

**MINISTRY OF SCIENCE, HIGHER EDUCATION AND INNOVATIONS OF THE
KYRGYZ REPUBLIC
SCIENTIFIC-EDUCATIONAL PRODUCTION COMPLEX
"B. OSMONOV JALAL-ABAD STATE UNIVERSITY"**

REVIEWED

at the meeting of the Academic
Council of JASU named after B.
Osmonov Minutes, No. 5

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APPROVED

by the Rector of JASU named
after B. Osmonov

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**REGULATION
ON THE PROCEDURE FOR FORMING THE FUND OF ASSESSMENT TOOLS IN
CHECKING CURRENT PROGRESS AND INTERMEDIATE ATTESTATION OF
STUDENTS**

1. General Provisions

1.1. This Regulation was developed based on the Law of the Kyrgyz Republic "On Education" dated 11.08.2023, the State Educational Standards for Higher and Secondary Vocational Education, and the Charter of the Scientific, Educational and Production Complex "Jalal-Abad State University named after B. Osmonov," Decree of the Cabinet of Ministers of the Kyrgyz Republic No. 258 dated May 22, 2024, "On Separate Issues in the Sphere of Higher and Secondary Vocational Education," Decree of the Cabinet of Ministers of the Kyrgyz Republic No. 590 dated September 24, 2024, "On the Approval of Regulatory Legal Acts Regulating the Activities of Higher Professional Education Organizations," dated June 10, 2025, No. 329 "On the Approval of Regulatory Legal Acts in the Sphere of Higher and Secondary Vocational Education," as well as dated July 8, 2024, No. 371 "On the Approval of the Layout of the State Educational Standard for Primary, Secondary, and Higher Vocational Education of the Kyrgyz Republic," in accordance with Order of the Ministry of Education and Science of the Kyrgyz Republic No. 1372/1 dated 04.09.2024 "On the Implementation of the Decree of the Cabinet of Ministers of the Kyrgyz Republic No. 371 dated July 8, 2024 'On the Approval of the Layout of the State Educational Standard for Primary, Secondary, and Higher Vocational Education of the Kyrgyz Republic'," and also relying on the Regulation on Basic Educational Programs for Higher and Secondary Vocational Education and the Regulation on the Organization of Students' Independent Work, developed at JADU.

1.2. Purpose of Creating the Fund of Assessment Tools The Fund of Assessment Tools (FAT) is a set of assessment materials, assignments, and indicators used to check learning outcomes.

Objectives:

- Objective assessment of students'/learners' knowledge, skills, abilities, and competencies;
- Ensuring the quality of education;
- Creation of unified assessment criteria.

1.3. The Procedure for forming the Fund of Assessment Tools (hereinafter – FAT) for checking students' current progress and intermediate attestation (hereinafter – the Procedure) regulates the rules, requirements, structure, content, documentation, and approval procedure for the development of the Fund of Assessment Tools used at B. Osmonov Jalal-Abad State University (hereinafter – JADU) when checking the compliance of individual gradual achievements of learners with the requirements of the educational program.

1.4. The Fund of Assessment Tools (FAT) for a discipline is an integral normative and methodological part of ensuring the system for assessing students' results of mastering educational programs.

1.5. The Fund of Assessment Tools for a discipline defines a set of control and measuring materials (typical problems (tasks), control works/tests, exams, etc.) and the application of methodologies aimed at measuring the achieved level of established learning outcomes by the student.

1.6. The FAT for a discipline is applied during the conducting of current progress monitoring and intermediate attestation of students.

1.7. The FAT is included in the composition of the educational and methodological complex (EMC) of the discipline.

1.8. Compliance with the Procedure for creating the FAT for a discipline is mandatory for all departments/PCCs (Permanent Cycle Commissions) ensuring the implementation of the educational program.

2. Content of the Fund of Assessment Tools

1. Compliance with Standards and Educational Programs When forming the FAT, its compliance with the following points is mandatory:

- The State Standard for Higher and Secondary Vocational Education in the corresponding field of study (specialty);

- The goals and expected learning outcomes established in the educational program;
- The curriculum for the fields of study (specialties);
- The working program of the discipline.

