

Approved:

Vice-rector on academic affairs

Chairman of Academic Council

“26” February 2020

Jamangulov A.A.



## Regulation on the student assessment system at Adam University

### 1. General regulations

- 1.1 The regulation on the assessment system of student learning outcomes in higher education programmes at Adam University (hereinafter referred to as the regulation) establishes unified requirements for the organisation and technology of assessment of the learning outcomes of Adam University (hereinafter referred to as the university) students in the basic educational programmes (hereinafter referred to as the BEP).
- 1.2 The regulatory framework for the provision is as follows:
  - The Education Act of the Kyrgyz Republic
  - State educational standards of higher professional education approved by Order No. 1179/1 of the Ministry of Education and Science of the Kyrgyz Republic dated 15. 09. 2015 (hereinafter referred to as SES HPE) for the implemented areas/specialties of training at the university
  - Local normative acts of the university regulating the organisation and implementation of educational activities in the programmes of training areas/specialties

This regulation is an addition to the "Regulation on the current control of academic progress and interim certification of Adam University students" approved on 14.11.2019.

This regulation is a local act of the university and is considered by the Educational and Methodological Council (hereinafter the LMC) and approved by the Rector of the university and is binding for all participants in the educational process.

The following terms shall be used in this regulation:

- Evaluation is the process of relating the results achieved to the planned objectives. the evaluation system should make it possible to determine how successfully the student has mastered the learning material or formed a practical skill. the evaluation system should show the dynamics of the student's progress in different areas of cognitive activity. the evaluation system should include a mechanism that encourages the development of self-assessment of the student.
- Mark is the result of an assessment, a quantitative expression of learners' achievements in numbers or points
- The current control of knowledge is used to manage students' learning activities, including self-study, on a timely and regular basis. its purpose is to stimulate students to work systematically and independently on the study of the discipline, mastering universal and professional competences.

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- the midterm is designed to assess the extent to which the planned learning outcomes have been achieved by completing the topics, unit, discipline or module at a particular stage
- Midterm assessment - a type of assessment designed to evaluate the intermediate and final learning outcomes of specific disciplines and other learning activities.

## **2. Purpose, objectives and principles of developing an evaluation system**

### 2.1 Purpose:

- Improving the quality of education through the establishment of uniform requirements for the assessment of learning outcomes of educational programmes at the University
- Obtain objective information on the status of students' educational achievements, their trends and the reasons affecting their level
- Enhancing the work of teaching staff in updating and improving the content and methods of teaching, including information technology
- Establishment of an effective educational quality management system at the university, allowing for continuous improvement of the organisation of the academic work of the faculty/programme/department, students' independent work, and timely elimination of shortcomings and inconsistencies in the educational process, based on the analysis of student performance

### 2.2 Main objectives:

- Increase students' motivation to work actively and evenly throughout the semester to acquire the fundamentals of professional knowledge and skills
- Obtaining an objective and more accurate assessment of knowledge and competence levels
- Improving the planning and organisation of the educational process by increasing the role of individual forms of work with students
- streamlining the system for monitoring students' knowledge, skills and attitudes
- Establishing common requirements for the assessment of knowledge, skills and competencies in each individual discipline/practicum

## **3. Grading criteria**

The basis for determining the level of knowledge, skills and abilities is the assessment criteria - completeness and correctness:

- correct, precise answer
- correct but incomplete or inaccurate answer
- incorrect answer
- no answer

When giving marks, the classification of errors and their quality should be taken into account:

- serious mistakes
- common mistakes
- minor mistakes
- shortcomings

## **4. Basic scales for current monitoring of knowledge and interim assessment**

4.1 The success of the students' mastering of the discipline (topics/sections), practical skills and abilities is characterised by a qualitative assessment and evaluated by a 200-point system with

a 5-point grading system: "5" - excellent, "4" - good, "3" - satisfactory, "2" - unsatisfactory or by a binary system - "passed", "failed".

