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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous
Educational Institution of Higher Education
“NORTH-CAUCASUS FEDERAL UNIVERSITY”

APPROVED

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean Faculty of Medicine and Biology

**Assessment Tools Fund
for the
FOREIGN LANGUAGE
Discipline**

Field of study	<u>31.05.01 General Medicine</u>
Year of commencement of studies	<u>2026</u>
Mode of training	<u>Full-time</u>
Delivered in Semester	1,2

Introduction

1. Aim: these assessment tools are intended to evaluate the level of formation of the competencies in the discipline “Foreign Language”.
2. The assessment tools are an appendix to the syllabus of the discipline “Foreign Language”
3. Developer: Tsybulevskaya A.V., Associate Professor, Department of Linguistics
4. The assessment tools have undergone expert review.

Members of the expert group:

Chairperson	Kubanov S.I., Associate Professor of the Department of Surgery, Orthopedics, and Traumatology
Members of the committee:	Ivchenko G.S., Acting Head of the Department of Internal Medicine Propaedeutics Kotelevets S.M., Professor of the Department of Internal Medicine Propaedeutics

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

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

1. Description of the criteria for evaluating the competency at various stages of its formation, description of the assessment scales

Universal Competency(-ies) (UC), Achievement Indicator(s) (AI)	Levels of competency development,			
	Minimum level not achieved (fail) 2 points	Minimum level (satisfactory) 3 points	Intermediate level (good) 4 points	High level (excellent) 5 points
Competency: UC-4 – The student is able to carry out business communication in oral and written forms in the state language of the Russian Federation and in a foreign language (languages).				
AI-1 UC-4: The student selects an appropriate style of business communication in the state language(s) and foreign language(s), verbal and non-verbal means of interaction with partners in oral and written forms;	The student has difficulty carrying out business communication in oral and written forms in the state language of the Russian Federation and in a foreign language (languages)	The student carries out business communication in oral and written forms in the state language of the Russian Federation and in a foreign language (languages) with uncertainty	The student carries out business communication in oral and written forms in the state language of the Russian Federation and in a foreign language (languages)	The student confidently carries out business communication in oral and written forms in the state language of the Russian Federation and in a foreign language (languages)
AI-2 UC-4: The student uses information and communication technologies to increase the effectiveness of professional interaction and to search for the information required in the process of solving standard communicative tasks in the state language(s) and foreign language(s);	The student has difficulty using information and communication technologies to increase the effectiveness of professional interaction and to search for the information required in the process of solving standard communicative tasks in the state language(s) and foreign language(s)	The student uses information and communication technologies to increase the effectiveness of professional interaction and to search for the information required in the process of solving standard communicative tasks in the state language(s) and foreign language(s) with uncertainty	The student partially uses information and communication technologies to increase the effectiveness of professional interaction and to search for the information required in the process of solving standard communicative tasks in the state language(s) and foreign language(s)	The student confidently uses information and communication technologies to increase the effectiveness of professional interaction and to search for the information required in the process of solving standard communicative tasks in the state language(s) and foreign language(s)
AI-3 UC-4: The student evaluates the effectiveness of the communicative technologies applied in professional interaction in the state language(s) and foreign language(s), and	The student has difficulty evaluating the effectiveness of the communicative technologies applied in professional interaction in the state language(s) and foreign language(s),	The student evaluates the effectiveness of the communicative technologies applied in professional interaction in the state language(s)	The student partially evaluates the effectiveness of the communicative technologies applied in professional interaction in the	The student confidently evaluates the effectiveness of the communicative technologies applied in professional

selects the optimal ones.	and selecting the optimal ones.	and foreign language(s), and selects the optimal ones, with uncertainty.	state language(s) and foreign language(s), and selects the optimal ones.	interaction in the state language(s) and foreign language(s), and selects the optimal ones.
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Criteria for Evaluating Competencies

A grade of “excellent” is given to a student if the vocabulary used matches the task set; there are practically no violations in the use of vocabulary; grammatical structures are used in accordance with the communicative task set. There are practically no errors (1–2 minor errors are allowed).

A grade of “good” is given to a student if the vocabulary used matches the communicative task set, but there are isolated inaccuracies in word usage (2–3), or the vocabulary is limited but the words used are correct; there are a number of grammatical errors that do not hinder understanding of the text (no more than 4).

A grade of “satisfactory” is given to a student if an unjustifiably limited vocabulary is used; violations in the use of vocabulary are frequent, some of which may hinder understanding of the text (no more than 4); there are numerous elementary-level errors, or the errors are not numerous but hinder understanding of the text (6–7 errors across 3–4 areas of grammar are allowed)

A grade of “fail” is given to a student if the student does not answer the instructor’s questions.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

Task Number	Correct Answer	Content of the Question	Competency
1.		What are the main parts of the UK? Can you describe them?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
2.		What is the role of the Queen/King as Head of State?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
3.		What are the most serious environmental problems the UK today?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
4.		Can you name the famous sightseeing of London?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
5.		Can you list the most popular UK cities? What are they famous for?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
6.		What are the main elements of English culture?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
7.		Can you describe the English system of education? What are its features?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
8.	1	Choose the right variant: Who was the first astronaut who landed on ... Moon? 1) the 2) a 3) - 4) those	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
9.	2	Choose the right variant: You can do ... you want, but don't bother me now.	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4

		1) some 2) anything 3) something 4) any	
10.	4	Choose the right variant: ... wasn't easy to find your house. 1) There 2) This 3) That 4) It	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
11.	3	Choose the right variant: What is the ... important invention in the twentieth century? 1) much 2) more 3) most 4) much more	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
12.	4	Choose the right variant: ... beef is a kind of ... meat. 1) The, the 2) A, the 3) The, – 4) –, –	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
13.		Can you name two legislative bodies of the USA government? Describe them.	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
14.		Can you name the most popular USA landmarks? Tell about them	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
15.		What countries does the USA border?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
16.		What are the main USA industries?	AI-1 UC-4 AI-2 UC-4

			AI-3 UC-4
17.		What do the colours of the US flag symbolize?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
18.	1-c, 2-b, 3-d, 4-a	Match the cities with the states: 1. Boston 2. Las Vegas 3. Miami 4. Seattle a. Washington b. Nevada c. Massachusetts d. Florida	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
19.		What does Canadian music reflect?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
20.		What are two categories of modern Canadian literature?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
21.		What was John Cabot hoping to find when he sailed to Nova Scotia?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
22.		What is the geographical position of Canada?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
23.		Can you name the main ethnic groups in Canada?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
24.		What are the points of interest in Niagara Falls?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
25.		What are the most popular sports in Canada?	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4

26.	3	Choose the right variant: The Vikings ... to North America a thousand years ago. 1) sail 2) had sailed 3) sailed 4) have sailed	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
27.	4	Choose the right variant: I'll call you as soon as he 1) will come 2) came 3) has come 4) comes	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
28.	2	Choose the right variant: What are you laughing ...? 1) about 2) at 3) over 4) above	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
29.	2	Choose the right variant: My sister was translating the article when I ... the room. 1) had come into 2) came into 3) am coming into 4) come	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4
30.	4	Choose the right variant: It was so late that I ... take a taxi. 1) was able 2) can 3) must 4) had to	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4