2. System and Completeness The Fund must cover all learning outcomes for every module, subject, and discipline.

3. Objectivity and Reliability Each assignment is accompanied by clear criteria; the results must be reproducible by various assessors.

4. Clarity and Accessibility The assessment tools must be clear and suitable for students to complete.

5. Balance of Openness and Confidentiality The principles of the assessment system are openly explained to students, but test questions and final materials are subject to protection (kept confidential).

6. Data Update The Fund must be periodically reviewed and updated.

3. Structure of the Fund of Assessment Tools

The FAT, as a rule, includes the following documents:

1. List of Learning Outcomes
2. List of Types and Forms of Assessment (final, intermediate, current)
3. Samples of Assessment Assignments (tests, projects, practical work, essays, etc.)
4. Criteria and Grading Scale
5. Forms, Protocols, Answer Sheets
6. Procedure for Analysis and Storage of Results

4. Types of Assessment Tools

Type	Example	Purpose
Current (Operational) Assessment	questionnaire, homework, laboratory work	Checking the assimilation of material during the learning process
Intermediate Assessment	module test, control work/test, practical work	Determining results for a specific topic or module
Final Assessment	exam, qualification test, project defense	Assessment of the final results of the program
Diagnostic Assessment	introductory test, questionnaire	Determining the initial level
Self-Assessment and Peer Assessment	reflection, self-analysis	Development of the skill to assess own achievements

5. Stages of Creating the Fund of Assessment Tools

1. Determination (interpretation) of learning outcomes.
2. Selection of the assessment form in accordance with each outcome.
3. Development of tests, assignments, and criteria.
4. Expert evaluation (review) of assessment materials.
5. Approval of the Fund (by the department, PCC, academic office).
6. Application and periodic updating.

6. Development of the Fund of Assessment Tools

1. The FAT is developed at the department/PCC for each taught discipline.
2. If a discipline taught for different profiles has similar content and unified requirements, a single FAT may be created for it.
3. The development of a unified Fund of Assessment Tools for disciplines taught in different fields of study (specialties) is determined by the decision of the department/PCC responsible for teaching that discipline.

4. The direct developer(s) of the FAT are, as a rule, appointed by the Head of the Department from among the teaching staff who teach the discipline.
5. The FAT is compiled in both paper and electronic form.

7. Procedure for Expert Review, Approval, and Updating of the Fund of Assessment Tools

1. The developed FAT must undergo an internal expert review. The results of the review are summarized in an expert opinion. The expert review of the FAT is conducted to check its compliance with the requirements of the standard for higher and secondary vocational education, the educational program for the fields of study (specialties), and the goals and objectives of the training indicated in the discipline's working program.
2. The expert review of the FAT for disciplines is conducted by the teaching staff of the relevant department who have an academic degree of Candidate or Doctor of Sciences, as well as associate professors and professors who hold academic titles.
3. The expert review of the FAT is carried out through the profile department corresponding to the training profile, according to paragraph 4.1.1 of this Regulation.
4. If the discipline is taught at different departments, the expert review of the FAT is carried out by the graduating department separately for each field of study (specialty) according to paragraph 4.1.1 of this Regulation.
5. In case of receiving a positive opinion, the FAT is discussed and approved at the department meeting.
6. The updating of the FAT (making changes, cancellation, introduction of new assessment tools, etc.) is carried out by the FAT developer once a year when the educational program is updated.
7. The development of the FAT and the conducting of the expert review are taken into account in the individual work plans of the instructors when calculating the academic workload.

8. Responsibility for the Development of the Fund of Assessment Tools and its Storage

1. Responsibility for the creation and storage of the FAT is assigned to the department/PCC to which the discipline is assigned.
2. The instructor-developer is responsible for the quality of the development, the correctness of the compilation, and the documentation of the FAT.
3. The printed and electronic versions of the FAT are included in the educational and methodological complex (EMC) and are stored in the department.
4. An approximate list of questions, problems, assignments, and other control and measuring materials planned for inclusion in the test base (FAT) is posted on the ASUZ (AVN) portal of the educational organization.

