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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"30" 05 2022

Dean,
Faculty of Economics and Management
_____ /A.V. Nazarenko/
"30" 05 2022

WORKING PROGRAM OF THE DISCIPLINE

"Process Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline

The main goals of mastering the discipline "Process Management" include:

– formation of knowledge about modern methods of adaptive business process management;

- preparation of students for activities in accordance with the qualification characteristics of the bachelor in the direction 38.03.02 "Management".

The main tasks of mastering the discipline "Process Management" include:

– mastering the methods of analysis and modeling of business processes.

- the formation of students' understanding of the theoretical foundations of changes in the activities of the organization and practical techniques - technologies and methods for carrying out these changes.

2. The place of the discipline in the structure of the bachelor's program

The discipline "Process Management" is one of the academic disciplines of the part formed by the participants in educational relations (B1.2) of the bachelor's degree program.

The discipline "Process Management" is interconnected logically and methodically with the following disciplines and practices of the EP:

-Organization Competitiveness Management.

– Organization life cycle management.

3.The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline, students form the following competence and the following learning outcomes should be achieved as a stage in the formation of the relevant competence:

Ciphe r	**Name**	**professional standard**	**OTF**	**List of planned learning outcomes by discipline**
PC-2	Able to design and implement cross-functional processes of an organization	07.007 "Process management specialist"	Design and implementation of cross-functional processes of the organization or administrative procedures of the organization	**Know**: basics of document formation, theoretical foundations for building business structures; the nature of the conflict and methods of its resolution; **Be able to:**to form and improve documentation, taking into account the observance of the rights and interests of shareholders and investors. **Own**: methods of generating documentation necessary for the creation of new business structures, ways to resolve conflicts

4. Structure and content of the discipline

Part-time education

The total labor intensity of the discipline is 4 credit units, i.e. 144 academic hours (of which 108 hours are independent work of students).

Sections of the discipline "Process Management" are studied in the third year.

Fifth semester:lectures - 18 hours, seminars - 18 hours, form of control - test.

The structure and content of the discipline "Process Management" in terms of terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1. Management: basic concepts, the need for management

The Emergence of Management: The Evolution of Management Thought. Management: goals and functions of management.

Topic 2. Modern approaches to organization management

Organization as a socio-economic system. Systems approach. Organization management approaches: functional approach.

Topic 3. Process approach: essence and basic concepts.

Process approach: history of development. Process management: principles.

Topic 4. Process approach: business processes.

Basic concepts and terms of the process approach. Classification of business processes.

Topic 5. Modeling the business processes of the organization.

Models. Rationale for modeling the organization's business processes. Ways to describe the business processes of an organization.

Topic 6. Fundamentals of business process modeling.

Technology for modeling the organization's business processes. A - step 1. B - step 2. C - step 3. D - step 4.

Topic 7. Complete organization model.

A complete model of the business model of the organization as a whole. Templates of the organizational business model of the organization.

Topic 8. Analysis and key indicators of business processes.

Selection of priority business processes for optimization. Business process performance indicators

Topic 9. Reengineering of business processes

Essence, goals, stages and types of business process reengineering. Principles of business process redesign.

5. Educational technologies

The methodology for teaching the discipline "Process Management" and the implementation of a competency-based approach in the presentation and perception of the material provides for the use of the following active and interactive forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the professional skills of students:

– lectures;

- preparation for seminars;

– preparation, presentation and discussion of reports at seminars;

- organization and conduct of current control of students' knowledge in the form of testing.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarity of the contingent of students and the content of the discipline"Process management" and the discipline as a whole makes up 50% of the classroom.

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for independent work of students

In the learning process, the following assessment forms of independent work of students, assessment tools for monitoring progress and intermediate assessments are used:

Evaluative means of monitoring progress include control questions and tasks in the form of blank testing, participation in a business game, and presentation of a report.

When performing current control, it is possible to use test material. Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies. All materials are posted in the LMS of the Moscow Poly (https://online.mospolytech.ru/course/view.php?id=9800).

When teaching people with disabilities, e-learning and distance learning technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

Samples of questions and tasks for conducting current control are given in the appendix.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module).

