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**Federal State Budgetary Educational Institution of Higher education  
"URAL STATE MEDICAL UNIVERSITY"  
of the Ministry of Health of the Russian Federation**

**Department of Normal Physiology**

**APPROVE BY**

Vice-Rector for educational  
activities

Shakov A.A.



2025

**EVALUATION MATERIALS COURSE  
of the discipline Normal Physiology**

**Specialty: 31.05.01 General Medicine  
Higher education level: Specialist degree  
Qualification: General Practitioner**

**Ekaterinburg**

2025

Evaluation materials course of the discipline " Normal Physiology" is compiled according to the requirements of the Federal state educational standard of higher education in the specialty 31.05.01 General Medicine (specialist degree level), approved by the order of the Ministry of Science and Higher Education of the Russian Federation dated 12.08.2020 г. № 988, and taking into account the requirements of the professional standard "General Practitioner", approved by the order of the Ministry of Labor and Social Protection of the Russian Federation dated 21.03.2017 No293n.

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The fund of assessment tools was discussed and approved at a meeting of the Department of Normal Physiology  
21.04.2025 Protocol No. 9.

The fund of assessment tools was discussed and approved by the methodological commission of the specialty  
31.05.01 Medical practice  
14.05.2025 Protocol No. 5.

## 1. Codifier

A structured list of assessment objects – knowledge, skills, abilities, taking into account the requirements of the Federal State Educational Standard, is presented in the table.

Name of the competency category	Code and name of competencies	Code and name of the indicator of achievement of competence	Didactic unit	Controlled learning elements formed as a result of mastering the discipline		
				Knowledge	Skills	Skills
Effective interaction with socio-cultural and professional groups	GPC-5: the ability to assess morphofunctional, physiological states and processes in the human body to solve professional problems.	AI-1 GPC-5 Can: analyze the structure and development of cells, tissues, organs and organ systems in interaction with their normal function, anatomical and physiological, age-related, gender-related and individual characteristics of the structure and development of a healthy organism	DE-1 1. General properties of excitable tissues.	Mechanisms of formation of biopotentials; the role of biopotentials in excitation processes; laws of irritation of excitable tissues.	Use educational and scientific literature, the Internet; Analyze research results	Use of medical instruments and devices in conducting research
			DE-2 Muscle physiology.	Physiological features and functions of skeletal, smooth and cardiac muscles.	Use educational and scientific literature, the Internet; Analyze research results	Use of medical instruments and devices in conducting research
			DE-3 Physiology of synapses, receptors and nerve fibers.	Mechanisms of excitation in receptors; spread of excitation along nerve fibers; transmission of excitation and inhibition through synapses.	Use educational and scientific literature, the Internet; Analyze research results	Use of medical instruments and devices in conducting research
			DE-4 General physiology of the central nervous system	Properties of nerve centers; inhibition mechanisms in the central nervous system; theory of functional systems.	Use educational and scientific literature, the Internet; Analyze research results	Use of medical instruments and devices in conducting research
	AI-2 GPC-5 Able to evaluate morphofunctional					

and physiological indicators based on the results of laboratory and instrumental examination of the patient	DE-5 Private physiology of the central nervous system	Regulatory functions of the central nervous system.	Examine tendon reflexes, coordination tests; Analyze the main parameters of EEG	Use of medical instruments and devices in conducting research
AI-3 GPC-5 Can: substantiate morphofunctional features, physiological states in the human body to solve professional problems	DE-6 Physiology of the Autonomic Nervous System	Features of the autonomic nervous system and their role in regulating physiological functions and the work of visceral organs.	Evaluate the ANS tone indicators, changes in GSR and HR with changes in the tone of the ANS sections.	Use of medical instruments and devices in conducting research
	DE-7 Physiology of sensory systems	General principles and features of the functioning of human sensory systems: vision; hearing; vestibular system; olfaction; taste; somatosensory sensitivity; nociception and antinociception systems; visceral sensitivity.	Analyze the electro-oculogram; examine visual acuity; field of view; binocular vision; pupillary reflex; hearing acuity; acuity of muscle sense; tactile sensitivity.	Use of simple medical instruments (perimeter, esthesiometer, dynamometer, etc.)
	DE-8 Higher nervous activity	Unconditioned and conditioned reflexes. Instincts and dynamic stereotypes. Types of higher nervous activity. Development and features of human mental activity. Emotions. Memory.	To investigate the strength and mobility of nervous processes; individual psychological properties of the personality; the relationship between	Use of medical instruments and devices in conducting research

