

**Assessment procedure for the course “Pediatrics”
for students admitted in 2022, 2023
in the educational program 31.05.01 General Medicine,
specialization (profile) General Medicine (Specialist Degree program),
full-time mode of study
for the 2026-2027 academic year**

1. General principles for calculating the rating for a 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 midterm assessment.

2. Calculation of preliminary rating components

2.1 General principles

The course is studied over three semesters (seventh, eighth and ninth), therefore the preliminary rating for the course for the entire period of study (R_{prelim}) corresponds to the average semester rating of the course in the seventh, eighth and ninth semesters:

$$R_{\text{prelim}} = (R_{\text{sem7}} + R_{\text{sem8}} + R_{\text{sem9}}) / 3$$

The semester rating of a course is calculated using the formula:

$$R_{\text{sem}} = (R_{\text{current}} + R_{\text{independent}}) / 2 + R_{\text{bonus}} - R_{\text{penalty}}$$

where

R_{current} – current course rating;

R_{independent} – rating for the student’s independent work within the course;

R_{bonus} – bonus rating;

R_{penalty} – penalty rating.

2.2. Calculation of the current rating in the semester

The current rating in the semester (R_{current}) is calculated as the arithmetic mean of all grades received by the student during the semester of studying the discipline when completing assignments for current academic performance monitoring, which include the following types of assignments : testing, test papers, interviews on test questions, solving situational problems, and assessment of the acquisition of practical skills (abilities) .

The 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

Assessment Criteria for Current Evaluation Activities

Type of Assignment	Assessment Criteria	Rating on a 5-point scale			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61
Case Study / Situational Task	• Correctness of the answer	Correct	Correct	Partially correct	Incorrect

	<ul style="list-style-type: none"> • Completeness and validity of justification 	Fully justified, no remarks	Justified with minor remarks	Partially justified	No justification
Test	<ul style="list-style-type: none"> • The accuracy of the answers received 	loyal	loyal	partially loyal	incorrect
	<ul style="list-style-type: none"> • Availability, completeness and correctness of the justification for the answers received 	substantiated without comments	substantiated with comments	partially justified	-
Oral Interview Based on Control Questions	<ul style="list-style-type: none"> • Correctness of answer 	Correct	Correct	Partially correct	Incorrect
	<ul style="list-style-type: none"> • Completeness of answer 	Complete	Sufficiently complete	Incomplete	Incomplete
	<ul style="list-style-type: none"> • Structure and logical coherence 	Well-structured and logical	Generally structured and logical	Weak structure, logic partially disrupted	Unstructured, fragmented, and inconsistent
Assessment of Practical Skills (Competencies)	<ul style="list-style-type: none"> • Knowledge of theoretical foundations of the skill 	Demonstrates knowledge	Demonstrates knowledge	Insufficiently confident knowledge	Lack of knowledge
	<ul style="list-style-type: none"> • Compliance with performance technique and outcome 	Correct performance, successful outcome	Minor inaccuracies, successful outcome	Successful only after instructor correction	Unsuccessful attempt or refusal to perform
	<ul style="list-style-type: none"> • Confidence and consistency of performance 	Confident and consistent	Some uncertainty but generally stable performance	Uncertain, repeated errors during repeated performance	

At the end of the semester, $R_{current}$ is calculated and converted into a 100-point rating scale in accordance with Table 2.

A student is considered to have no current academic debt if the value of $R_{current}$ exceeds 61 points.

Table 2

Conversion to the 100-Point Rating Scale

Average score on a 5-point scale	Score on a 100-point scale	Average score on a 5-point scale	Score on a 100-point scale	Average score on a 5-point scale	Score on a 100-point scale	Average score on a 5-point scale	Score on a 100-point scale
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 Independent Study Rating in a Semester (Rindependent)

The independent study rating in a semester corresponds to the student's grade for completing the electronic independent study course associated with this discipline on the Electronic Information and Educational Portal of Volgograd State Medical University (VolgSMU).

Each semester of study includes completion of one electronic independent study course.

Independent study is assessed on a 100-point scale according to the criteria presented in Table 3.

Table 3

IW evaluation criteria

Type tasks	Criteria assessment	Rating on a 100-point scale			
		91-100	76-90	61-75	< 61
Independent study in the form of an electronic course/course element on the VolgSMU EIEP	<ul style="list-style-type: none"> Compliance with submission deadlines 	Met	Met	Met	Not met
	<ul style="list-style-type: none"> Completeness of studying materials not subject to direct assessment (presentations, videos, etc.) 	Fully completed	Fully completed	Fully completed	Partially completed
	<ul style="list-style-type: none"> Weighted average score for current tests and final test (current test weight = 1, final test weight = 3) 	91-100	76-90	61-75	< 61

At the end of each study period, the student's $R_{independent}$ is calculated and converted into the 100-point scale according to Table 3.

A value of $R_{independent}$ greater than 61 points is considered satisfactory and indicates the absence of current academic debt..

