**SIW 1: A group presentation «** **Modern concepts of cell death" (10% of 100%)**

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| **Criterion**  | **"Excellent"**8-10 % | **"Good"**6-7 % | **"Satisfactory"**4-5 % | **"Unsatisfactory"****1-3** % |
| **Understanding the theories and concepts of cell death variants** | Deep understanding of cell death concepts.Relevant and relevant links (citations) to key sources are provided.  | Understanding of cell death concepts.Links (citations) to key sources are provided.  | Limited understanding of cell death concepts.Limited references (citations) to key sources are provided.  | Superficial understanding / lack of understanding cell death concepts. of cell death concepts.Relevant references (citations) to key sources are not provided.  |
| **Awareness of key issues** | Wide awareness of the mechanisms of cell death, the importance of cell death in physiological and pathological processes.Excellent justifies its answers with examples. | Awareness of the mechanisms of cell death, the importance of cell death in physiological and pathological processes.Substantiates his answers, sometimes justifying them with examples.  | Limited knowledge of the mechanisms of cell death, the importance of cell death in physiological and pathological processes.Limited number of reasoned examples for answers. | Not understanding regarding key issues of cell death.There is no logical connection in the answers, which are not supported by arguments and are not supported by examples. |
| **Consideration of the main provisions, giving comparative aspects and examples, putting forward statements and conclusions.** | The answer is clear, deep logically structured and directly connected with question. Maintains consistent, clearly formulated answers to the questions posed, is able to connect theory with practice, illustrate with examples, facts, and scientific research data; makes interdisciplinary connections, proposals, conclusions. | The answer is structured, there are some inaccuracies (insignificant errors) in the presentation of theoretical and practical material; the answer is less thorough, deep, valid and complete. The results and conclusions are partially summarized. | The answer is not structured; answers to questions are presented in a chaotic order, without any logical relationship. There are no results or conclusions. | There is absolutely no logical connection in the answer. |
| **Presentation, Teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality of visuals, slides or other materials, good level of teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low level of involvement, low quality of materials, poor level of teamwork. |

**SIW 2: "Evolution of tissues. The theory of A.A. Zavarzin on parallel series of tissue evolution and N.G. Khlopin on divergent differentiation." (10% of 100%)**

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| **Criterion**  | **"Excellent"**8-10 % | **"Good"**6-7 % | **"Satisfactory"**4-5 % | **"Unsatisfactory"****1-3** % |
| **Understanding the theories of A.A. Zavarzin and N.G. Khlopin** | Deep understanding of the laws of divergent evolution of tissues and parallel series.Relevant and relevant links (citations) to key sources are provided.  | Understanding the laws of divergent evolution of tissues and parallel series Links (citations) to key sources are provided.  | Limited understanding of the laws of divergent tissue evolution and parallel series.Limited references (citations) to key sources are provided.  | Superficial understanding/lack of understanding of the laws of divergent evolution of tissues and parallel rows.Relevant references (citations) to key sources are not provided.  |
| **Awareness of key issues in unraveling tissue evolution** | Broad awareness of key issues in tissue evolution.Excellent justifies its answers with examples. | Awareness of key issues in tissue evolution.Substantiates his answers, sometimes justifying them with examples.  | Limited awareness of key issues in tissue evolution.Limited number of reasoned examples for answers. | Little awareness/competence about key issues in tissue evolution.There is no logical connection in the answers, which are not supported by arguments and are not supported by examples. |
| **Consideration of the main provisions, giving comparative aspects and examples, putting forward statements and conclusions.** | The answer is clear, deep logically structured and directly connected with question. Maintains consistent, clearly formulated answers to the questions posed, is able to connect theory with practice, illustrate with examples, facts, and scientific research data; makes interdisciplinary connections, proposals, conclusions. | The answer is structured, there are some inaccuracies (insignificant errors) in the presentation of theoretical and practical material; the answer is less thorough, deep, valid and complete. The results and conclusions are partially summarized. | The answer is not structured; answers to questions are presented in a chaotic order, without any logical relationship. There are no results or conclusions. | There is absolutely no logical connection in the answer. |
| **Presentation, Teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality of visuals, slides or other materials, good level of teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low level of involvement, low quality of materials, poor level of teamwork. |

**SIW 3: A group presentation «** **Pre-embryonic development - gametogenesis, morphology and physiology of female and male gametes, fertilization and cleavage» (10% of 100% MC)**