		Consciousness, sleep, hypnosis. Thinking, speech	the first and second signal systems; logical thinking; mechanical short-term memory	
	DE-9 Humoral regulation in the body	Humoral mechanisms of regulation. Regulation and self-regulation of the endocrine system. Hormones of endocrine glands.	-----	-----
	DE-10 Physicochemical properties of blood	The internal environment of the body. The blood system. The composition and basic physiological constants of the blood. Systems that maintain blood pH. Acidosis and alkalosis. Osmotic pressure of blood. Oncotic pressure. Erythrocyte sedimentation rate. Hematocrit index. Blood density.	Determine the hematocrit index, blood density, erythrocyte sedimentation rate, study hemolysis and osmotic stability of erythrocytes.	Using the simplest medical instruments, laboratory equipment, analysis of basic laboratory blood parameters
	DE-11 Formed elements and their functions	Erythrocytes. Hemoglobin, its types and compounds. Color index. Leukocytes. Leukocyte formula. Immunity. Blood groups. Rh factor. Blood transfusion rules. Blood substituting solutions. Platelets. Hemostasis and fibrinolysis.	To carry out a count of formed elements in Goryaev's chamber, determine hemoglobin content using the Sali method, calculate color index	Using the simplest medical instruments, laboratory equipment, analysis of basic laboratory blood parameters

			DE-12 The role of the heart in blood circulation	Cardiac cycle, hemodynamic function of the heart. Electrical phenomena in the heart. Methods of studying cardiac activity. Mechanisms of regulation of cardiac activity.	Analyze the main characteristics when registering electrocardiography, phonocardiography	Using the simplest medical instruments (phonendoscope, tonometer)
			DE-13 Hemodynamics	Basic laws of hemodynamics. Factors determining arterial pressure. Arterial pulse, its origin. Functional features of vessels. Regulation of vascular tone. The role of microcirculation in the mechanisms of fluid exchange between blood and tissues. Regulation of microcirculation. Methods of studying the cardiovascular system.	Determine blood pressure readings;	Using the simplest medical instruments (phonendoscope, tonometer, pulse oximeter)
			DE-14 Regional blood circulation	Features of fetal blood circulation, changes after birth. Features of cerebral, coronary, pulmonary, hepatic blood flow. Functions of the lymphatic system. Formation and movement of lymph in the lymphatic system.	Record and analyze ECG, pulse plethysmography	Using the simplest medical instruments, analysis of the main characteristics of ECG and pulse oximetry

			DE-15 Breath	The main stages of breathing. The mechanism of external respiration and gas exchange in the lungs. Transport of gases by the blood. Regulation of breathing. Features of breathing under conditions of high and low barometric pressure. The first breath of a child, the reasons for its occurrence. Age-related changes in breathing.	Determine and evaluate the results of spirometry and pneumotachometry, make calculations based on the results of the research conducted	Using the simplest medical instruments, analyzing the main characteristics of spirometry
			DE-16 Energy exchange	Basal metabolism. Methods of its determination, factors influencing its value. Work metabolism. Energy expenditure of the body during different types of work. Thermoregulation. Paths of heat production and heat transfer. Features of metabolism and energy in children of different ages.	To calculate the indicators of the main and working metabolism	Using the simplest medical instruments, analyzing the main characteristics of spirometry
			DE-17 Nutrition and Digestion	The physiological role of digestion. Classical and modern concepts of nutrition and digestion. Experimental and clinical methods for studying the functions of the digestive tract.	analyze the results of studies of the stomach, liver and other organs	Use of medical instruments and devices in conducting research

				Features of digestion and its regulation in various parts of the digestive tract.		
			DE-18 Excretory	Physiological role and features selection process. Kidney functions and methods of their study. Nephron and its blood supply. Physiological mechanisms urine formation and urination.	-----	-----

## 2. Test tasks

### 2.1. Read and choose the correct answer.

#### What is auxotonic muscle contraction?

- 1) increase in tone with unchanged length
- 2) decrease in length with unchanged tone
- \*3) decrease in length and increase in tone
- 4) decrease in length and decrease in tone
- 5) increase in length and decrease in tone