The conversion of points to a mark is carried out according to the following scheme:

scale (out of 100 points) for current and midterm monitoring	Scale (out of 100 points) for the midterm (written examination)	total 200 points	academic mark
0-40	0	0-40	«2» (unsatisfactory - need to repeat the course, not eligible for examinations)
41-54,5	41-54,5	82-109	«2» (unsatisfactory- with a right to re-exam
55-69,5	55-69,5	110-139	«3» satisfactory
70-84,5	70-84,5	140-169	«4» good
85-100	85-100	170-200	«5» excellent

#### 4.2 The characteristic of a numerical assessment (mark):

- Mark "5" is awarded to a student who demonstrates mastery of the competencies envisaged by the programme - demonstrates a thorough and complete mastery of the content of the training material, presents a competent and logical answer, is able to link theory with practice, express and justify his/her judgements, draws independent conclusions and generalisations while answering, has mastered the practical skills and abilities envisaged by the curriculum/professional work programme.
- Mark "4" is awarded to a student who has mastered the competencies of the programme - but has some inaccuracies - has mastered the material quite well, is knowledgeable about the material studied, applies the knowledge to solve practical problems, states the answer correctly, but the content and form of the answer has some inaccuracies or an incomplete answer.
- A student receives a mark "3" if he/she or she shows knowledge and understanding of the main points of the subject matter, but presents it incompletely, inconsistently, has inaccuracies, cannot justify his or her judgement in a convincing way.
- A student receives a mark "2" if he/she has a fragmented, haphazard knowledge, is unable to distinguish between the main and the secondary, presents the material haphazardly and inconsistently, cannot apply the knowledge to solve practical problems. practical skills and abilities are performed with a rude.

4.3 The assessment criteria for individual types of work are developed by faculties/programmes/departments independently and are reflected in the work programme of the discipline/module.

## 5. Forms of control of knowledge, skills and abilities

### 5.1 Ongoing monitoring

The current progress control is carried out by the teacher throughout the discipline and checks knowledge, skills and abilities in accordance with the discipline's programme of work.

types of current monitoring of progress:

- Entrance examination - conducted by the teacher at the beginning of the lesson to check the individual knowledge, skills and abilities required for the successful mastering of the topic of the lesson
- Intermediate control - used to check the individual knowledge, skills and abilities of students acquired in class
- Exit control-checking of knowledge, skills and lessons learnt
- the midterm is designed to assess the students' level of mastery of the sections of the discipline
- Survival checks of residual knowledge are carried out to double-check selected knowledge, skills and abilities from previous practical exercises

The current control of knowledge is used to promptly and regularly manage students' learning activities, including independent study and the construction of individual learning pathways. The purpose is to stimulate students to work systematically and independently on the study of the discipline, mastering competencies (universal and professional).

Assessment criteria for individual types of work during the current control (oral and written answers, tests, laboratory work, supervision of patients, medical history, abstracts, independent work, etc.) are carried out by the teacher leading the class, recorded in the discipline's work programme and approved at the programme/department meeting. minimum and maximum marks are set for each type of work to be controlled.

The final examination is carried out by the teacher after a logically complete part of the course material has been studied. The student may not refuse to be graded by the teacher. The assessment criteria are determined by the teacher.

Current and milestone assessments are taken into account for final interim assessments.

The results of the ongoing monitoring of the discipline are not subject to re-testing for a grade increase.

The student is responsible for completing the programme material. Students who have not completed the syllabus/practicum are not permitted to take part in the midterm assessment.

During the semester, at least 2 midterm knowledge tests should be conducted by the lead teacher for each student in the study group. the control of the learning material should be evenly distributed throughout the course of the discipline.

The teacher is obliged to familiarise students with the assessment system for the current control of the discipline at the beginning of the course.

## 5.2 Midterm evaluation

Intermediate attestation is designed to assess the degree of achievement of the planned learning outcomes at the end of a particular discipline/practicum and allows to assess the level and quality of its mastery by the student. The subject of assessment is knowledge, skills and abilities.

Intermediate evaluations are carried out through written examinations.

Examination tickets and their assignments, tests, case studies, lists of practical skills are developed by the programmes/departments and reviewed at a meeting of the programmes and the department.

## 6. The procedure for the completion of examination and credit registers

If the discipline ends with credit, a "pass" or "fail" shall be entered on the pass-fail assessment sheet.

If the discipline ends with an examination, the grades for the current examination, self-study, midterm examination and written examination are entered on the credit and examination sheet.

Failure to appear for a test or exam shall be noted on the record sheet with the words "not attended".

