



**TEACHING ASSESSMENT TOOLS**

**SYNERGY**  
**UNIVERSITY DUBAI**

№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
1.	Laboratory-based practical	Practical work with the use of computer equipment and professional software.	<p>"10 - 9" - the work was done on time, independently, it was correctly understood and the appropriate formulas were used, the appropriate specifications were correctly identified, the required information was used, the required calculations were correctly executed, the compatible components were correctly selected, the necessary conclusions were made, well-reasoned, exhaustive answers were given to all the questions raised;</p> <p>"8 - 7" - the work was completed on time, independently, it was correctly understood and the appropriate formulas were used, the appropriate specifications were correctly identified, the required information was used, the required calculations were correctly executed, the compatible components were correctly selected, the necessary conclusions were made in part, well-reasoned, all questions raised;</p> <p>"6 - 5" - the work was completed on time, mostly independently, the appropriate formulas were used; the relevant specifications are defined, there are errors in the calculations; selected compatible components are necessary, conclusions are made partially and poorly reasoned, some questions left unanswered;</p> <p>"4" - student has not prepared the work independently or did not finished it on time, the description of the specification contains minor errors, the conclusions and answers to the questions are absent.</p>
2.	Problem solving practicum 1-6	A practical lesson in writing	<p>Report on the practicum</p> <p>15-12 - practicum was completed on time, a competent report was presented.</p> <p>11 - 9 - practicum was completed on time, an incomplete report was presented, there are some errors that do not affect the logic and calculation algorithm.</p> <p>8 - 2- practicum was completed on time but it contains some conceptual errors.</p> <p>0 - practicum was not done.</p>
3.	Test assignment	The system of standardized tasks, allowing to automate the procedure of measuring the level of knowledge and skills of the student.	<p>"6-5"- there are more than 90% of correct answers of the total number;</p> <p>"4-3" - there about 80-50% of correct answers of the total number;</p> <p>"2-0" - there is less than 50% of correct answers of the total number.</p>

№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
		The test consists of 20 tasks with one or more options for the correct answer	
4.	Essay	A tool that allows you to assess the student's ability to briefly describe the problem posed and to state his/her own position on it.	<p>"5" - competent use of computer terminology, free presentation of the problem under consideration, consistency and validity of the conclusions;</p> <p>"4" - competent use of computer terminology, partially correct judgments within the framework of the topic under consideration, the conclusions are not sufficiently substantiated;</p> <p>"3" - competent use of computer terminology, the ability to see the existing problem, the ungroundedness of the conclusions, and the incompleteness of the argumentation of one's own point of view.</p>
5.	Abstract	A written summary of the theoretical analysis results of the research topic	<p>"5" - competent use of computer terminology, free presentation of the considered problem, consistency and validity of the conclusions;</p> <p>"4" - competent use of computer technology, partially correct judgments within the framework of the topic under consideration, the conclusions are not sufficiently substantiated;</p> <p>"3" - competent use of computer technology, the ability to reveal the existing problem, weakness of conclusions and insufficient argumentation of one's own point of view.</p>
6.	Compendium	Summary of the studied subject	Distribution of points depending on the completeness of the disclosure of the topic, but not more than 2 for one summary.
7.	Didactic game	Joint activity of a student group and an instructor under the supervision of a teacher with the aim of solving educational and professionally-oriented problems through game simulating of a problem-based situation	<p>"20" - the team timely and correctly named all the required definitions;</p> <p>"10" or less - points are determined in proportion to the points scored by the team during the game.</p>
8.	Test	Tools of checking skills to apply the knowledge gained to solve a specific type of problem on a theme or section. Two questions, in answer to which you need to reason the choice of the answer, and a task	<p>"9-8" - the correct answers are more than 90% of the total;</p> <p>"7-5" - the correct answers are about 80-50% of the total;</p> <p>"4-0" - less than 50% of correct answers.</p>

