

**Procedure for conducting attestation in discipline «Pediatrics»
for students of 2023 year of admission under the educational programme
31.05.03 Dentistry, specialisation (profile) Dentistry (Specialist's degree),
form of study full-time for the 2026-2027 academic year**

1. General principles for calculating the rating in the discipline

The rating for a discipline is an individual assessment of the student's study of the discipline, which consists of the rating for the entire period of study of the discipline (preliminary rating) and the rating of the intermediate attestation.

2. Calculation of preliminary rating components

2.1. General principles

The discipline is studied during one (eighth) semester, therefore the preliminary rating for the discipline for the entire period of study (R_{prev}) corresponds to the average semester rating of the discipline:

$$R_{prev} = R_{sem}$$

The semester rating of the discipline is calculated using the formula:

$$R_{sem} = (R_{cur} + R_{siw}) / 2 + R_b - R_p,$$

where R_{cur} is the current rating for the discipline,
 R_{siw} is the rating of the student's independent work within the discipline,
 R_b is the rating of bonuses,
 R_p is the rating of penalties.

2.2. Calculating the current rating in the semester

The current rating in the semester (R_{cur}) is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline when completing assignments of current academic performance monitoring, which include the following types of assignments: testing and (or) control work, interview on control questions, solving situational problems, working with a patient and on a simulator.

Completion of assignments is assessed by the teacher at each seminar-type lesson based on the criteria presented below (Table 1) on a classic 5-point scale, where:

- 2 - unsatisfactory;
- 3 - satisfactory;
- 4 - good;
- 5 – excellent.

Table 1
Criteria for the forms of current certification used

Task type	Evaluation criteria	Rating on a 5-point scale			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61
Solving situational problems	• Correctness of the answer received	correct	correct	partially correct	incorrect

	<ul style="list-style-type: none"> The presence, completeness and correctness of the justification for the response received 	substantiated without comments	substantiated with comments	partially justified	no justification
Test	<ul style="list-style-type: none"> Correctness of the answers received 	correct	correct	partially correct	incorrect
	<ul style="list-style-type: none"> The presence, completeness and correctness of the justification for the response received 	substantiated without comments	substantiated with comments	partially justified	-
Interview on control questions	<ul style="list-style-type: none"> Верность ответа 	correct	correct	partially true	incorrect
	<ul style="list-style-type: none"> Completeness of the answer 	complete	quite complete	incomplete	incomplete
	<ul style="list-style-type: none"> Structure and logic of the answer 	structured, logical	mostly structured, logical	poorly structured, logic is broken	unstructured, fragmented, chaotic
Assessment of the acquisition of practical skills (abilities)	<ul style="list-style-type: none"> Knowledge of the theoretical foundations of skill performance 	knowledge	knowledge	uncertain knowledge	lack of knowledge
	<ul style="list-style-type: none"> Compliance with the technique of performing the skill and the success of the result 	compliance, successful outcome	compliance with minor inaccuracies, successful outcome	performing a skill only after correction by the teacher, successful result	attempt to perform a skill that does not lead to a successful result, refusal to perform a skill
	<ul style="list-style-type: none"> Confidence and stability in skill performance 	confidence and stability	lack of confidence with overall stability	lack of confidence, repetition of errors when reproducing	

				a skill	
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At the end of the semester, Rcur is calculated and the calculated value is converted to a 100-point scale according to Table 2.

An Rcur value of more than 61 points is considered to be the absence of current debt.

Table 2

CONVERSION TO A 100-POINT RATING SYSTEM

The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 100-point system	The average score according to the 5-point system	Score according to the 100-point system
5,00	100	3,45	70	2,48	40	2,09	10
4,95	99	3,40	69	2,46	39	2,08	9
4,90	98	3,35	68	2,44	38	2,07	8
4,85	97	3,30	67	2,42	37	2,06	7
4,80	96	3,25	66	2,40	36	2,05	6
4,75	95	3,20	65	2,38	35	2,04	5
4,70	94	3,15	64	2,36	34	2,03	4
4,65	93	3,10	63	2,34	33	2,02	3
4,60	92	3,05	62	2,32	32	2,01	2
4,5	91	3,00	61	2,30	31	2,00	1
4,47	90	2,98	60	2,29	30		
4,43	89	2,95	59	2,28	29		
4,40	88	2,93	58	2,27	28		
4,37	87	2,90	57	2,26	27		
4,33	86	2,88	56	2,25	26		
4,30	85	2,85	55	2,24	25		
4,27	84	2,83	54	2,23	24		
4,23	83	2,80	53	2,22	23		
4,20	82	2,78	52	2,21	22		
4,17	81	2,75	51	2,20	21		
4,13	80	2,73	50	2,19	20		
4,10	79	2,70	49	2,18	19		
4,07	78	2,68	48	2,17	18		

4,03	77	2,65	47	2,16	17		
4,00	76	2,63	46	2,15	16		
3,90	75	2,60	45	2,14	15		
3,80	74	2,58	44	2,13	14		
3,70	73	2,55	43	2,12	13		
3,60	72	2,53	42	2,11	12		
3,50	71	2,50	41	2,10	11		

2.3. Calculation of the student's independent work rating in the semester (Rcro)

The SRO rating in the semester corresponds to the student's assessment for completing the SRO electronic training course in this discipline on the electronic information and educational portal of the Federal State Budgetary Educational Institution of Higher Medical Education of the Ministry of Health of the Russian Federation. One semester of study of the discipline includes the implementation of one e-learning course SRO.