Approximate List of Assessment Tools

№	Name of Assessment Tool	Brief Characteristics of the Assessment Tool
1	Business and/or Role-Playing Games	Joint activity of the pedagogical worker with a group of learners under the guidance of the pedagogical worker, aimed at solving academic and professionally-oriented tasks through a game in a real problematic situation. This form of assessment allows for the evaluation of skills and the ability to analyze and solve typical professional tasks.
2	Case Study	A problem task that proposes the learner to comprehend a real professionally-oriented situation, for the solution of which knowledge of the discipline is required.
3	Colloquium	A means of checking the assimilation of learning material for themes, sections, or parts of a discipline. It is a means of organizing classes in the form of a conversation between the pedagogical worker and the learners.
4	Control Work (Test/Assignment)	A means of checking the ability to apply acquired knowledge to solve tasks of a specific type within a topic or section.
5	Round Table, Discussion, Polemics, Dispute, Debate	An assessment tool that checks the learners' inclusion in discussing controversial issues, problems, and the ability to prove their point of view.
6	Portfolio	A targeted selection of works that reveals the individual academic achievements of students in one or more disciplines.
7	Project	The final result of completing a complex of academic and research tasks, obtained through the process of planning and execution. It contributes to the learners' self-assessment of their knowledge while solving practical tasks and problems. A project can be carried out individually or by a group of learners.
8	Workbook	A didactic complex focused on the independent work of the learner, which allows for the assessment of the level of assimilation of the learning material.
9	Multi-Level Assignments	The following types of problems and tasks are distinguished: a) Reproductive Level , allowing for the assessment and diagnosis of knowledge of factual material and the ability to correctly use specialized terms and concepts; b) Reconstructive Level , allowing for the assessment and diagnosis of the ability to generalize and analyze factual and theoretical material; c) Creative Level , allowing for the assessment and diagnosis of skill mastery, integration of knowledge from different areas,

		and argumentation of one's own point of view.
10	Calculation and Graphical Works	A means of checking the ability to apply acquired knowledge in the discipline or module to develop tasks according to previously given methodologies.
11	Abstract (Referat)	The result of a student's independent work, which is a written summary of the results of a theoretical analysis on a specific scientific (academic-research) topic. In doing so, the author reveals the main essence of the studied topic, analyzes different points of view, and reflects their personal position.
12	Report, Presentation (Doklad, Soobshchenie)	The result of a student's independent work, which is a public presentation with the reporting of obtained results on specific academic-practical, academic-research, or scientific topics.
13	Interview	A means of checking, which is a specially organized conversation between the pedagogical worker and the learner on a topic related to the studied discipline, aimed at identifying the learner's knowledge on a specific section, theme, problem, etc.
14	Creative Assignment	A partially regulated assignment that has a non-standard solution and allows for the integration and diagnosis of versatile knowledge and the argumentation of one's personal point of view. It can be performed individually or by a group of learners.
15	Test	A system of standardized assignments that allows for the automation of the procedure for measuring the level of learners' knowledge.
16	Simulator (Trainer)	A technical means used to check the formation of a student's professional skills and the ability to operate a specific material object.
17	Essay	A means allowing for the assessment of the learner's written statement of their opinion on the posed problem, independent analysis using the concepts of the relevant discipline, and generalization of the author's position on the posed problem.

PASSPORT OF THE FUND OF ASSESSMENT TOOLS for the Academic Discipline

1. Competence Check Models:

1.1. Competencies Formed in the Process of Mastering the Discipline (___ semester):

Index	Competency Formulation

1.2. Information on Other Disciplines (Including those Taught at Other Departments)

Participating in the Formation of the Declared Competencies:

1.2.1. Competency _____ is formed in the process of mastering the discipline (internship/practice).

2. As a Result of Mastering, the Learner Must:

2.1. Know: _____

2.2. Be Able to: _____

2.3. Master/Possess: _____

The level of knowledge is determined in accordance with the Federal State Educational Standard of Higher Education (FSSES HE) for the corresponding field of study.