№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
1.	Report- presentation	<p>The product of the student's independent work that is a public presentation of the results of a specific educational, practical, research and scientific theme solution.</p> <p>It is used to create skills for public discussion of professional issues. Preparation of the report is carried out in the independent (out-of-class) work mode. Presented at the seminar with a compulsory presentation (7-10 slides). The length of the report is 5-7 minutes, after which it should be discussed.</p>	<p>5 points - the report was made in accordance with the requirements: 5-6 correctly designed presentation slides, correct use of terminology, free presentation of the problems under consideration, the speaker correctly answered all the questions of the teacher and students;</p> <p>4 points - the report was made in accordance with the requirements, but with a poor presentation, the competent use of professional terminology, free presentation of the problems under consideration, the speaker correctly answered most of the questions of the teacher and students;</p> <p>3 points - the report was executed in violation of the basic requirements, without presentation, the speaker was "tied" to the text, the speaker experienced difficulties in answering the questions of the teacher and students;</p> <p>2 points - the report was not made at all or was made not on the merits of the question, the speaker could not answer the questions of the teacher and students.</p>
	Discussion	<p>An assessment tool that allows students to be included in the process of discussing a controversial issue, problem and assess their ability to argue their own point of view.</p>	<p>8-10 points - an exhaustive reasoned answer. The argumentation is logical, reinforced by the knowledge of scientific facts, the ability to translate evidence from the level of verbal-logical thinking into a visual-figurative, visual-effective and back.</p> <p>5-7 points - an exhaustive answer, the argumentation is presented only on one of the levels of thinking;</p> <p>3-5 points - the answer is sufficient, although not always reasoned.</p> <p>1-2 points - the answers do not reveal the specifics of the question, there is no argumentation, professional vocabulary is not used.</p>
	Formal training	<p>Students' active participation in the performance of tasks, games, training exercises. Students' participation in the active discussion of the completed assignments results.</p>	<p>15 points (10 points, 5 points) - active work in the course of the fulfillment of the training tasks. The participant actively participates both in the performance of group tasks and in performing tasks of an individual character. Active participation in the discussion of the results of the work of his and other groups. Presentations with presentation of the group's results. Presented feedback on the progress of the tasks. Conclusions are made about the progress of work and the results obtained in the performance of tasks, exercises, games.</p> <p>10-14 points (9-8 points, 4 points) - active work during the fulfillment of the training tasks.</p>

№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
			<p>The participant actively participates both in the performance of group tasks and in performing tasks of an individual character. Active participation in the discussion of the results of the work of his and other groups. There are no speeches with the presentation of the results of the work of the group. There is no feedback on the progress of the tasks. Conclusions are made about the progress of work and the results obtained in the performance of tasks, exercises, games.</p> <p>6-9 points (5-7 points, 3 points) - the work in the course of the training tasks is not sufficiently active. There is participation in the performance of group tasks, and performs assignments of an individual character. However, the participant does not show activity in the work (does not make proposals, does not participate in the discussion, etc.). Presented feedback on the progress of the tasks. Conclusions are made about the progress of work and the results obtained in the performance of tasks, exercises, games.</p> <p>2-5 points (2-4 points, 2 points) - passive participation in the work during the fulfillment of the training tasks. The participant carries out assignments of an individual character, does not participate in the work of the group (passive participation). Active participation in the discussion of the results of work of his and other groups does not take. There is no presentation of the group's results. The results of individual assignments are presented. Feedback about the progress of the tasks is not provided. Conclusions on the progress of work and the results obtained in the performance of tasks, exercises, games are not made.</p> <p>1 point - the participant did not take part in the fulfillment of tasks, exercises, games of both individual and group character during the training. However, he took part in the discussion of the results and progress of other participants and gave feedback on the progress and the training tasks results.</p>
9.	Credit test	<p>A credit test is a student's examination tasks performance, which includes.</p> <p>Task number 1 is a theoretical question on the knowledge of the</p>	<p>Each question is scored according to the Standard of Intermediate Assessment, in the amount of 100 points.</p> <p>Question 1: 0-30 points          Question 2: 0-30 points          Question 3: 0-40 points          "Credited"</p> <p>- 90-100 points - the answer is correct, logically</p>