The SRO is evaluated based on the criteria presented below (Table 3) on a 100-point scale.

Table 3

CRITERIA FOR EVALUATION OF INDEPENDENT WORK

Task type	Evaluation criteria	Rating on a 5-point scale			
		91-100	76-90	61-75	< 61
SRO in the form of an electronic course/course element at the VolgSMU EIOP	Meeting deadlines for work completion	complied with	complied with	complied with	not complied with
	Completeness of the study of the material that is not subject to evaluation (watching presentations, videos)	studied in full	studied in full	studied in full	It has not been fully studied
	The average score of the current tests and the final test, taking into account the weight (current 1, final 3)	91-100	76-90	61-75	< 61

The absence of current debt is considered to be an Rrr value of more than 61 points.

2.4. Bonus and Penalty Rating

Bonuses and penalties are set on a 100-point scale. Bonus and penalty criteria are given in Table 4.

Table 4

Bonuses and penalties by discipline

Bonuses	Name	Points
Student research work	Completed research work followed by a presentation at a scientific and practical conference	+3
	Completed research work followed by publication of abstracts or articles	+5
Penalties	Name	Points
Disciplinary	Absence from a lecture or practical lesson without a valid reason	- 2,0
	Systematic lateness to lectures or practical classes	- 1,0
	Working off a missed class later than 10 days from the moment of skipping, without a valid reason	
	Non-compliance of the student's appearance with the requirements	- 1,0
	Violation of safety regulations	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

3. Calculation of the intermediate attestation rating (Ria)

Intermediate attestation for the discipline is carried out in the form of a test and includes the following types of tasks: interview.

The assessment of the level of formation of the necessary competencies in the student is carried out on a 100-point scale according to the criteria of Table 5.

Table 5

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

Characteristics of the answer	Grade ECTS	Points in the point rating system	Level of development of competence in the discipline
A complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, manifested in free operation of concepts, the ability to identify its essential and non-essential features, cause-and-effect relationships. Knowledge about the object is demonstrated against the background of its	A	100-96	HIGH

<p>understanding in the system of this science and interdisciplinary connections. The answer is formulated in scientific terms, presented in literary language, logical, conclusive, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation. Intermediate certification is passed.</p>			
<p>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 convincingly disclosed; a clear structure and logical sequence are traced in the answer, reflecting the essence of the concepts, theories, and phenomena being disclosed. Knowledge of the 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 scientific terms. There may be shortcomings in the definition of concepts, corrected by the student independently in the process of answering. The student demonstrates a high level of competence development. Intermediate assessment passed.</p>	B	95-91	
<p>A full, detailed answer to the question is given, the ability to identify essential and non-essential features, cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, presented in literary language in scientific terms. There may be shortcomings or minor errors corrected by the student with the help of the teacher. The student demonstrates an average advanced level of competence development. Intermediate assessment passed.</p>	C	90-81	INTERMEDIATE
<p>A full, detailed answer to the question is given, the ability to identify essential and non-essential features, cause-and-effect relationships is demonstrated. The answer is clearly structured, logical, and presented in scientific terms. However, minor errors or shortcomings were made, which were corrected by the student with the help of the teacher's "leading" questions. The student demonstrates an average sufficient level of competence development. Interim assessment has been passed.</p>	D	80-76	
<p>A complete but insufficiently consistent answer to the question is given, but the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is logical and presented in scientific terms. There may be 1-2 errors in defining basic</p>	E	75-71	LOW

<p>concepts that the student finds difficult to correct independently. The student demonstrates a low level of competence development. Interim assessment passed.</p>			
<p>The answer is not complete or detailed enough. The logic and sequence of presentation are violated. Errors 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 generalized knowledge, proving its main provisions using examples only with the help of the teacher. Speech design requires amendments, correction. The student demonstrates an extremely low level of competence development. Interim assessment passed.</p>	E	70-66	
<p>The answer is incomplete, the logic and sequence of presentation have significant violations. Gross errors were made in determining the essence of the concepts, theories, phenomena being revealed, due to the student's misunderstanding of their essential and non-essential features and connections. The answer lacks conclusions. The ability to reveal specific manifestations of generalized knowledge is not demonstrated. Speech design requires amendments, correction. The student demonstrates a threshold level of competence development. Interim assessment passed.</p>	E	65-61	THRESHOLD
<p>An incomplete answer is given, representing fragmentary knowledge on the topic of the question with significant errors in definitions. Fragmentation and illogical presentation are present. The student does not understand the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, specification and evidence of the presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to the correction of the student's answer not only to the question posed, but also to other questions of the discipline. Competence is absent. Midterm assessment has not been passed.</p>	Fx	60-41	COMPETENCE NOT THERET
<p>No answers were received to the basic questions of the discipline. The student does not demonstrate indicators of achievement of the formation of competencies. Competence is absent. Interim assessment has not been passed.</p>	F	40-0	

4. Calculation of the final rating for the discipline

The final grade for the discipline (Rd) is calculated using the formula:

$$R_d = (R_{prev} + R_{ia}) / 2$$

The final grade calculated on a 100-point scale is converted to a 5-point scale according to Table 6.

Table 6

Final assessment for the discipline

Rating on a 100-point scale	System assessment "counted - not counted"	Rating on ECTS
100-96	Counted	A
95-91		B
90-81		C
80-76		D
75-71		E
70-66		
65-61		
60-41	Not counted	Fx
40-0		F

Considered at the department meeting of the Department of Children's Diseases, protocol of «26» May 2026r. № 16.

Head of the Department



M.Ya.Ledyaev