

# **Criteria of Assessment of the 2<sup>nd</sup> Year Students of the Medical Faculty for International Students (English medium)**

## **(Discipline) BIOCHEMISTRY**

Grading students' knowledge and skills is done on the basis of a 10-point (score) scale.

**A. For computer knowledge test** points (scores) are given by the following criteria:

Up to 24% of correct answers - 1 point – failed;  
25 - 34% of correct answers - 2 points – failed;  
35 - 44% of correct answers - 3 points – failed;  
45 - 54% of correct answers - 4 points – tested or passed;  
55 - 64% of correct answers - 5 points – tested or passed;  
65 - 74% of correct answers - 6 points – tested or passed;  
75 - 82% of correct answers - 7 points – tested or passed;  
83 - 89% of correct answers - 8 points – tested or passed;  
90- 95% of correct answers - 9 points – tested or passed;  
96-100% of correct answers - 10 points – tested or passed.

**B. The oral response (interview)** grading is based on the following basic criteria:

### **10 (ten) points:**

- Systematized, deep and comprehensive knowledge in all areas of the curriculum as well as on the major issues that go beyond its limits;
- Accurate use of scientific terminology, logical presentation of correct answers to questions;
- Expressed ability to solve independently complex problems in unfamiliar or risk situation;
- A complete and thorough understanding of basic and additional medical literature;
- The ability to navigate (to orient) in the theories, concepts and directions in the discipline of the curriculum, give them own evaluation and to use scientific achievements of other disciplines;
- A creative individual work at practical classes, active participation in group discussions, a high level of task execution.

### **9 (nine) points:**

- Systematized, deep and comprehensive knowledge in all areas of the curriculum;
- Accurate use of scientific terminology, logical presentation of correct answers to questions;

- The ability to solve independently complex problems in an irregular situation within the curriculum;
- Complete assimilation of the basic and additional literature on the subject;
- The ability to navigate (to orient) in the basic theories, concepts and directions of the discipline being studied and give them a critical evaluation;
- Individual work in practical and laboratory classes.

#### **8 (eight) points:**

- Systematized, deep and comprehensive knowledge of all the issues covered in the volume of the curriculum;
- Use of scientific terminology and stylistically competent, logical presentation of correct answers to questions, the ability to make informed judgments;
- The ability to solve independently complex problems within the curriculum;
- Mastering the basic and additional literature on the subject;
- The ability to navigate (to orient) in the basic theories, concepts and directions of the studied discipline and give them an objective evaluation;
- Active individual work at practical, laboratory tasks; systematic participation in group discussions.

#### **7 (seven) points:**

- Systematized, deep and comprehensive knowledge in all areas of the curriculum;
- Use of scientific terminology, linguistically and logically correct statements answering the questions, the ability to make informed judgments;
- Mastering the basic and additional literature on the subject;
- The ability to navigate (to orient) in the basic theories, concepts and directions of the studied discipline and give them a critical evaluation;
- Individual work at practical, laboratory exercises and situational tasks, rare participation in group discussions.

#### **6 (six) points:**

- Sufficiently complete and systematized knowledge within the curriculum;
- The use of the necessary scientific terminology and stylistically competent, logical presentation of correct answers to the questions, the ability to make informed judgments;
- The ability to apply their own standard solutions within the curriculum;
- Mastering of the basic literature on the subject;
- The ability to navigate (to orient) in the basic theories, concepts and directions of the studied discipline and give them a comparative evaluation;
- Active individual work in practical, laboratory tasks, periodic participation in group discussions.

#### **5 (five) points:**

- Sufficient knowledge to the extent of the curriculum;
- Mastering of the basic material on the subject;

- Use of scientific terminology, logical presentation of answers to questions, the ability to draw conclusions;
- The ability to navigate (to orient) in the basic theories, concepts and directions of the studied discipline and give them a comparative evaluation;
- Individual work at practical, laboratory exercises and tasks; participation in group discussions, a high level of culture in task execution.
- The ability to apply their own standard solutions within the framework of the curriculum.

#### **4 (four) points:**

- Sufficient knowledge within the educational standard;
- Mastering the basic literature;
- Use of scientific terminology, logical presentation of answers to questions, the ability to draw conclusions without significant errors;
- The ability to solve standard (model) problem under lecturer's supervision;
- The ability to navigate (to orient) in the basic theories, concepts and directions of the studied discipline and evaluate them;
- Work under the guidance of a lecturer in the practical and laboratory classes.

#### **3 points:**

- Incomplete knowledge of the studied material within the framework of the curriculum;
- mastering of the basic material on the subject;
- Use of scientific terminology, the presentation of answers to questions with significant linguistic and logical fallacies;
- The inability to navigate (to orient) in the basic theories, concepts and trends of the studied subject;
- Passivity in the practical and laboratory classes.

#### **2 (two) points:**

- Fragmentary knowledge of the educational curriculum on the subject;
- Knowledge of separate recommended educational material;
- The inability to use the scientific terminology of the discipline, the presence of rough stylistic and logical errors in the response;
- Passivity at practical and laboratory classes, low cultural level of task execution.

#### **1 (one) point:**

- Lack of knowledge and competence within the framework of the curriculum or refusal to answer at all.