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline (module), the following competence is formed:

Competency code	As a result of mastering the educational program, the student must have
PC-2	Able to design and implement cross-functional processes of an organization

In the process of mastering the educational program, this competence, including their individual components, is formed in stages during the development of disciplines (modules), practices by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

An indicator of competency assessment at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

PC-2 -Able to design and implement cross-functional processes of an organization				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
know: theoretical and practical approaches and methods for analyzing, modeling and designing business processes of an organization using adaptive management technologies.	The student demonstrates the complete absence or insufficient compliance of the following knowledge: the basics of adaptive management of the company, the methodology and organizational and economic mechanism of adaptive management.	The student demonstrates incomplete compliance with the following knowledge: the basics of adaptive management of the company, the methodology and organizational and economic mechanism of adaptive management. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates partial compliance with the following knowledge: the basics of adaptive management of a company, the methodology and organizational and economic mechanism of adaptive management, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: Theoretical and fundamentals of adaptive management of the company, methodology and organizational and economic mechanism of adaptive management. Freely operates with acquired knowledge.

be able to: analyze the effectiveness of existing business processes of the organization, coordinate business processes with each other.	The student is unable or insufficiently able toclearly formulate goals and express them quantitatively and qualitatively; reflect the results achieved and problem points requiring managerial intervention; correct in a timely mannerbusiness processesthus improving the quality of planning.	The student demonstrates incomplete compliance with the following skills:clearly formulate goals and express them quantitatively and qualitatively; reflect the results achieved and problem points requiring managerial intervention; correct in a timely mannerbusiness processesthus improving the quality of planning. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills:clearly formulate goals and express them quantitatively and qualitatively; reflect the results achieved and problem points requiring managerial intervention; correct in a timely mannerbusiness processesthus improving the quality of planning.Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills:clearly formulate goals and express them quantitatively and qualitatively; reflect the results achieved and problem points requiring managerial intervention; correct in a timely mannerbusiness processesthus improving the quality of planning. Freely operates with acquired skills, applies them in situations of increased complexity.
own: methods of analysis and modeling of business processes, management decision-making, taking into account systematic changes in the external and internal environment of the organization	The student does not own or insufficiently owns the methods of usingsystems of indicators of efficiency or effectiveness of management, including quantitative and qualitative indicators that allow assessing the quality of management at various levels.	The student knows how to usesystems of indicators of efficiency or effectiveness of management, including quantitative and qualitative indicators that allow assessing the quality of management at various levels, significant errors are made, there is a lack of skills in a number of indicators, the student experiences significant difficulties in applying skills in new situations.	The student partially owns the methods of usingsystems of indicators of efficiency or effectiveness of management, including quantitative and qualitative indicators that allow assessing the quality of management at various levels, skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	Fully trained in methods of usingsystems of indicators of efficiency or effectiveness of management, including quantitative and qualitative indicators that allow assessing the quality of management at various levels, freely applies the acquired skills in situations of increased complexity.

Scales for assessing the results of intermediate certification and their description:

Form of intermediate attestation: test.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current

monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. According to the results of the intermediate certification, “pass” or “not pass” is set.

Only students who have completed all types of educational work provided for by the work program in the discipline "Process Management" are allowed to the intermediate certification (passed the intermediate control)

Evaluation scale	Description
Passed	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Not credited	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, lack of knowledge, skills, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

The evaluation funds are presented in the annex to the work program.

7. Educational, methodological and information support of the discipline "Process management"

a) basic literature:

1. Dolganova, O. I. Modeling of business processes: textbook and workshop for universities / O. I. Dolganova, E. V. Vinogradova, A. M. Lobanova; edited by O. I. Dolganova. - Moscow: Yurayt Publishing House, 2021. - 289 p. - (Higher education). - ISBN 978-5-534-00866-1. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/468913

b) additional literature:

1. Frolov, Yu. V. Strategic management. Formation of strategy and design of business processes: a textbook for universities / Yu. V. Frolov, R. V. Seryshev; edited by Yu. V. Frolov. — 2nd ed., corrected. and additional - Moscow: Yurayt Publishing House, 2021. - 154 p. - (Higher education). - ISBN 978-5-534-09015-4. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/471817

2. Gromov, A. I. Management of business processes: modern methods: monograph / A. I. Gromov, A. Fleishman, V. Schmidt; edited by A. I. Gromov. - Moscow: Yurayt Publishing House, 2021. - 367 p. — (Actual monographs). - ISBN 978-5-534-

03094-5. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/469128

The possibility of using e-learning, distance learning technologies is provided. All materials are placed in the LMS of the Moscow Poly. (https://online.mospolytech.ru/course/view.php?id=9800)

eight. Logistics support of discipline.

Audience for lectures and seminars of the general fund. Training tables with benches, classroom board, portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

9. Guidelines for students when working on lecture notes during the lecture

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to take notes, which will later allow you to recall the studied educational material, supplement the content during independent work with literature, and prepare for the exam.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave fields in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions.

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the topic of the lecture. When lecturing on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar.

Since the student's activity in seminars is the subject of monitoring his progress in mastering the course, preparation for seminars requires a responsible attitude. In interactive classes, students should be active.