3. Program of Assessed Competencies:

№	Modules and Sections (Topics) Assessed by the Discipline	Code of the Assessed Competency	Name of the Assessment Tool

The name of the topic (section) or topics (sections) is taken from the working program of the discipline. The column **Name of the Assessment Tool** includes the method of assessing the competency (sections of assessed competencies) (oral, written, computer technologies, etc.).

Template for Documenting One of the Types of FAT

Documenting (Formatting) Assignments for Business and Role-Playing Games

B. Osmonov Zhalal-Abad State University

Department _____ (Department name)

Business (Role-Playing) Game for the Discipline _____ (Discipline name)

1. Topic (Problem)

2. Game Concept

3. Roles:

4. Expected Result(s)

Assessment Criteria:

- A student receives a grade of "**Excellent**" if -----
- A grade of "**Good**" -----
- A grade of "**Satisfactory**" -----
- A grade of "**Unsatisfactory**" -----
- A student receives a grade of "**Pass**" (or "**Completed**") if -----
- A grade of "**Fail**" (or "**Not Completed**") -----

Pedagogical Worker _____ Name, Surname (signature)

FUND OF ASSESSMENT TOOLS (FAT) FOR THE DISCIPLINE "PEDAGOGY"

Parameter	Information
Name of the Discipline	Pedagogy
Educational Program	Pedagogical Specialties
Form of Study	Theoretical and Practical
Purpose of the FAT	Objective assessment of the student's level of mastery of pedagogical theory and practical skills

2. Learning Outcomes

The student must know, understand, and be able to apply the following:

No.	Learning Outcome	Form of Assessment
1	Know the basic concepts and principles of pedagogy	Test, oral questioning/survey
2	Explain the patterns/regularities of learning and upbringing (education)	Written work, essay
3	Analyze and solve pedagogical situations	Practical assignment, case study
4	Demonstrate skills in planning and organizing a lesson (class)	Project, lesson development
5	Provide an analysis of own pedagogical activity	Self-assessment, reflection

3. Types and Forms of Assessment

Type of Assessment	Form	Content
Current Assessment	Oral questioning/survey, homework, mini-test	Checking the level of assimilation of each topic
Intermediate Assessment	Control work/test, presentation, practical assignment	Determining results upon completion of a theme or module
Final Assessment	Exam (test and open questions), project defense	Checking general knowledge and competencies

4. Criteria and Grading Scale

Level	Score	Description
High (Excellent)	90–100	Fully knows the material, provides examples, demonstrates a creative approach.
Good	75–89	Knows the material but makes minor mistakes (small shortcomings).
Satisfactory	60–74	Knows the basic concepts but cannot explain them deeply (insufficiently elaborates).
Unsatisfactory	<60	The material has not been mastered.

5. Samples of Assessment Assignments**5.1. Test Assignments (Examples)**

- What is the main object of the science of Pedagogy? a) The process of learning b) The process of upbringing c) The process of human development ☒ d) Social connections
- What is included in the basic principles of learning? a) Systematization ☒ b) Complication c) Exchange of experience d) Individualization

5.2. Practical Assignment

A pedagogical situation (case) is offered. The student analyzes the situation, proposes the correct teacher behavior, and possible solutions. **Assessment Criteria:** understanding of the situation, logical thinking, creative solution.

5.3. Project Work

Prepare a mini-project on the topic: "Portrait of a Teacher Meeting the Requirements of Modernity." **Criteria:** completeness of content, analysis, design, independence, creativity.

6. Documents and Forms

- Assessment Sheet (based on criteria)
- Answer Sheet (for tests)
- Project Assessment Protocol
- Student Self-Assessment Form

7. Procedure for Updating and Storing the Fund

- The Fund is reviewed by the subject commission annually.
- New tests, assignments, and criteria are added.
- All materials are stored at the department in electronic and paper form.