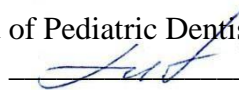


APPROVING:  
Head of Pediatric Dentistry Department  
 I. V. Fomenko

**Certification procedure  
in the discipline "Diagnosis and treatment of maxillary deformities in TMJ dysfunction"  
for students of the year 2021 admission  
by educational program  
31.05.03. Dentistry  
profile Dentistry  
(specialty)  
form of study full-time  
2025-2026 academic year**

The final rating for the discipline ( $R_d$ ) is calculated using the following formula:

$$R_d = R_{pre} + R_{spec\_theor} + R_{spec\_pn} + R_{pa} / 4$$

where  $R_d$  is the rating for the discipline

$R_{pre}$  - rating for the discipline in the 5th semester preliminary

$rank\_pn_{cneu\_nn}$  - rating based on practical skills

$rank\_theor_{cneu\_meop}$  - final testing rating

$R_{pa}$  - intermediate certification rating

The preliminary rating of the discipline is calculated using the following formula:

$$R_{pre} = R_{rx10}$$

where:

$R_{c10}$  - preliminary rating for the discipline in the 10th semester.

The preliminary rating for the discipline in the 10th semester is calculated using the following formula:

$$R_{nped10} R_{c10} = (R_{mek10} + R_{cpo10} R_{c10} + R_{c10}) / 2 + R_b - R_{sh}$$

where:

$R_{mek10}$   $R_{m10}$  - current rating for the 10th semester (current academic performance, which is evaluated based on the average score, without taking into account the assessment for independent work).

$R_{m10}_{cpo10}$  - average rating for independent work in the 10th semester.

$Rank$  - bonus rating.  $b$  - рейтинг бонусов;

$Rank$  - penalty rating.  $u$  - рейтинг штрафов.

The maximum number of points that a student can get in a discipline in a semester is 100. The minimum number of points at which a discipline must be awarded is 61.

1. Methodology for calculating the average score of current academic performance

The rating score for the discipline ( $R_{mek-x}$ ) is evaluated in total, taking into account the current academic performance, which is evaluated based on the average score, without taking into account the assessment for independent work.

The student's knowledge and work in practical classes are evaluated by the teacher in each semester according to the classical 5-point system.

Independent work of students includes independent study of individual topics provided for in the work program. Student reporting form-attach an independent work in the form of a presentation at the EIOP of VolgSMU. Each topic of independent work is rated from 3 to 5 points, work rated below 3 points is not counted and requires completion by the student (Table 1).

At the end of each semester, a centralized calculation of the student's average academic performance in the semester is made with its transfer to the 100-point system (Table 2).

Table 1. Calculation of points for students' independent work

Evaluation criteria	Evaluation criteria Rating score
The work is not completed, it is not completed in full, the work does not correspond to the topic of independent work.	0-2
The paper was submitted in full, but it made more than 2 gross thematic errors or omitted more than 1 key question on the topic of independent work.	3
The work was completed in full, but it made 1-2 gross thematic errors or omitted 1 key question of the topic of independent work.	4
The work is completed in full, there are no gross thematic errors, and the key questions of the topic of independent work are not missed.	5

Table 2. Translation of the average score of a student's current academic performance into a rating score according to the 100-point system

Average score on the 5-point system	Score on the 100-point system	Average score on the 5-point system	Score on the 100-point system	Average score on the 5-point system	Score on the 100-point system
5.0	100	4.0	76-78	2.9	57-60
4.9	98-99	3.9	75	2.8	53-56
4.8	96-97	3.8	74	2.7	49-52
4.7	94-95	3.7	73	2.6	45-48
4.6	92-93	3.6	72	2.5	41-44
4.5	91	3.5	71	2.4	36-40
4.4	88-90	3.4	69-70	2.3	31-35
4.3	85-87	3.3	67-68	2.2	21-30
4.2	82-84	3.2	65-66	2.1	11-20
4.1	79-81	3.1	63- 64	2.0	0-10
		3.0	61-62		

## 2. Methodology for calculating test scores in the semester

The minimum number of points that can be obtained during testing is 61, and the maximum number is 100 points.

The test taker gets 1 (one) point for a correctly completed task, and 0 (zero) points for an incorrectly completed task. Evaluation of results after passing the test is carried out in accordance with Table 3.

The test is considered completed if you get 61 points or higher. If you get less than 61 points – you must pass the test again.

Table 3. Translation of the test result into a rating score using the 100-point system

Number of mistakes made when answering 100 test tasks	% of tasks the test task	completion Rating score according to the 100-point system
0 - 9	91-100	91-100
10 - 19	81-90	81-90
20 - 29	71-80	71-80
30 - 39	61-70	61-70
≥ 40	0-60	0

## 3. Methodology for calculating the intermediate certification score ( $R_{Rpa}$ )

Intermediate certification in the discipline is carried out in the form of a test. The test takes place in the form of an interview, which includes questions on all the sections of the program studied. The minimum number of points ( $R_{naRpa}$ ) that can be obtained during an interview is 61, the maximum is 100 points (Table 4).