Guidelines for students on the organization of independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. During independent work, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. To perform independent work, methodological support is provided. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

10.Methodological recommendations for the teacher (Guidelines for making presentations)

A presentation (from the English word - presentation) is a set of color slide pictures on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures that are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact of the speaker with the demonstration material;
- mobility and compactness of information carriers and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for the design of computer presentations

General Design Rules

Many designers argue that there are no laws and rules in design. There are tips, tricks, tips. Design, like any kind of creativity, art, like any way of some people to communicate with others, like language, like thought, will bypass any rules and laws.

However, there are certain recommendations that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and recommendations.

Font design rules:

- Serif fonts are easier to read than sans-serif fonts;
- Capital letters are not recommended for body text.

- Font contrast can be created through: font size, font weight, style, shape, direction, and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation design guidelines

In order for the presentation to be well perceived by the audience and not cause negative emotions (subconscious or completely conscious), it is necessary to follow the rules for its design.

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

Consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24-54 pt (headline), 18-36 pt (plain text);
- font color and background color should contrast (the text should be well read), but not hurt the eyes;
- font type: smooth sans-serif font for body text (Arial, Tahoma, Verdana), decorative font can be used for heading if it is legible;
- italics, underlining, bold, capital letters are recommended to be used only for semantic highlighting of a text fragment.

Formatting graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- it is desirable to avoid drawings in the presentation that do not carry a semantic load if they are not part of the style design;
- the color of graphic images should not contrast sharply with the overall style of the slide;
- illustrations are recommended to be accompanied by explanatory text;
- if a graphic image is used as a background, then the text on this background should be well readable.

The content and location of information blocks on the slide:

- there should not be too many information blocks (3-6);
- the recommended size of one information block is no more than 1/2 of the slide size;
- it is desirable to have on the page blocks with different types of information (text, graphs, diagrams, tables, figures) that complement each other;
- keywords in the information block must be highlighted;
- information blocks should be placed horizontally, blocks related in meaning - from left to right;
- the most important information should be placed in the center of the slide;
- the logic of presenting information on slides and in the presentation should correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, one must not forget about their content - the text. In no case should it contain spelling errors. You should also take into account the general rules for formatting the text.

After creating a presentation and its design, you need to rehearse its presentation and your performance, check how the presentation will look like as a whole (on a computer screen or projection screen), how quickly and adequately it is perceived from different audience locations, under different lighting conditions, noise accompaniment, in an environment as close as possible to the real conditions of the performance.

The work program was compiled on the basis of the Federal State Educational Standard of Higher Education in the direction of training bachelors on March 38, 02 "Management", approved by order of the Ministry of Education and Science of the Russian Federation of August 12, 2020 No. 970 (Registered in the Ministry of Justice of Russia on August 25, 2020 No. 59449).

The program was made by:

Candidate of Economics, Associate Professor of the Department of Management



/ Korotun O.N. /

The program was approved at a meeting of the department "Management"
August 29, 2022, Protocol No. 1

Head of the Department "Management"
k. e. PhD, Associate Professor  / Alenina E.E. /

Structure and content of the discipline
"Process management"
in the direction of preparation 38.03.02 "Management" (bachelor)
educational program "Business Process Management"
Part-time education

n/n	Chapter	Semester	Semester week	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students						Forms of attestation	
				L	F/N	Lab	SRS	DAC	UO	To	DI	R	DC	T	E	Z
one	Topic 1 Management: basic concepts, the need for management	5	1-2	2	2		12						+			
2	Topic 2 Modern approaches to organization management	5	3-4	2	2		12						+			
3	Topic 3 Process approach: essence and basic concepts	5	5-6	2	2		12						+			
four	Topic 4 Process Approach: Business Processes	5	7-8	2	2		12						+			
5	Topic 5 Modeling the business processes of an organization	5	9-10	2	2		12						+			
6	Topic 6. Basics of business process modeling	5	11-1-2	2	2		12						+			
7	Topic 7 Complete organization model	5	13-14-	2	2		12						+			
eight	Topic 8 Analysis and key indicators of business processes	5	15-16	2	2		12						+			
9	Topic 9 Business Process Reengineering	5	17-18	2	2		12						+			
	Appraisal Form												one			Z
	Total hours per discipline			eighteen	eighteen		108									

Appendix 2 to
work program

MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECH)

Direction of training: 38.03.02 "Management"

EP (educational program): "Business Process Management"

Form of education: full-time, part-time,

Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

Department: "Management"

VALUATION FUND

BY DISCIPLINE

"PROCESS MANAGEMENT"

Composition: 1. Passport of the fund of appraisal funds

2. Description of assessment tools: questions for credits, tests, topics of reports

Compiled by:

Associate Professor, Ph.D. Korotun O.N.