#### What effects does stimulation of the sympathetic nerves have on the functioning of the heart?

- 1) positive inotropic, chronotropic, negative bathmotropic and dromotropic
- 2) negative inotropic, chronotropic, positive bathmotropic and dromotropic
- \*3) positive ino-, chrono-, bathmo- and dromotropic effects
- 4) negative ino-, chrono-, bathmo- and dromotropic effects
- 5) has no effect

#### Which component of an emotional response is least controlled? consciousness?

- 1) subjective sensations
- 2) subjective experiences
- 3) somatic reflexes
- \*4) vegetative reflexes
- 5) behavioral reactions

#### What phenomenon characterizes the shift of the Price-Jones curve for erythrocytes to the right?

- \*1) macrocytosis
- 2) microcytosis
- 3) normocytosis
- 4) erythrocytosis
- 5) erythropenia

### 2.2. Read the text and match the elements from the two columns:

- |                      |  |
|----------------------|--|
| 1. Resting potential | A. A short-term change in membrane potential that propagates along the membrane  |
| 2. Action potential  | B. A change in membrane potential in which the inner side of the membrane becomes more positive relative to the outer side |
| 3. Depolarization    | B. Return of membrane potential to its initial level after depolarization  |
| 4. Repolarization    | D. Increase in negative charge on the inner side of the membrane relative to the initial level                             |
| 5. Hyperpolarization | D. A state of the membrane in which the inner side of the membrane has a negative charge relative to the outer side        |

Answers: 1 – D; 2 – A; 3 – B; 4 – C; 5 – D

### . Read the text and match the elements from the two columns:

- |                         |  |
|-------------------------|--|
| 1. Irritation threshold | A. The maximum number of action potentials that a tissue can generate per unit of time |
| 2. Refractory period    |  |

- |                 |  |
|-----------------|--|
| 3. Conductivity | B. The ability of tissue to transmit excitation along its structure                              |
| 4. Excitability | B. The ability of a tissue to respond to stimulation by generating an action potential.          |
| 5. Lability     | D. Minimum stimulus strength required to generate an action potential                            |
|                 | D. The period of time during which excitable tissue is unable to generate a new action potential |

Answers: 1 – G, 2 – D, 3 – B, 4 – C, 5 – A

. Read the text and match the elements from the two columns:

- |                                       |  |
|---------------------------------------|--|
| 1. Cardiac output                     | A. The phase of the cardiac cycle during which the myocardium contracts and blood is released into the vessels       |
| 2. Blood pressure                     | B. The amount of blood ejected by the heart into the vessels in one minute   |
| 3. Systole                            | B. The amount of blood ejected by the ventricle of the heart in one contraction                                      |
| 4. Diastole                           | G. The phase of the cardiac cycle during which the myocardium relaxes and the chambers of the heart fill with blood. |
| 5. Minute volume of blood circulation | D. The pressure that blood exerts on the walls of the arteries   |

Answers: 1 – B, 2 – D, 3 – A, 4 – D, 5 – B

. Read the text and match the elements from the two columns:

- |                                   |   |
|-----------------------------------|---|
| 1. Peripheral resistance          | A. Receptors located in the walls of blood vessels that respond to changes in pressure              |
| 2. Conduction system of the heart | B. The resistance that vessels provide to the flow of blood   |
| 3. Baroreceptors                  | B. The ability of the heart to generate electrical impulses without external stimuli                |
| 4. Venous return                  | G. Complex of structures of the heart that provide generation and conduction of electrical impulses |
| 5. Automaticity of the heart      | D. The amount of blood returning to the heart through the veins                                     |

Answers: 1 – B, 2 – G, 3 – A, 4 – D, 5 – C

### **2.3. Read the text and establish the correct sequence.**

#### **Phases of the action potential of a neuron axon:**

1. Negative trace potential
2. Positive trace potential
3. Repolarization
4. Depolarization

The correct order is:

1. Depolarization
2. Repolarization
3. Negative trace potential
4. Positive trace potential

#### **Phases of the action potential of the working cardiomyocyte of the left ventricle:**

1. Rapid terminal repolarization

2. Depolarization
3. Initial repolarization
4. Slow repolarization (plateau)

The correct order is:

1. Depolarization
2. Initial repolarization
3. Slow repolarization (plateau)
4. Rapid terminal repolarization

**The cardiac conduction system is:**

1. Purkinje fibers
2. Atrioventricular node
3. Bundle of His
4. Sinoatrial node

The correct order is:

1. Sinoatrial node
2. Atrioventricular node
3. Bundle of His
4. Purkinje fibers

**Functional classification of vessels:**

1. Exchange
2. Capacitive
3. Collective
4. Resistive
5. Elastic-stretchable

The correct order is:

1. Elastic-stretchable
2. Resistive
3. Exchange
4. Collective
5. Capacitive

**2.4. Read the question and answer it:**

**What is hematocrit?**

Correct answer: This is the ratio of the volume of formed elements to the volume of blood.

**When does the blood supply to the left ventricular myocardium occur?**

Correct answer: Mainly during diastole.

**By what mechanism is the transfer of gases from the alveoli of the lungs into the blood and back carried out?**

Correct answer: By diffusion mechanism.

**What is the caloric equivalent of oxygen?**

Correct answer: This is the amount of energy produced by absorbing 1L of O<sub>2</sub>.

## 2.5. Read the problem and answer the question.

**Problem 1.** Exhaled air contains 4.53% carbon dioxide and 15.93% oxygen. What is the value of the respiratory quotient (RQ)?

Answer: 0.9.

**Problem 2.** In 5 minutes, the subject exhaled 30 liters of air into a Douglas bag. The oxygen content in the exhaled air was 16.93%. What is the value of the minute volume of oxygen absorbed (MOA)?

Answer: 240 ml

**Problem 3.** The minute volume of oxygen absorbed is 240 ml (0.24 l). The arteriovenous difference in oxygen is 0.045 (4.5 ml per 100 ml of blood). Determine the minute volume of blood (MBV)?

Answer: 5.333 L

**Problem 4.** An athlete ran 10 km at a speed of 12 km/h, expending 597.6 kcal. Determine the working increase if the basal metabolic rate (BM) is 1639 kcal/day?

Answer: 540.92 kcal.

## 2.6 Evaluation criteria

The result is assessed as “passed” or “failed”, knowledge of the subject is counted if there is a positive answer to 71% or more test questions in this subject.

1. A positive answer to less than 71% of test questions indicates that the student’s competencies in the discipline have not been developed.

2. A positive answer to 71–80% of test questions indicate a low level of development of competencies in the discipline.

3. A positive answer to 81–90% of test tasks indicate an average level of development of competencies in the discipline.

4. A positive response to 91–100% of test tasks indicate a high level of development of competencies in the discipline.

**71-80% correct answers – satisfactory. 81-90% correct answers – good. 91% and above – excellent.**

## Algorithm for determining a student's rating in a discipline.

A student's rating in a discipline is determined by summing up the points for international tests (8 modules), points for completing independent work (2 modules), and points for lectures.

Points for international assessments (modules) are awarded at final module classes, conducted in accordance with the calendar plan approved at a department meeting and available to students.

During **the midterm assessment**, conducted at the end of each module (topic), the student's earned rating is calculated from the following mandatory components:

1) workbook

2 points are awarded for a correctly completed workbook on completed practical classes

2) oral interview:

"satisfactory" - 3 points

"good" - 4 points

"excellent" - 5 points

3) computer testing:

from 71 to 80% - 3 points

from 81 to 90% – 4 points

from 91 to 100% – 5 points

The maximum number of points per module is 12.

The minimum score for a module is 8.

**Points for independent work.**

Students complete independent work in 2 modules: physiology of endocrine glands (1st semester of study) and physiology of the urinary system (2nd semester of study) during their studies at the department. During the control conducted upon completion of independent work in these modules, the student's earned rating is given from the following components:

1) workbook

3 points are awarded for a correctly completed workbook on topics for independent work

2) computer testing

from 71 to 80% - 3 points

from 81 to 90% – 4 points

from 91 to 100% – 5 points

**3. SCORE-RATING SYSTEM ASSESSMENT OF  
ACADEMIC ACHIEVEMENTS OF STUDENTS STUDYING  
IN THE SPECIALTY 31.05.01 GENERAL MEDICINE**