Table 4. Criteria for assessing the level of assimilation of the discipline material and the formation of competencies

Characteristics of the answer	ECTS	Score Points in the BRS	Level of competence formation in the discipline	Score on a 5-point scale
A complete, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, which is manifested in the free operation of concepts, the ability to identify its essential and non-essential features, cause-and-effect relationships. Knowledge about an object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, presented in literary language, logical, evidence-based, and demonstrates the author's position of the student. The student demonstrates a high advanced level of competence	formation and	100-96	HIGH	5 (5+)
A complete, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are revealed in evidence; the answer traces a clear structure, logical sequence, reflecting the essence of the concepts, theories, and phenomena being revealed. Knowledge about an object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is presented in literary language in terms of science. There may be shortcomings in the definition of concepts that are corrected by the student independently during the response process. The student demonstrates a high level of competence development.	In	95-91		5
, a complete, detailed answer to the question is given, and the ability to identify essential and non-essential signs, cause-and-effect relationships is shown. The answer is clearly structured, logical, and presented in literary language in terms of science. There may be shortcomings or minor errors corrected by the student with the help of the teacher. The student demonstrates an average increased level of competence formation.	From	90-81	average	to 4
, a full, detailed answer to the question is given, the ability to identify significant and non-essential signs, cause-and-effect relationships is shown. The answer is clearly structured, logical, and presented in terms of science. However, minor mistakes or shortcomings were made, corrected by the student with the help of "leading " questions from the teacher. The student	D	80-76		4 (4-)

demonstrates an average sufficient level of competence formation.				
A complete but not sufficiently consistent answer to the question is given, but the ability to identify significant and non-essential signs and cause-and-effect relationships is shown. The answer is logical and stated in terms of science. There may be 1-2 errors in the definition of basic concepts that the student finds difficult to correct independently. The student demonstrates a low level of competence formation.	E	75-71	LOW	3 (3+)
The answer is not complete or detailed enough. Logic and consistency of presentation have violations. Mistakes were made in the disclosure of concepts and the use of terms. The student is not able to independently identify essential and non-essential features and cause-and-effect relationships. The student can concretize the generalized knowledge, proving their main points by examples only with the help of the teacher. Speech design requires corrections and corrections. The student demonstrates an extremely low level of competence formation.	E	70-66		3
An incomplete answer is given, and the logic and sequence of presentation are significantly violated. Gross errors were made in determining the essence of the disclosed concepts, theories, and phenomena, due to the students' misunderstanding of their essential and non-essential features and connections. There are no conclusions in the response. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires corrections and corrections. The student demonstrates a threshold level of competence formation.	E	65-61	THRESHOLD	3 (3-)
An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentary, illogical presentation. The student is not aware of the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization, or evidence-based presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to correction of the student's answer not only to the question posed, but also to other questions of the discipline. There is no competence.	Fx	60-41	COMPETENCE LEVEL NO COMPETENCE	2

No answers received for basic questions of the discipline. The student does not demonstrate indicators of achievement of competence formation. There is no competence.	F	40-0		2
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#### 4. Bonus and penalty system

This model for calculating the rating score provides for bonuses that increase the rating score and penalties that lower the rating, according to the table below (Table 5).

Table 5. Bonuses and penalties by discipline

Bonuses	Name	Scores
NIRS Points	Certificate of participant of the Department of Social Security of the 1st degree	+5.0
	Certificate of participant of the Department of Social Security of the 2nd degree	+4.0
	Certificate of participant of the Department of Social Security of the 3rd degree	+3.0
	Certificate of participant of the Department of Social Security of the 4th degree	+2.0
	Certificate of participant of the Department of Social Security of the 5th degree	+ 1.0
Penalties	Name	Points
Disciplinary	Omission without a valid reason lectures or practical classes	-2.0
	Systematic lateness to lectures or practical exercises	-1,0
	Performing independent work not on time	-1,0
	Violation of TB	-2,0
Causing material damage	Damage to equipment and property	-2,0

The final grade that the teacher puts in the credit book is the final rating for the discipline ( $R_d$ ), translated into a 5-point system (Table 6).

Table 6. Final assessment by discipline

Score according to the 100-point system	Score according to the "credited - not credited" system	5-point system		score ECTS
score 96-100	credited	5	excellent	A
91-95	credited			B
81-90	credited	4	good	C
76-80	credited			D
61-75	credited	3	satisfactory	E
41-60	not credited	2	unsatisfactory	Fx

0-40	not credited			F
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Reviewed at the meeting of the Department of Pediatric Dentistry " 17 " June 2025, Protocol No. 17

Head of the Department



I. V. Fomenko