (all words, order, and formatting are rewritten)	All the words are in place, nothing is missing;	1 omission or incorrect formatting;	2 omissions or repeated errors in formatting;	More than 2 absences;	The task is partially completed.	
9.	Completing vocabulary and grammar exercises	This is a method training aimed at forming and developing students' skills in the correct use of words (vocabulary) and grammatical structures in speech.	The determination of the evaluation criteria depends on the nature, number and structure of the exercises.							SIWT No. 1, 5 b.
10	Solving situational problems	Solving problems that allow us to assess and diagnose students' ability to get out of a created situation.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	SIW No. 7, 5 points.
			1	Understanding the situation and conditions of the task	Fully understands the situation, correctly defines the task;	Generally understands the conditions, allows for minor inaccuracies;	Understands partially, misses some details;	Understanding is weak, help is needed;	I didn't understand the condition.	
			2	Appropriateness of the solution to the situation	The solution is completely appropriate to the situation, consistent and logical;	The solution is generally appropriate, but not entirely accurate;	The solution is partially suitable, there are errors in understanding the context;	The solution is weak and unsuitable;	The decision does not correspond to the situation (but the decision was made).	
			3	Language use (vocabulary and grammar by level)	Uses appropriate words and simple constructions, 1-2 errors;	There are mistakes, but the meaning is clear;	Lots of mistakes, but the main ideas are conveyed;	Errors hinder understanding;	The meaning is difficult to understand.	
			4	Clarity and coherence of the answer	The answer is clear, short, understandable; the phrases are connected;	Overall clear, but there are pauses or repetitions;	The answer is fragmentary; the connection between phrases is weak;	The answer is unstructured;	The speech is incoherent.	

11	Colloquium	A means of assessment organized in the form of a special conversation with the student on topics related to the subject being studied, and designed to determine the student's knowledge on a specific section, topic, problem, etc.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	MC No. 2, 10 points.
			1	Knowledge of theoretical material	Fully and accurately explains the main concepts; answers confidently; no factual errors;	Knows the content of the topic, allows 1-2 inaccuracies that do not affect the overall answer;	Gives a general idea of the topic; the answer is incomplete; there are errors;	Knows the material fragmentarily, provides little information, makes significant mistakes;	Has virtually no knowledge of theory.	
			2	Application of knowledge (examples, explanations, ability to analyze)	Provides correct examples, can explain phenomena in simple terms, applies theory to problems/situations;	There are examples, but they are not always accurate or complete;	It is difficult to select examples, the analysis is superficial;	There are almost no examples; the explanations are weak;	Cannot apply theory into practice.	
			3	Logic and structure of the answer	The answer is coherent, consistent, and logically structured;	The structure is generally there, but there are some minor violations of logic;	The answer is fragmented, the transitions between parts are weak;	There is no clear structure, the thought is lost;	The answer is unstructured and unsystematic.	
			4	Language design and terminology	Uses precise terms, speaks clearly; minor slips of the tongue are acceptable.	Generally correct speech; 1–2 terminological errors;	Limited vocabulary, terms are used inconsistently;	Speech is difficult, terminology is missing or incorrect;	The answer is difficult to understand, the terms are not used.	
12	Presentation	A presentation is the practice of showing and explaining material to an audience or students.	No.	Criteria	5 points	4 points	3 points	2 b.	1 b.	SIW No. 8, 5 points.
			1	Content and disclosure of the topic	The topic is fully covered; the material is precise and structured; there are examples/facts;	The topic is generally well covered, but not completely; there are some minor inaccuracies;	The topic is partially covered; few examples; information is superficial;	The material is incomplete, there are many errors;	The topic is practically not covered.	
			2	Structure and logic of the	Clear plan, logical sequence; slides are	The structure is clear, but there	The sequence is broken; some	The structure is weak or	There is no clear beginning, middle	

				presentation	linked;	are minor violations of logic;	information is located chaotically;	inconsistent;	and end.	
			3	Presentation design (design, visual literacy)	Neat design; readable fonts; minimum text; appropriate images;	The design is good, but there are some minor flaws;	Slides are overloaded or unevenly formatted;	A lot of small text, unreadable elements, chaotic design;	The design interferes with perception.	
			4	Oral presentation (clarity, expressiveness, tempo)	Speaks clearly, confidently, understandably; good speed and intonation;	The presentation is clear, but there are pauses, slips of the tongue, or monotony;	The speech is not always clear; the speaker reads from slides;	Unsure speech, difficult to understand;	The speech is almost impossible to listen to (too quiet, unintelligible).	
			5	Independence and interaction with the audience	Presents without reading text, answers questions, interacts;	Sometimes he glances at the text, but generally copes independently;	Reads often, answers questions with difficulty;	The speech is mainly read; minimal contact with the audience;	Reads the text completely, no interaction.	
13	Test tasks for RK	A system of standardized tasks that allows automation the procedure for assessing the level of knowledge and skills of a student.	No.	Criteria	10 b.	8 b.	6 b.	4 points	2 b.	C No. 1, 10 points.
				Number of correct answers (main criterion)	90-100% of tasks completed correctly;	75–89% of tasks completed correctly;	50–74% of tasks completed correctly;	30–49% of tasks completed correctly;	Less than 30% of tasks were completed correctly.	
14	Test assignments for the IC	A system of standardized tasks that allows automation the procedure for assessing the level of knowledge and skills of a student.								50 p.

3.			<ul style="list-style-type: none"> - accuracy of answers to general questions - 3 points. - ability to highlight individual facts (details) – 3 points. - ability to determine the type of text – 3 points. - highlighting keywords – 4 points. - the ability to distinguish the main thing from the secondary – 3 points. - ability to divide text into semantic parts – 4 points. - ability to convey the main content of the text – 3 points. - listing the main facts in sequence – 2 points. 	SIW – 25 points.
	E. Venn diagram	a graphic organizer of comparable facts, concepts, ideas, and phenomena	Evaluation criteria	
10	Business game	A business game is an imitation of a work process, a simulation, a simplified reproduction of a real-life situation.	<ul style="list-style-type: none"> - activity in discussing the task and preliminary exchange of opinions – 5 points. - independence of extracurricular work of students in small groups – 5 points. - correctness and timeliness of preparation of the analytical report (group work) – 7 points. - completeness of disclosure of the task topic and knowledge of terminology – 5 points. - answers to additional questions – 3 points. 	SIW – 25 points.