Moscow, 2022

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

PROCESS MANAGEMENT					
GEF VO 38.03.02 "MANAGEMENT"					
In the process of mastering this discipline, the student forms and demonstrates the following **competencies**:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
PC-2	Able to design and implement cross-functional processes of an organization	**Know**: basics of document formation, theoretical foundations for building business structures; the nature of the conflict and methods of its resolution; **Be able to:**to form and improve documentation, taking into account the observance of the rights and interests of shareholders and investors. **Own**: methods of generating documentation necessary for the creation of new business structures, ways to resolve conflicts	lecture, independent work, seminars	DS, Z	**A basic level of** - knowledge of theoretical methods of business process analysis **Enhanced level** - the ability to model business processes, taking into account changes in the external and internal environment of the organization.

Appendix 3
to work program

List of assessment tools by discipline

Process management

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Report, message (DS)	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic	Topics of reports, messages
2	offset	The final form of knowledge assessment. In higher education institutions are held during examination sessions.	Questions for offset

Questions for the test in the discipline Process management (formation of competencePC-2)

1. Definition of business process management.
2. The essence of adaptive management of the organization.
3. Responsibilities and responsibilities of the owner of the business process;
4. Areas of responsibility and duties of the process leader;
5. Responsibilities and responsibilities of the process administrator;
6. Areas of responsibility and responsibilities of the process analyst;
7. Responsibilities and responsibilities of the process methodologist;
8. The goals of process modeling.
9. The essence of the concept of "workflow"
10. The sequence of actions in the design of the process.
11. Organizational change management models.
12. Reasons for resistance to change as part of the adaptation process.
13. The essence of the term "process performance management".
14. The essence of the Scrum methodology.
15. The essence of the Agile methodology
16. PDCA methodology. What gives the successful completion of each phase?
17. Maturity stages of business processes.
18. The most common process notations.
19. Application of block diagrams in modeling.
20. The essence of the concept "Value chain".

21. Events prompting to start the business process analysis procedure.
22. Characteristics of the optimal management team
23. Ways to collect information for analysis.
24. Operational performance measures by business process and workflow.

25. Responsibilities of the project operator in the Agile methodology.
26. Criteria for the effectiveness of business processes.
27. Features of the described business processes.
28. Features of controlled business processes.
29. Essence and features of integrated business processes.
30. Features of proactive business processes.
31. Stages of designing business processes.
32. Levels of detail in business process modeling.
33. Methods and indicators for measuring the quality of business processes.
34. Technology to overcome resistance to organizational change.
35. Definition of business process management.
36. "Biological" business transformation model (4R)

Topics of Reports by discipline
Process management
(formation of competencePC-2)

1. The most common notations in the field of process modeling.
2. Modern ways of coordinating work tasks.
3. Adaptive case management. Application in Russian practice.
4. Problems of measuring the quality of business processes.
5. Development of management systems by goals.
6. A mechanism for coordinating business processes in a BPM system.
7. The most common agile project management methodologies.
8. Frameworks and reference models.
9. Cost control methods.
10. Disadvantages of adaptive control structures.
11. The concept of "control system adaptability"
12. Criteria, principles, and opportunities for adaptive organization.
13. Describe the stages of the life cycle of an organization. What should be the motivational policy of management at each stage?
14. Information barriers, the nature of their occurrence. Ways to overcome barriers.
15. The main elements of organization management systems.
16. Criteria for the quality of control systems.
17. Dependence of the quality criteria of control systems and the main elements of the design of control systems.
18. Why is specialization at the core of structure design?
19. Is there a structure that is best for any organization?
20. Types of organizational structures of enterprises: advantages, disadvantages and conditions for their most effective use.
21. Structure and strategy of the enterprise.
22. Applicability of the concept of Adaptive Case Management in the Russian Federation.

23. The role of IT technologies in the design and coordination of business processes.

24. KPI panacea or suicide for the company?

25. How can you add value to your company for customers?

26. Scrum and Agile just for software development? Or not? Prospects for dissemination of these methodologies to other sectors of the economy.

27. The problem of coordination of Terms, Manufacturability and Value of a product (service) in the Agile methodology. Possibility of its solution.

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
one	Report Structure	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts of the report is missing	The report does not trace the presence of semantic parts
2	Content of the report	The content reflects the essence of the problem under consideration and the main results obtained.	The content does not fully reflect the essence of the problem under consideration or the main results obtained.	The content does not fully reflect the essence of the problem under consideration and the main results obtained.	The content does not reflect the essence of the problem under consideration or the main results obtained.
3	Ownership of the material	The student fully owns the material presented, is oriented in the problem, freely answers questions	The student owns the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material presented, poorly oriented in the problem	The student does not own the material presented, poorly oriented in the problem
four	Relevance to the topic	The presented material is fully consistent with the stated topic.	The material presented contains elements that are not relevant to the topic.	The material presented contains a large number of elements that are not related to the topic.	The material presented is slightly relevant to the topic.