№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
		<p>basic concepts of the subject area of the discipline, as well as allowing to assess the degree of knowledge of the discipline (course) in the subject area, understanding of their features and the relationship between them;</p> <p>Task number 2 is a task for the analysis of the situation from the subject area of the discipline (course) and for revealing the student's ability to choose and apply the relevant principles and methods of solving practical problems close to professional activity;</p> <p>Assignments number 3 are tasks for checking skills and abilities obtained as a result of mastering the discipline (course) (problem solving).</p>	<p>aligned, professional terminology is used. The problems are solved correctly. The student correctly interprets the result.</p> <p>- 70 -89 points - the answer is generally correct, logically aligned, professional terminology is used. The course of solving problems is correct, the answer is incorrect. The student as a all-in-all correctly interprets the result.</p> <p>- 50 - 69 points - the answer is basically correct, logically aligned, professional terminology is used. The task is partially solved.</p> <p>"Not credited"</p> <p>- less than 50 points - answers to the theoretical part are incorrect or incomplete. The tasks are not solved.</p>
9.	Evaluation credit test	<p>An evaluation credit test is a student's examination tasks performance, which includes.</p> <p>Task number 1 is a theoretical question on the knowledge of the basic concepts of the subject area of the discipline, as well as allowing to assess the degree of knowledge of the discipline (course) in the subject area, understanding of their features and the relationship between them;</p> <p>Task number 2 is a task for the analysis of the situation from the subject area of the discipline and for revealing the</p>	<p>Student's examination tasks performance is assessed on the following scale:</p> <p>1 question: 0-30; 2 question: 0-30; 3 question: 0-40</p> <p>"Credited"</p> <p>- 90-100 (excellent) - the answer is correct, logically aligned, professional terminology is used. The student correctly interprets the result.</p> <p>- 70 -89 (good) - the answer is generally correct, logically aligned, professional terminology is used. The trainee as a whole correctly interprets the result obtained.</p> <p>- 50-69 (satisfactory) - the answer is basically correct, logically aligned, professional terminology is used.</p> <p>"Not credited"</p> <p>- less than 50 points is unsatisfactory) - answers to the theoretical part are incorrect or incomplete.</p>

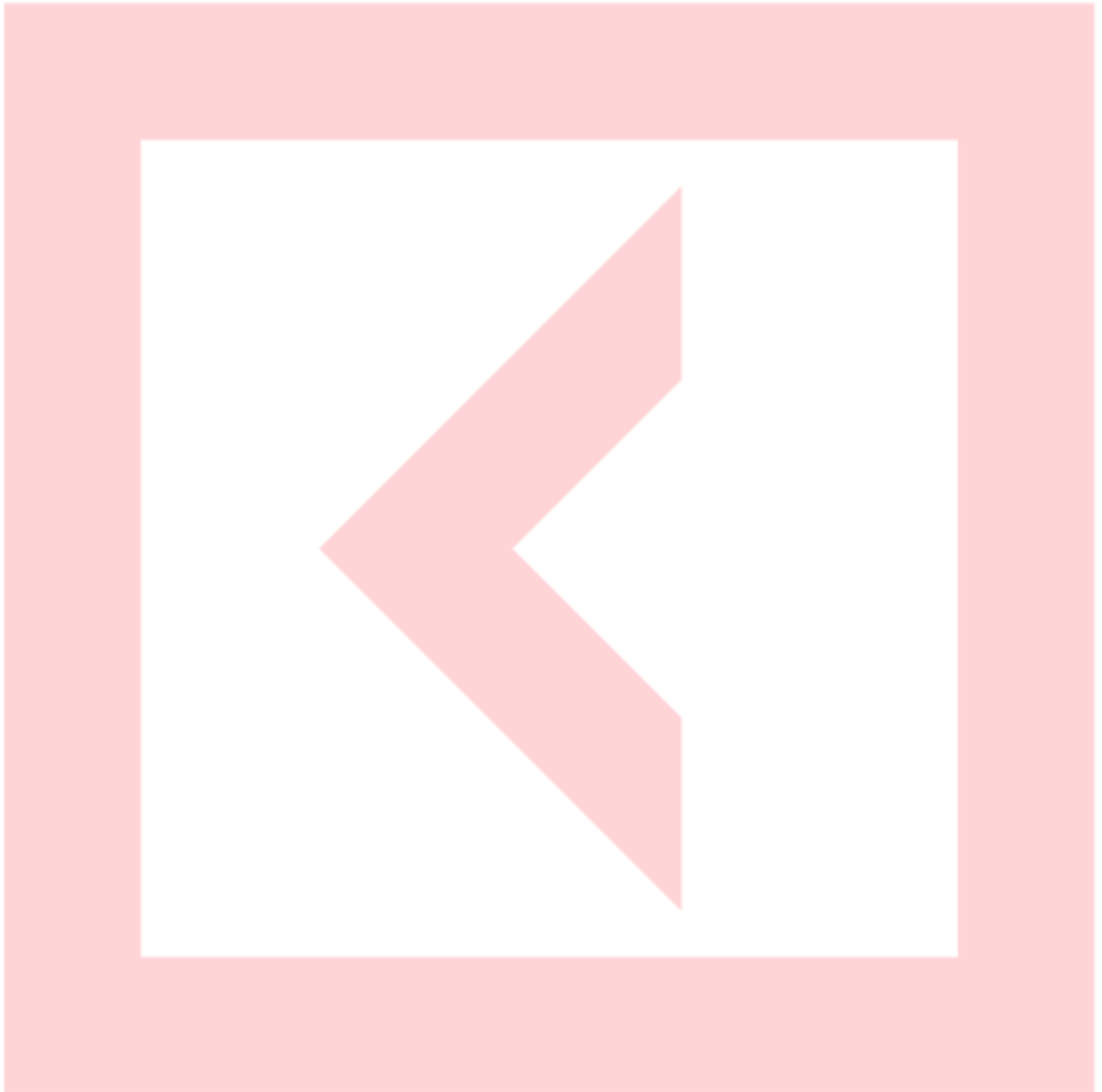
№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
		<p>student's ability to choose and apply the relevant principles and methods of solving practical problems close to professional activity; Assignments number 3 are tasks for checking skills and abilities obtained as a result of mastering the discipline.</p>	
7.	Exam	<p>An exam is a student's examination tasks performance, which includes. Task number 1 is a theoretical question on the knowledge of the basic concepts of the subject area of the discipline, as well as allowing to assess the degree of knowledge of the discipline (course) in the subject area, understanding of their features and the relationship between them; Task number 2 is a task for the analysis of the situation from the subject area of the discipline (course) and for revealing the student's ability to choose and apply the relevant principles and methods of solving practical problems close to professional activity; Assignments number 3 are tasks for checking skills and abilities obtained as a result of mastering the discipline (course) (problem solving).</p>	<p>Student's examination tasks performance is assessed on the following scale: 1:0-30; 2:0-30; 3:0-40:</p> <p><b>-90 or more points (excellent)</b> - the answer is correct, logically aligned, the necessary formulas are given, professional vocabulary is used. The problem is solved correctly. The student correctly interprets the result.</p> <p><b>-70 or more points (good)</b> - the answer is generally correct, logically aligned, the necessary formulas are given, professional vocabulary is used. The course of solving the problem is correct, the answer is incorrect. The trainee as a whole correctly interprets the result obtained.</p> <p><b>-50 or more points (satisfactory)</b> - the answer is basically correct, logically aligned, not all the necessary formulas are given, professional vocabulary is used. The task is partially solved.</p> <p><b>- Less than 50 points (unsatisfactory)</b> - answers to the theoretical part are incorrect or incomplete. The problem is not solved</p>
	Course work	<p>The course work protection is an oral public report of the student, for which he is given 7-8 minutes, answers to the questions</p>	<p><b>100-90 (excellent).</b> The research was carried out independently, has a scientific and practical character, contains elements of novelty. The student showed knowledge of theoretical material on the problem in question, the</p>