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| **Criterion**  | **"Excellent"**8-10 % | **"Good"**6-7 % | **"Satisfactory"**4-5 % | **"Unsatisfactory"****1-3** % |
| **Knowledge of the theory and basic principles of embryology concerning the process of pre-embryonic development, knowledge of professional terms and definitions.** | Deep knowledge of the material on pre-embryonic development – ​​gametogenesis (the process of formation of sex cells – gametes), deep understanding of the features of the morphological structure and physiological processes of female and male gametes (oogenesis, spermatogenesis).Relevant and relevant links (citations) to key sources are provided.  | Knowledge of pre-embryonic development – ​​gametogenesis (the process of formation of sex cells – gametes), understanding of the features of the morphological structure and physiological processes of female and male gametes (oogenesis, spermatogenesis).Links (citations) to key sources are provided.  | Limited knowledge of material on pre-embryonic development – ​​gametogenesis (the process of formation of sex cells – gametes), partial understanding of the features of the morphological structure and physiological processes of female and male gametes (oogenesis, spermatogenesis).Limited references (citations) to key sources are provided.  | Superficial understanding / lack of understanding of the material on pre-embryonic development - gametogenesis (the process of formation of sex cells - gametes), lack of understanding of the features of the morphological structure and physiological processes of female and male gametes (oogenesis, spermatogenesis).Relevant references (citations) to key sources are not provided.  |
| **Awareness of the main stages of fertilization, the processes preceding it, as well as the features of the first period of embryonic development, which is present in the ontogenesis of all multicellular animals - cleavage** | Wide awareness of the main stages of fertilization, the processes preceding it, as well as the features of the first period of embryonic development, which is present in the ontogenesis of all multicellular animals - cleavage. Excellently substantiates his answers, arguing them with examples.  | Awareness of the main stages of fertilization, the processes preceding it, as well as the features of the first period of embryonic development, which is present in the ontogenesis of all multicellular animals - cleavage. Substantiates his answers, sometimes justifying them with examples.  | Limited awareness of the main stages of fertilization, the processes preceding it, as well as the features of the first period of embryonic development, which is present in the ontogenesis of all multicellular animals - cleavage. Limited number of reasoned examples for answers. | Little awareness/incompetence about the main stages of fertilization, the processes preceding it, as well as the features of the first period of embryonic development, which is present in the ontogenesis of all multicellular animals - cleavageThere is no logical connection in the answers, which are not supported by arguments and are not reinforced by examples. |
| **Consideration of the main provisions, giving comparative aspects and examples, putting forward statements and conclusions.** | The answer is clear, deep logically structured and directly connected with question. Maintains consistent, clearly formulated answers to the questions posed, is able to connect theory with practice, illustrate with examples, facts, and scientific research data; makes interdisciplinary connections, proposals, conclusions. | The answer is structured, there are some inaccuracies (insignificant errors) in the presentation of theoretical and practical material; the answer is less thorough, deep, valid and complete. The results and conclusions are partially summarized. | The answer is not structured; answers to questions are presented in a chaotic order, without any logical relationship. There are no results or conclusions. | There is absolutely no logical connection in the answer. |
| **Presentation, Teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality of visuals, slides or other materials, good level of teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low level of involvement, low quality of materials, poor level of teamwork. |

**SIW 4: A group presentation «** **Cloning of especially valuable breeding agricultural animals and rare endangered species of wild fauna » (10% of 100%)**

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| **Criterion**  | **"Excellent"**8-10 % | **"Good"**6-7 % | **"Satisfactory"**4-5 % | **"Unsatisfactory"****1-3** % |
| **Knowledge of the theory and basic methods of cloning especially valuable breeding farm animals and rare endangered species of wild fauna; knowledge of professional terms and definitions.** | Deep knowledge of the theory and basic methods of cloning especially valuable breeding farm animals and rare endangered species of wild fauna; knowledge of professional terms and definitions. Relevant and relevant links (citations) to key sources are provided.  | Knowledge of the theory and basic methods of cloning especially valuable breeding farm animals and rare endangered species of wild fauna; knowledge of professional terms and definitions. Links (citations) to key sources are provided.  | Limited knowledge of the theory and basic methods of cloning especially valuable breeding farm animals and rare endangered species of wild fauna; knowledge of professional terms and definitions. Limited references (citations) to key sources are provided.  | Superficial understanding/lack of understanding of theories, basic methods of cloning especially valuable breeding farm animals and rare endangered species of wild fauna; lack of knowledge of professional terms and definitions. Relevant references (citations) to key sources are not provided.  |
| **Awareness of the environmental, ethical and legal aspects of cloning rare and endangered species and its potential impact on biodiversity and sustainable development.** | Broad awareness of the environmental, ethical and legal aspects of cloning rare and endangered species, as well as its potential impact on biodiversity and sustainable development. | Awareness of the environmental, ethical and legal aspects of cloning rare and endangered species and its potential impact on biodiversity and sustainable development. | Limited awareness of the environmental, ethical and legal aspects of cloning rare and endangered species, as well as its potential impact on biodiversity and sustainable development. | Little awareness/competence about the environmental, ethical and legal aspects of cloning rare and endangered species, and its potential impact on biodiversity and sustainable development. |
| **Consideration of the main provisions, giving comparative aspects and examples, putting forward statements and conclusions.** | The answer is clear, deep logically structured and directly connected with question. Maintains consistent, clearly formulated answers to the questions posed, is able to connect theory with practice, illustrate with examples, facts, and scientific research data; makes interdisciplinary connections, proposals, conclusions. | The answer is structured, there are some inaccuracies (insignificant errors) in the presentation of theoretical and practical material; the answer is less thorough, deep, valid and complete. The results and conclusions are partially summarized. | The answer is not structured; answers to questions are presented in a chaotic order, without any logical relationship. There are no results or conclusions. | There is absolutely no logical connection in the answer. |
| **Presentation, Teamwork** | Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork. | Good engagement, good quality of visuals, slides or other materials, good level of teamwork. | Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork. | Low level of involvement, low quality of materials, poor level of teamwork. |