

Criteria of Assessment of Knowledge

| Grades of knowledge mastering | Points (scores) and marks | Criteria and values of assessment |
|---|---|---|
| The first grade - simple recognition | 1 | Lack of knowledge, refusal to answer any question. |
| | 2 | Mastering of some notions, facts. No answers to lecturer's direct questions. |
| | 3 Mark – poor (unsatisfactory) | Superficial, fragmentary mastering of learned material. Handling of some notions, facts. Rough mistakes (1-2), not completely corrected after lecturer's additional questions. |
| The second grade – automatic, subconscious reproduction | 4 Mark – satisfactory | Incomplete reproduction of learned material with low degree of understanding.. Reproduction of mastered definitions, terms, information. Few mistakes (1-2) rapidly corrected after additional questions of a lecturer. |
| | 5 Mark –Fair | Incomplete reproduction of the learned material without generalizations and findings. Few mistakes (1-2) corrected with lecturer's aid. |
| The third grade- conscious reproduction | 6 Quite good | Full reproduction of the curriculum learned material. A few negligible mistakes. |
| | 7 Mark – Good | Full reproduction of the curriculum learned material with some negligible mistakes (1-2). Ability of scientific terms and information handling. |
| The fourth grade – learned material using and handling in familiar situation | 8 Mark – Very Good | Full reproduction of the curriculum learned material demonstrating systematized deep knowledge. Learned material handling in a typical situation. Ability to solve complex problems independently. |
| | 9 Mark – Excellent/ passed or tested | Full reproduction of the curriculum learned material showing deep knowledge. Argument with the use of information from additional literature. Learned material handling in typical situations. Demonstration of cognitive activity. |
| The fifth grade – learned material using and handling l in unfamiliarsituation | 10 Mark – with distinction | Learned material free perfect handling, giving many examples and showing deep knowledge. Argument with the use of information from additional literature. Demonstration of cognitive activity. Participation in student's research. Ability to solve independently complex medicalproblems in new situations. |

Criteria for assessing the knowledge of the test control of the 10-point system:

10 points out of 100%,
9 points — 90%-99%,
8 points-80%-89%,
7 points — 70%-79%,
6 points — 60%-69%,
5 points — 50%-59%,
4 points-40%-49%,
3 points-30%-39%,
2 points-20%-29%,
1 point-0%-10%

In case of receiving an assessment (3-1 points) on the test control, the student is allowed to take the exam after retaking the tests (with another group); if he refuses to liquidate the debt on the tests or if he receives the "unsatisfactory" assessment again, the overall assessment for the exam is "unsatisfactory" without passing the exam.

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

10 (ten) points (grade 5):

- 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 (grade 4):

- 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 (grade 4):

- 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 (grade 3):

- 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 (grade 3):

- 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 (grade 2):

- 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 (grade 2):

- 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 (grade 1):

- 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 (grade 1):

- 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 (grade 1):

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