Ekaterinburg  
2025

This Point-Rating System has been developed in accordance with the Mission and Policy in the field of quality of educational activities of the Federal State Budgetary Educational Institution of Higher Education Ural State Medical University of the Ministry of Health of Russia based on:

- Federal Law of December 29, 2012 No. 273-FZ "On education in the Russian Federation" (with amendments and additions);
- Federal state educational standards of higher education;
- order of the Ministry of Education and Science of Russia dated 06.04.2021 No. 245 "On approval of the Procedure for the organization and implementation of educational activities under higher education educational programs - bachelor's degree programs, specialist degree programs, master's degree programs";
- Charter of the Federal State Budgetary Educational Institution of Higher Education Ural State Medical University of the Ministry of Health of Russia (hereinafter referred to as the University);
- local normative acts University.

## **1. General provisions**

1.1. The point-rating system for assessing students' academic achievements, as a component of the system for assessing the quality of educational activities, is one of the mechanisms for improving the educational process as a whole, as well as an effective practice for improving the academic achievements of each student.

The system is based on the technology of criteria-based assessment, in accordance with which the processes of formative assessment and summative assessment of students' academic achievements, as well as the presentation of the results of final assessment in disciplines, are planned and organized.

Criterion-based assessment includes formative assessment (formative) assessment (assessment of the process of mastering a specific discipline and summative (final) assessment (results of midterm assessment upon completion of mastering topics, sections; results of final assessment in disciplines).

The assessment of the quality of mastering the main professional educational programs, including the results of training in specific disciplines, the level of formation of competencies (elements of competencies), is carried out through current monitoring of academic performance (based on the results of midterm control), midterm (based on the results of final control) and state final certification of students. The point-rating system for assessing the academic achievements of students helps to resolve issues of academic mobility and recognition of the results of previous training.

1.2. The purpose of introducing a point-rating system for assessing students' academic achievements is to establish the compliance of the level of preparation of students with the requirements of the work program of the discipline (practice), the main professional educational program, and to develop corrective actions to improve the quality of educational activities.

1.3. The point-rating system for assessing students' academic achievements is aimed at solving the following tasks:

- creation of a system for objective assessment of students' academic achievements;
- planning and motivating students for regular academic work, including independent work, during the semester;
- improving the organization of the educational process based on the uniform distribution of educational work during the semester and monitoring the academic achievements of students;
- planning preventive/corrective measures based on the analysis of positive/negative results in the process mastering disciplines;
- improvement of control and measuring materials based on the consideration of all

types of students' academic work, development of uniform requirements and objectification of the system for assessing academic achievements;

- activation of the personal factor in the student environment, increasing the role of students' self-esteem, introducing the principle of competition into the educational process, increasing the responsibility of all participants for the quality of mastering the main professional educational programs.

1.4. The point-rating system for assessing the academic achievements of students is based on the principles of criteria-based assessment.

The main principles of the point-rating system for assessing the academic achievements of students:

- Evaluation is *an integral part of the content of education* and is directly related to the goals of the main professional educational program, the work program of the discipline and the expected learning outcomes.

- *Focus of all assessment procedures on the content of the discipline's work program. Focus of control and measurement materials and corresponding assessment criteria on establishing the achievement of learning objectives in disciplines.*

- *The relationship between the goals of implementing basic professional educational programs, educational results and methods of their assessment.*

- *Systematic, regular and objective assessment of learning outcomes in disciplines.*

- *Cumulativity results educational works students V semester.*

- *Feedback that involves timely correction of the content and teaching methods of disciplines.*

- *Transparency and openness of the results of assessment of students' academic achievements.*

- *The immutability of the requirements imposed on the rules and criteria for assessing students' academic achievements.*

- *Continuity:* Assessment is a continuous, improving process that allows progress to be monitored educational achievements of students.

- *Commitment to the ethical code of the University student, i.e. commitment to the values and principles of student behavior in the educational process, which develop the student's subjectivity in expressing his/her position, personal honesty, responsibility for his/her learning and decent behavior in relationships with teachers, students, and patients.*

1.5. *Current monitoring of students' academic performance* is a form of assessing students' academic achievements in the process of mastering a discipline during a semester. Types of current monitoring of academic performance include midterm monitoring upon completion of a certain disciplinary module of a discipline.

