

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution
higher education
NORTH CAUCASIAN FEDERAL UNIVERSITY

I APPROVE

Dean of the Faculty of Mathematics and
Computer Science named after Professor
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and Mathematical Sciences, Associate
Professor
Grobova T. A.

ASSESSMENT TOOLS FUND FOR DISCIPLINE

Foreign language / Иностранный язык

Direction of training	02.04.01 Mathematics and Computer Science
Profile	Training Program for Electronic Information
Year of commencement of studies	<u>2026</u>
Form of study	full-time
Implemented in 1-2 semesters	

Introduction

1. Purpose: The assessment toolkit is designed to provide a methodological basis for organizing and conducting ongoing assessments in the subject "Foreign language / Иностранный язык." Ongoing assessment in this subject is a systematic method of assessing students' knowledge, skills, and abilities. The objectives of ongoing assessment are to obtain initial information on the progress and quality of competencies acquired, as well as to encourage regular, targeted student work. This work is intended to develop a certain level of competencies.
2. FOS is an appendix to the program of the discipline "Foreign language / Иностранный язык"
3. Developer: Department of Computational Mathematics and Cybernetics .
4. An examination of the organophosphorus compounds was carried out.

Members of the expert group:

Chairman

Babenko M. G., Head of the Department of Computational Mathematics and Cybernetics

Members of the Commission:

Peleshenko V.S., Associate Professor of the Department of Computational Mathematics and Cybernetics

Peleshenko T. A., Associate Professor of the Department of Computational Mathematics and Cybernetics

Representative of the employer organization Kornienko S. A., head of the branch department FSUE "Main Radio Frequency Center" in the Southern and North Caucasian Federal Districts districts

Expert opinion: the fund of assessment tools corresponds to the educational program in the field of training 02.04.01 Mathematics and computer science profile " Training Program for Electronic Information » and is recommended for conducting ongoing monitoring of students' academic performance and midterm assessment.

5. The validity period of the FOS is determined by the period of implementation of the educational program.

1. Description of the criteria for assessing competence at various stages of its development, description of assessment scales

Competence (ii), indicator (s)	Levels of development competence (s),			
	The minimum level has not been reached (Unsatisfactor y) 2 points	Minimum level (satisfactorily) 3 points	Intermediate level (Fine) 4 points	High level (excellent) 5 points
UK-4 <i>Able to apply modern communication technologies, including in foreign language(s), for academic and professional interaction</i>				
Learning outcomes for the discipline (module): <i>Indicator:</i> ID-1 UK-4 uses the basics of establishing different types of communication (oral, written, business, intercultural, online, etc.) solving problems professional activities	has difficulty using the basics of establishing different types of communication (oral, written, business, intercultural, online, etc.) solving problems professional activities	with some uses the basics with mistakes establishing different types of communication (oral, written, business, intercultural, network, etc.) in solving professional problems activities	correctly uses the fundamentals of establishing different types of communication (oral, written, business, intercultural, online, etc.) when solving problems of professional activity	competently uses the principles of establishing different types communicat ion (oral, written, business, intercultural , online, etc.) solving problems professional activities
Learning outcomes by discipline (module): <i>Indicator:</i> ID-2 UK-4 uses various types of communication technologies for academic and professional interactions	applies with difficulty different types communication technologies for academic and professional interactions	Partially applies various types communication technologies for academic and professional interaction	Freely applies various types communication technologies for academic and professional interaction	Competentl y applies various types communicat ion technologie s for academic and professional interaction

The assessment of the level of development of competence in the discipline is carried out on the basis of the "Regulations on the current monitoring of academic performance and midterm assessment of students in higher education programs - bachelor's degree programs , specialist programs , master's degree programs - at the federal state autonomous educational institution of higher education " North Caucasus Federal University" in the current version.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF DEVELOPMENT OF COMPETENCIES

Task number	Correct answer	Contents of the question	Competence
		Form of study: full-time/part-time/full-time and part-time	
1.	The first ones Evidence of abstracting and annotating information dates back to the 17th century. At this time, the first systems for cataloging and annotating scientific works began to emerge, which facilitated the more effective dissemination of knowledge and information.	When did the first evidence of abstracting and annotating information date back?	UK-4
2.	The first annotations were recorded on parchment and paper. These materials were used to record brief descriptions and commentaries on texts, making it easier to search for and organize information.	on ?	UK-4