№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
		<p>of the commission members. The oral report of the student includes: the disclosure of the goals and objectives of the design, its relevance, the description of the completed project, the main conclusions and proposals developed by the student in the course of course design.</p>	<p>ability to analyze, to argue his point of view, to make generalizations and conclusions. The material is presented correctly, logically, consistently. 4. Registration meets the requirements of writing course work. 5. During the defense, the student showed the ability to briefly, clearly (clearly) present the results of the research, adequately answer the questions posed.</p> <p><b>89-70 (good)</b> - The research was carried out independently, has a scientific and practical character, contains elements of novelty. The student showed knowledge of the theoretical material on the problem under consideration, however the ability to analyze, argue your point of view, make generalizations and conclusions cause him difficulties. The material is not always presented logically, consistently. There are shortcomings in the design of the course work. During the defense, the student showed the ability to briefly, clearly and clearly present the results of the study, but found it difficult to answer the questions posed.</p> <p><b>69-50 (satisfactory)</b>. The study does not contain elements of novelty. The student does not fully understand the theoretical material on the problem, the ability to analyze, to argue his point of view, to make generalizations and conclusions cause him difficulties. The material is not always presented logically, consistently. There are shortcomings in the design of the course work. During the defense, the student finds it difficult to presentation of research results and answers to questions posed</p> <p><b>Less than 50 points (unsatisfactory)</b> - Less than 50% of the requirements for the course work (see the evaluation "100-90") and the student is not allowed to protect.</p>
	Report- presentation	An evaluation tool that allows students to be included in the process of discussing a controversial issue (report), problems and assess students' ability to argue their own point of view. Report-presentation consists of 8-10 slides, time - no	<p>8-10 points - is put for an exhaustive reasoned response in the course of the report. The slideshow is succinct and sufficient. The argumentation is logical, supported by the knowledge of scientific facts, the ability to translate proof from the level of verbal-logical thinking to visual-figurative, visual-effective and back.</p> <p>5-7 points - is put for an exhaustive reasoned response in the course of the report., The argumentation is presented only at one of the levels of thinking;</p>