1.6. *Examination control in a discipline* is a form of assessing the academic achievements of students during the process of passing an exam.

1.7. *The grade for a course in a semester* is given based on the results of the current monitoring of academic performance, conducted as part of the midterm assessments that logically complete the study of a specific disciplinary module of the course.

The results of midterm assessments are assessed on a five-point scale.

*The grade for a course in a semester*, obtained as a result of the current monitoring of academic performance, is calculated as the share of all positive grades received  $V$  within the framework border controls,  $V$  maximum possible quantity points (sum all excellent ratings for frontier controls per semester), expressed as a percentage.

The grade for a course in a semester, obtained based on the results of current monitoring of academic performance, is calculated on a 100-point scale.

1.8. *A student's examination grade in a discipline* is a grade (on a five-point scale) received by the student in a discipline based on the results of examination control (examination).

The examination grade is the student's final grade in the discipline, which is entered into the grade book, examination report card and diploma supplement.

**2. Criterial evaluation educational achievements students How basis of the point rating system**

2.1. *Criteria-based assessment* is a comprehensive system of step-by-step assessment of the level of mastery of basic professional educational programs, founded on correlation educational achievements of students with clearly defined criteria that correspond to the goals and content of the educational program and are understandable to students and teachers.

*The assessment criterion* is a feature (basis) according to which the level of students' academic achievements is measured. The assessment criterion is the expected learning outcomes in a specific discipline, correlated with the indicator of competence achievement and formulated in the format "to know, to be able to, to have skills and (or) experience."

2.2. The purpose of criteria-based assessment is to orient the development of the educational program towards achieving planned results – students' competencies and planned learning outcomes for each discipline.

The basis of criteria-based assessment is the orientation of training and assessment in disciplines on clearly defined criteria and the modular principle of teaching, which is based on structuring the content of a specific discipline into disciplinary modules (didactic units). The development of disciplinary modules (didactic units) is completed by midterm control.

The assessment methods and assessment tools may be test tasks, situational tasks. The assessment criteria must be clear and transparent, and must ensure understanding of the assessment procedure. The criteria must be accessible to all participants in the educational process.

Criteria-based assessment creates conditions for motivating students to achieve high academic achievements through a system of bonus points.

2.3. Scale assessments is based on following criteria and points:

"Excellent" - 5 points	The student demonstrates deep knowledge of the main processes of the subject area being studied, the answer is characterized by a complete disclosure of the topic; has a command of the terminology; the answer is logical and consistent; can reasonably explain the essence of phenomena, processes, events, analyze, draw conclusions and generalizations, give examples; can to justify choice method solutions problems, demonstrates skills her solutions
"Good" - 4 points	The student demonstrates knowledge at a basic level the main processes of the studied subject area, the answer is characterized by the completeness of the topic; has a command of the terminological apparatus; is fluent in monologue speech, but allows for inaccuracies in the answer; can explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, cite examples; however, the student makes inaccuracies in the answer; difficulties arise in answering questions

"Satisfactorily" - 3 points	The student demonstrates insufficient knowledge to explain the observed processes of the subject area being studied, the answer is characterized by insufficient completeness of the topic on the main issues of theory and practice, errors are made in the content of the answer; the student demonstrates skill give reasoned answers and bring examples on threshold level
"Bad" - 2 points	The student demonstrates poor knowledge of the subject area being studied, lacks the ability to analyze and explain observed phenomena and processes. The student makes serious mistakes in the content of the answer, demonstrates a lack of understanding of the problem. Many of the requirements for the task are not met. The student lacks skill to argue answers and examples.

The evaluation criteria should be included in the evaluation tool fund discipline and brought to the attention of students up to beginning to master the relevant disciplines.

2.4. During the period of theoretical training, the teacher organizes and carries out formative assessment, which allows for timely correction of the mastery of the discipline without assigning grades. This position allows for increased attention of students to the study of the most complex sections or didactic units.

### **3. Rules for forming a grade for a discipline within the framework of current monitoring of academic performance**

As part of the current monitoring of academic performance in the discipline, the teacher organizes and carries out summative assessment in the process of midterm control by assessing the knowledge, skills and abilities acquired by students, and elements of competencies. The student's certification for modular control includes:

- oral interview from 1 to 3 points;
- computer testing from 71% to 100% - 1 point;
- Keeping a workbook – 1 point.