3.	The term "abstract" first appeared in the 18th century. The precursor to the abstract can be considered the "summary" or "annotation," which were used to briefly summarize the content of scientific papers.	When did the term "abstract" first appear? Name the "predecessor" of the abstract.	UK-4
4.	The first scientific journals in Russia appeared at the beginning of the 18th century, in 1728. Approved by Peter I. The list of duties of academicians included conducting scientific research, teaching, participating in the publication of scientific papers and popularizing science.	When did the first scientific journals appear in Russia? What was included in the list of duties of academicians approved by Peter the Great ?	
5.	An abstract is a brief summary of the contents of a document, article, or research paper that allows you to quickly	What is an annotation?	UK-4

	understand the main ideas and conclusions without having to read the entire text.		
6.	The primary functions of an abstract include providing a brief summary of the document, allowing for a quick assessment of its usefulness. It also assists in identifying and classifying materials, and communicates key themes and conclusions.	What are the main functions of annotation?	UK-4
7.	The primary functions of an abstract include summarizing and analyzing the content of a source, which helps the reader quickly grasp the main ideas. It also serves to organize information and can be used as a basis for further study of the topic.	What are the main functions of an abstract?	UK-4

8.	The primary requirement for abstracting is a thorough understanding of the topic and source in order to accurately summarize and interpret the information. It's also important to objectively evaluate the materials and highlight key points.	Name the main necessary condition for abstracting.	UK-4
9.	Abstracts are divided into two main types: descriptive and informative. Descriptive abstracts briefly present the content of the work, while informative abstracts analyze and summarize key ideas and conclusions. They are similar in that both serve to inform about the content, but differ in the depth of analysis and purpose of use.	What types of annotations are there based on content and purpose? What are their similarities and differences?	UK-4

10.	General annotations are intended for a general audience and describe the main ideas of the work in an accessible manner. Specialized annotations, on the other hand, are aimed at a narrower audience and contain a more in-depth analysis and terminology specific to a specific field of study. Thus, the difference lies in the level of detail and the target audience.	What is the difference between general annotations and specialized ones?	
11.	An analytical abstract is a type of substantive abstract. It provides a more in-depth analysis of the work, including the main ideas, methods, results, and conclusions, allowing the reader to better understand the content and significance of the study.	What type of annotation is an analytical annotation? What does it characterize?	UK-4

12.	An overview abstract is a brief overview of the work's content, including its main themes and ideas, without providing in-depth analysis. It helps readers quickly grasp the key aspects of the study and decide whether to read the full version.	What is an overview abstract?	UK-4
13.	An overview abstract summarizes the main themes and ideas of the work, providing the reader with a general overview of the content without a detailed analysis. It is typically brief and concise, allowing for a quick assessment of the study's focus .	What are the characteristics of a review abstract?	UK-4
14.	An abstract typically consists of three main parts: an introduction that presents the topic and purpose of the work; a main body that describes the key ideas	of ?	UK-4

	and results; and a conclusion that summarizes and outlines the significance of the research.		
15.	The main types of abstracts include: analytical, which analyzes and summarizes information; review, which presents an overview of existing research on a topic; and descriptive, which briefly summarizes the content of sources without in-depth analysis.	Name the main types of abstracts.	UK-4
16.	The abstract title should be informative and reflect the essence of the work. It can take the form of a question, a statement, or a phrase. The choice of title depends on the research topic, its purpose, and the target audience. It is	Tell us about the features of a title in an essay. What form can it take, and what determines the choice of title?	UK-4

	important that the title is short and attention-grabbing.		
17.	In an abstract, terms should be used precisely and appropriately to ensure clarity. Formulas are used to illustrate mathematical or scientific concepts, while illustrations and tables help visually present data and simplify the understanding of the information. All elements should be neatly formatted and accompanied by explanations for improved understanding.	Explain the specifics of using terms, formulas, illustrations, and tables in your abstract.	UK-4
18.	The main goal of a summary translation is to convey the essence and main ideas of the original text, preserving its meaning while reducing its length and adapting the	What is the main purpose of abstract translation?	UK-4