The credit and examination sheet for each course of study is as follows:

№	Student's name	Midterm evaluation evaluation in marks for the control modules				Points for additional exam	Total points	Points of final written exam	Total points of midterm exam
		1 and 2							
		SRS	Current evaluation	Module 1	Total		At least 100 points	Till 100 points	Till 200 points

This table contains current control, students' independent work, control points and additional points given by the teacher for active participation in practical classes and for special achievements of the student. Students are familiarised with this table at the beginning of the semester and can ask questions about the structure and grading principles during the semester.

Approximate allocation of points according to the structure of the sheet:

Columns 2 and 6-student does this work until the end of the module period. The student has the right to choose the topic of his/her individual work independently or use the topics proposed by the teacher in the work programme of the discipline. After the preparation of the individual work, the student must make a report, the requirements for the report are regulated in the work programme of the discipline.

the speaker has to answer questions on the topic of the paper, by the teacher and the students. The maximum score in this category is 15.

Columns 3 and 7 are ongoing monitoring, which takes place in each training session and is assessed at a maximum of 15 points. If a student is absent from lectures and practicals for more than 30%, he/she is obliged to make up the absences.

Columns 4 and 8 - boundary control (module 1 and 2) is carried out during the module week on logically completed sections of the discipline, conducted in the form of oral questioning, tests, solving situational tasks, open questions, etc. The maximum score in this category is 20.

Columns 5 and 9 - this category is made up of the sum of the points of the categories "CPC", "ongoing control" and "module". The maximum score in this category is 50 points per module.

Column 10 - students can get extra bonus points for active participation in lectures and practicals. The teacher reserves the right to award additional points in this category at his/her discretion. The maximum number of points is 20 for each module.

Additional points are not awarded if the student has scored the maximum number of points (50) for the control stage (module category).

Column 11 - this category is the sum of categories No. 5, 9, 11. The maximum score in this category is 100 points.

Column 12 - the exam is conducted in writing according to the form established by the university (both as separate tasks and in the form of tests). The maximum result in this category is 100 points.

Column 13 - in this category, all previously accumulated points during the first (maximum 50 points) and second (maximum 50 points) midterm control tests, as well as the points scored by the student during the exam (maximum 100 points) are summed up. To receive a grade of "satisfactory" and above, the student must score at least 110 points.

Each work program of the discipline must contain criteria for scoring for each student's learning activity, as shown in the table.

	points	marking criteria
maximum score -15 points	15	The student demonstrates a deep and complete mastery of the content of the educational material, competently, logically sets out the answer, knows how to connect theory with practice, express and justify his judgments, when answering, formulates independent conclusions and generalizations.
	11-14	The student has fully mastered the educational material, orients himself in the studied material consciously, applies knowledge to solve practical problems, correctly states the answer, but the content and form of the answer have some inaccuracies or the answer is incomplete.
	6-9	The student discovers knowledge and understanding of the main provisions of the educational material, but presents it incompletely, inconsistently, makes inaccuracies, does not know how to substantiate his judgments conclusively. Possesses only some practical skills and abilities.
	2-5	The student has disparate, unsystematic knowledge, does not know how to distinguish between the main and the secondary, randomly and uncertainly presents the material, cannot apply knowledge to solve practical problems.
	1	Demonstrates a lack of understanding of the problem. Practical skills and abilities are not mastered.
	0	No answer. There was no attempt to demonstrate their theoretical knowledge and practical skills.

type of learning activity	points	marking criteria
student's independent work	15	The student demonstrates a deep and complete mastery of the content of the educational material, competently, logically sets out the answer, knows how to connect theory with practice, express and justify his judgments, when answering, formulates independent conclusions and generalizations.
	11-14	The student has fully mastered the educational material, orients himself in the studied material consciously, applies knowledge to solve practical problems, correctly states the answer, but the content and form of the answer have some inaccuracies or the answer is incomplete.
	6-9	The student discovers knowledge and understanding of the main provisions of the educational material, but presents it incompletely, inconsistently, makes inaccuracies, does not know how to substantiate his judgments conclusively. Possesses only some practical skills and abilities.
	2-5	The student has disparate, unsystematic knowledge, does not know how to distinguish between the main and the secondary, randomly and uncertainly presents the material, cannot apply knowledge to solve practical problems.
	1	Demonstrates a lack of understanding of the problem. Practical skills and abilities are not mastered.
	0	No answer. There was no attempt to demonstrate their theoretical knowledge and practical skills.