The results of the midterm assessment are assessed on a five-point scale. Positive assessments are: “excellent”, 5 points; “good”, 4 points; “satisfactory”, 3 points.

The result of the current monitoring of academic performance in a discipline is the grades received by the student for all midterm assessments in the semester, as provided for by the working program of the discipline.

3.1. The final result of the current monitoring of academic performance in the semester is expressed in rating points as a percentage of the sum of positive grades for the midterm assessments received by the student in the semester to the maximum possible number of points based on the results of all midterm assessments in the semester.

$$R_{\text{current control}} = \sum (a_1 + a_2 + \dots + a_i) / \sum (m_1 + m_2 + \dots + m_i) \times 100\%, \text{ Where}$$

$R_{\text{current control}}$  – the final number of rating points based on the results of current control in the semester;

$a_1, a_2, a_i$  – positive grades (3, 4, 5) received by the student based on the results of midterm assessments provided for by the course program in the semester;

$m_1, m_2, m_i$  – maximum grades (5) for the same final assessments that are provided for by the course work program in the semester.

The result of the current monitoring of academic performance is the number of rating points received by a student during the semester, in the range 40 – 100.

Average value of student rating points in a discipline in semesters = rating points of 1 semester + rating points of 2 semester divided on quantity semesters.

3.2. The maximum amount of rating points that a student can earn in a discipline in a semester based on the results of the current monitoring of academic performance, makes up 100 rating points.

The minimum number of rating points that a student must score in a discipline in a semester based on the results of the current monitoring of academic performance, is 40 rating points.

Students who have scored 40 rating points but do not have positive results on all the final assessments for the discipline in the semester are admitted to the examination assessment. In this case, as part of the examination assessment, the student will be offered additional questions on the topics of the failed final assessments in the semester.

3.3. By decision of the department, a student who demonstrated increased proficiency in the course of mastering the discipline level of knowledge, can receive an "excellent" grade in the automatic format without passing the exam. Reasons for assigning an "excellent" grade in the automatic format:

- high level of academic achievement demonstrated at final assessments in the discipline (grades of "excellent" or "excellent" and "good" with a final result of the current assessment of academic performance of at least 95%), mandatory attendance of lectures with the provision of notes to the teacher

And

- demonstration of research and educational and methodological activity (participation in the work of the department's SSS with the presentation of the results of research work at a meeting; participation in the educational and methodological work of the department and other forms of in-depth study of the discipline, confirmed by the teacher).

The final decision is made by the department based on the achievements presented. The present Regulation does not provide for a grade lower than "excellent" in the automatic format.

3.4. Procedure for making up missed classes during the semester.

Students are required to study diligently educational program, including attending classes provided for in the curriculum or individual curriculum, and independently preparing for classes.

Students who miss practical classes during the semester are required to make up for them before the start of the examination session.

The department is obliged to provide an opportunity to make up missed classes before the start of the examination session. The schedule of work-offs must be drawn up during the first two weeks of the beginning of each semester for the current semester, communicated to students, including posted in the electronic information and educational environment of the University.

Missed lectures not are being processed.

The head of the department informs the director of the institute about attendance of practical classes and current academic performance of students at least once a month.

3.5. The procedure for collecting rating points is established in the event that a student not received the established minimum rating points (40 points) required for admission to the exam.

3.6. The department develops and organizes the procedure for increasing the rating points to the established minimum, including setting dates, determining the form of its implementation, and appointing responsible teachers. Students whose course rating for the semester is not exceeded the established minimum and who underwent the procedure for selecting rating points, are losing right on passing the exam or credit in the "automatic" format.

3.7. The assessment criteria for midterm assessments, their number, assessment form, content, and examples of assessment tools for conducting midterm assessments are determined and approved at a meeting of the department to which the discipline is assigned. This information must be presented in the discipline's work program.

**4. Rules for forming the assessment for a discipline within the framework of the midterm assessment**

4.1. As part of the midterm assessment in a discipline, the teacher organizes and carries out summative assessment in the process of examination control by assessing the knowledge, skills and abilities, and elements of competencies acquired by students.