	content to the target audience. This allows readers to quickly grasp the key points without having to read the entire text.		
19.	2.	Choose the correct variant : A necessary condition for referencing is: 1. step-by-step comprehension of individual sections of text 2. preliminary understanding of the primary text as a whole analytical and synthetic processing of the primary text 3. step-by-step processing of the primary text	UK-4
20.	2.	Choose the right translation: define the problem 1) formulate a hypothesis 2) identify the problem 3) study literature 4) draw a conclusion	UK-5
21.	3.	Choose the right translation: review the literature 1) formulate a hypothesis 2) identify the problem 3) study literature 4) draw a conclusion	UK-5
22.	2.	Choose the right translation: collect the data 1) determine the date 2) collect data 3) study literature 4) draw a conclusion	UK-4
	4.	Choose the right translation: develop the conclusion 1) determine the date	

23.		2) collect data 3) study literature 4) draw a conclusion	UK-4
24.	4.	What is the best way to begin annotations/abstracts? 1) The article (paper, book, etc.) deals with ... 2) As the title implies, the article describes ... 3) The article I'm going to give a review of is taken (chosen) from... 4) All of the above .	UK-4
25.	4.	What is the best way to give comments? 1) ... in its opinion column ... 2) I would like to begin by... 3) The author of the article reports at length... 4) All of the above .	UK-4
26.	4.	What is the best way to add information? 1) Further more ... 2) However ... 3) Although ... 4) All of the above .	UK-4
27.	4.	What is the best way to give an example? 1) Let me give you an example... 2) To illustrate this point let us consider... 3) A case in point is... 4) All of the above .	UK -4
28.	3.	What is the best phrase for returning to the topic? 1) To change the subject ... 2) By the way ... 3) To go on with what I was saying...	UK-4

		4) Oh , that reminds me ...	
29.	2.	What is the best way to generalize the information? 1) Oddly enough ... 2) On the whole ... 3) Surprisingly ... 4) This is hard to believe, but...	UK-4
30.	4.	What is the best way to conclude? 1) In conclusion ... 2) I'd like to reiterate that... 3) I would now like to conclude my comments by reassuring you, that we are fully aware of the fact that... 4) All of the above .	UK-4

2. Description of the rating scale

Under the rating system, student performance in each course is assessed through ongoing assessments and midterm assessments. The student assessment system is based on a set of assessments designed to test the material covered, optimally spaced throughout the course.

3. Competency assessment criteria *

A *"pass" grade is awarded to a student* who has thoroughly and thoroughly mastered the program material, presents it comprehensively, consistently, clearly, and logically, is able to closely link theory with practice, handles questions and other applications of knowledge fluently, and is comfortable answering modified assignments, utilizes monographs in their answers, correctly justifies their decisions, possesses versatile skills and techniques for answering practice-oriented questions, makes sound management decisions, possesses practical problem-solving skills and techniques, and completes test assignments 100 percent. Learning outcomes in this course, as part of mastering UK-4 competencies, are achieved at a high level.

The student has a solid knowledge of the material, presents it clearly and to the point, avoids significant inaccuracies in answering questions, correctly applies theoretical principles to solving practical problems, possesses the necessary skills and techniques for answering them, correctly applies theoretical principles to solving practical problems, possesses the necessary skills and techniques for completing them, and completes test assignments with a 70 percent score. Learning outcomes in this course, as part of mastering the UK-4 competencies, have been achieved at a good level.

The student has only basic knowledge of the material but has not mastered its details. They make inaccuracies, use inaccurate wording, and lack logical consistency in the presentation of the program material. They have difficulty answering questions, completing practical assignments, and solving case studies. They only complete test assignments at 50 percent. The learning outcomes for this course, as part of mastering the UK-4 competencies, are achieved at a basic level.

A student is given a *"fail" grade* if they lack knowledge of a significant portion of the curriculum material, make significant errors, answer questions with uncertainty and difficulty, make significant errors when solving practical-level assignments, or score 49 percent or less on test assignments. The learning outcomes for the course within the framework of mastering the UK-4 competencies have not been achieved.