№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
		more than 10 minutes.	3-5 points - report, slideshow and answer is sufficient, although not always reasoned. 1-2 points - the answers do not disclose the specifics of the report issue, there is no argumentation, professional vocabulary is not used.
	Credit test	<p>A credit test is a student's examination tasks performance, which includes.</p> <p>Task number 1 is a theoretical question on the knowledge of the basic concepts of the subject area of the discipline;</p> <p>Assignment 2 is a theoretical question, that allows to assess the degree of knowledge of the discipline in the subject area, understanding of their features and the relationship between them;</p> <p>Task number 3 is a task for the analysis of the situation from the subject area of the discipline (course) and for revealing the student's ability to choose and apply the relevant principles and methods of solving practical problems close to professional activity;</p>	<p>Student's examination tasks performance is assessed according to the following scale:</p> <p>1 question: 0-30; 2 question: 0-30; 3 question: 0-40.</p> <p>"Credited"</p> <p><b>90-100</b> - the answer is correct, logically aligned, historical terminology is used. Tasks are executed correctly. The student correctly interprets the result.</p> <p>70 -89- The answer is generally correct, logically built, historical terminology used. The progress of the tasks is correct, the result is incorrect. The student as a whole correctly interprets the result obtained.</p> <p>50-69- the answer is basically correct, logically built, historical terminology used. Tasks are partially executed.</p> <p>"Not credited"</p> <p>less than 50 - the answers to the theoretical part are incorrect or incomplete. Tasks are not fulfilled.</p>
	Evaluation credit test Basic course -1, Basic course -2, Practical course-2, Practical course-3	<p>An evaluation credit test is a student's examination tasks performance which includes:</p> <p>Task number 1 is a theoretical question on the knowledge of the basic concepts of the subject area of the discipline;</p> <p>Assignment 2 is a</p>	<p>Student's examination tasks performance is assessed according to the following scale:</p> <p>1 question: 0-30; 2 question: 0-30; 3 question: 0-40.</p> <p>"Credited"</p> <p><b>90-100 (excellent)</b> - the answer is correct, logically built, historical terminology is used. Tasks are executed correctly. The student correctly interprets the result.</p> <p><b>70 -89 (good)</b> - the answer is generally</p>

№ i/o	Assessment tool	Brief description of the assessment tool	Criteria for assessments, score
		<p>theoretical question, that allows to assess the degree of knowledge of the discipline in the subject area, understanding of their features and the relationship between them;</p> <p>Task number 3 is a task for the analysis of the situation from the subject area of the discipline (course) and for revealing the student's ability to choose and apply the relevant principles and methods of solving practical problems close to professional activity;</p>	<p>correct, logically built, historical terminology used. The progress of the tasks is correct, the result is incorrect. The student as a whole correctly interprets the result obtained.</p> <p><b>50-69 (satisfactory)</b> - the answer is basically correct, logically built, historical terminology used. Tasks are partially executed.</p> <p><b>"Not credited"</b> <b>less than 50 (unsatisfactory)</b> - answers to the theoretical part are incorrect or incomplete. Tasks are not fulfilled.</p>
	<p>Exam Basic course -1, Basic course -6, Basic course -7, Basic course -8, Practical course - 2, Practical course-3</p>	<p>An exam is a student's task performance from the test card, which includes:</p> <p>Task number 1 is a theoretical question on the knowledge of the basic concepts of the subject area of the discipline;</p> <p>Assignment 2 is a theoretical question, that allows to assess the degree of knowledge of the discipline in the subject area, understanding of their features and the relationship between them;</p> <p>Task number 3 is a task for the analysis of the situation from the subject area of the discipline (course) and for revealing the student's ability to choose and apply the relevant principles and methods of solving practical problems close to professional activity;</p>	<p>Student's examination tasks performance is assessed according to the following scale: 1 question: 0-30; 2 question: 0-30; 3 question: 0-40.</p> <p><b>90-100 (excellent)</b> - the answer is correct, logically built, historical terminology is used. Tasks are executed correctly. The student correctly interprets the result.</p> <p><b>70 -89 (good)</b> -the answer is generally correct, logically built, historical terminology used. The progress of the tasks is correct, the result is incorrect. The student as a whole correctly interprets the result obtained.</p> <p><b>50-69 (satisfactory)</b> - the answer is basically correct, logically built, historical terminology used. Tasks are partially executed.</p> <p><b>"Not Reckoned"</b> <b>less than 50 (unsatisfactory)</b> - answers to the theoretical part are incorrect or incomplete. Tasks are not fulfilled.</p>



**SYNERGY**  
**UNIVERSITY DUBAI**