The examination control on the discipline is conducted in the format of an oral interview and consists of 4 questions of the ticket. The answer to each question is assessed according to the assessment criteria: "excellent" 5 points, "good" 4 points, "satisfactory" 3 points, "unsatisfactory".

The final grade for the discipline is formed as the arithmetic mean of 4 questions only in the case of a positive result for each of them. If the student's answer to one or more questions is assessed as "unsatisfactory", the examination grade "unsatisfactory" is given.

The examination grade is the final grade for the discipline. This grade is entered into the record book, examination report and diploma supplement.

Scale assessments is based on following criteria and points:

"Excellent" - 5 points	The student demonstrates deep knowledge of the main processes of the subject area being studied, the answer is characterized by a complete disclosure of the topic; has a command of the terminology; the answer is logical and consistent; can reasonably explain the essence of phenomena, processes, events, analyze, draw conclusions and generalizations, give examples; can to justify choice method solutions problems, demonstrates skills her solutions
"Good" - 4 points	The student demonstrates knowledge at a basic level the main processes of the studied subject area, the answer is characterized by the completeness of the topic; has a command of the terminological apparatus; is fluent in monologue speech, but allows for inaccuracies in the answer; can explain the essence of phenomena, processes, events, draw conclusions and generalizations, give reasoned answers, cite examples; however, the student makes inaccuracies in the answer; difficulties arise in answering questions
"Satisfactorily" - 3 points	The student demonstrates insufficient knowledge to explain the observed processes of the subject area being studied, the answer is characterized by insufficient completeness of the topic on the main issues of theory and practice, errors are made in the content of the answer; the student demonstrates skill give reasoned answers and bring examples on threshold level
"Bad" - 2 points	The student demonstrates poor knowledge of the subject area being studied, lacks the ability to analyze and explain observed phenomena and processes. The student makes serious mistakes in the content of the answer, demonstrates a lack of understanding of the problem. Many of the requirements for the task are not met. The student lacks skill to argue answers and drive examples.

4.2. A point-rating system for assessing students' academic achievements in each discipline is introduced at the beginning of the semester.

At the first lesson, the department informs students about the criteria for assessing students' academic achievements in a specific discipline during current and examination monitoring, the number of midterm monitoring tests per semester and the timing of the tests.

It is not permissible to make changes or additions to the point-rating system for assessing students' academic achievements in a discipline that has already been studied.

4.3. The examination grade for a discipline is given on a five-point scale. The grade "unsatisfactory" is given in the examination report. This fact indicates the presence of academic debt in this discipline.

A student has the right to retake the midterm assessment for the relevant discipline no more than two times within the timeframes established by the University.

4.4. A student who does not arrive for examination control according to the examination session schedule for a valid reason has the right to retake it on an individual basis in the established manner.

**5.** Educational and methodological and organizational security implementation of a point-rating assessment system

5.1. Information on the number of rating points earned by each student by discipline during the semester, is brought to for your information students during the educational process through the MedSpace.

The teacher conducting classes in this discipline and the head of the department are responsible for the timeliness and reliability of the information provided. department.

Each student has the right to check with the teacher the current number points during the course of mastering the discipline.

5.2. To record, analyze and store the results of current monitoring of students' academic performance, the Journal of Attendance and Current Academic Performance of Students and the system of electronic statements of current academic performance of students are used.

In the Journal of Attendance and Current Student Progress, the teacher clearly records attendance throughout the semester. practical classes, results of final assessments, records the results of retaking final assessments (in case of missing classroom classes for a valid reason). The teacher informs after each final assessment students about the grades they received.

5.3. At the last practical lesson in the discipline, the teacher sums up the grades received by each student for international assessments and determines the rating grade of each student in the discipline for the semester; informs the students; informs the dates and time of the procedure for collecting rating points for those students who have a rating score for the discipline in the semester did not exceed the established minimum rating points; enters the current rating for the discipline in the Journal of Attendance and Current Academic Performance of the academic group.

5.4. After completing the procedure for collecting rating points, taking into account the results of retakes, the teacher displays the rating for the discipline in semester to those students who have undergone this procedure. A student who has successfully completed the procedure for obtaining rating points receives the minimum rating point established for this discipline as a rating for the discipline in the semester.

5.5. During the examination, the teacher enters the examination grade for the discipline into the examination report.