2.4. Bonus and Penalty Rating

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

Table 4

Bonuses and penalties for discipline

Bonuses	Description	Points
Educational Research Work (UIRS)	Educational research work on the topics of the subject being studied	up to + 5.0
Student Scientific Research Work (NIRS)	Certificate, diploma, etc. of a participant in the International Scientific Education Department	up to + 5.0
Student Scientific Research Work (NIRS)	Completed research work followed by a presentation at a conference	+3
Student Scientific Research Work (NIRS)	Completed research work followed by publication of abstracts or articles	+5
Penalties	Description	Points
Disciplinary Violations	Absence from a lecture or seminar class without a valid excuse	- 2.0
	Failure to complete assignments in seminar-type classes	- 2.0

	Systematic lateness to lectures or seminar-type classes	- 1.0
	Violation of safety regulations	- 2.0
Material Damage	Damage to equipment and property	- 2.0

3. Calculation of the Intermediate Assessment Rating

The intermediate assessment for the discipline is conducted in the form of an exam and includes the following types of tasks: interview on questions, solving a situational problem.

The level of competency attainment is evaluated on a 100-point scale according to the criteria presented in Table 5.

Table 5

Criteria for Assessing Knowledge Acquisition and Competency Development

Response characteristics	Grade ECTS	Points in BRS	Level of development of competence in the discipline
A complete, detailed answer to the question posed is provided, demonstrating a comprehensive understanding of the subject, manifested in the fluent use of concepts, the ability to identify its essential and non-essential features, and cause-and-effect relationships. Knowledge of the subject is demonstrated against the backdrop of its understanding within the framework of the given science and interdisciplinary connections. The answer is formulated in scientific terms, presented in literary language, is logical, evidence-based, and demonstrates the student's own position. The student demonstrates a high, advanced level of competence. Midterm assessment has been passed.	A	100-96	HIGH
A complete, detailed answer to the question posed is provided, demonstrating the student's conscious knowledge of the subject, and convincingly explaining the main concepts of the topic. The answer displays a clear structure and logical sequence, reflecting the essence of the concepts, theories, and phenomena being explored. Knowledge of the subject is demonstrated against the backdrop of its understanding within the framework of the given science and its interdisciplinary connections. The answer is presented in literary language, using scientific terminology. Deficiencies in definitions of concepts may be present, but the student corrects them independently during the answer process. The student demonstrates a high level of competence development. Midterm assessment has been passed.	IN	95-91	
A complete, detailed answer to the question was provided, demonstrating the ability to identify essential and nonessential features and cause-and-effect relationships. The answer is clearly structured, logical, and presented in literary language using scientific terminology. There may be some shortcomings or minor errors, which the student corrected with the teacher's assistance. The student demonstrates an average, advanced level of competence. The midterm assessment has been passed.	WITH	90-81	AVERAGE

A complete, detailed answer to the question was provided, demonstrating the ability to identify essential and nonessential characteristics and cause-and-effect relationships. The answer is clearly structured, logical, and presented in scientific terms. However, minor errors or omissions were made, which the student corrected with the help of the instructor's probing questions. The student demonstrates an average, sufficient level of competency development . The midterm assessment has been passed.	D	80-76	
The answer to the question was complete but not entirely consistent, demonstrating the ability to identify essential and nonessential characteristics and cause-and-effect relationships. The answer is logical and presented in scientific terms. One or two errors in defining key concepts may be present, which the student has difficulty correcting independently. The student demonstrates a low level of competence development . The midterm assessment has been passed.	E	75-71	SHORT
The answer provided is insufficiently comprehensive and incomplete. The logic and sequence of presentation are flawed. Errors were made in the definition of concepts and the use of terms. The student is unable to independently identify essential and nonessential features and cause-and-effect relationships. The student can only concretize generalized knowledge, demonstrating its main points with examples, with the help of the teacher. The student's speech requires correction and adjustment. The student demonstrates an extremely low level of competence development . The midterm assessment has been passed.	E	70-66	
The answer provided is incomplete, with significant flaws in the logic and sequence of presentation. Significant errors were made in defining the essence of the concepts, theories, and phenomena being discussed, due to the student's lack of understanding of their essential and nonessential characteristics and relationships. The answer lacks conclusions. The ability to identify specific manifestations of generalized knowledge is not demonstrated. The student's verbal presentation requires correction and adjustment. The student demonstrates a threshold level of competency development . The midterm assessment has been passed.	E	65-61	THRESHOLD
The answer provided is incomplete, representing fragmented knowledge on the topic of the question with significant definitional errors. The presentation is fragmentary and illogical. The student does not understand the connection between this concept, theory, or phenomenon and other subjects covered in the course. Conclusions, specificity, and evidence are lacking. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to a correction of the student's answer, not only to the question posed but also to other questions in the course. Competence is absent. The midterm assessment has not been passed.	Fx	60-41	COMPETENCE ABSENT
No answers were received to the course's core questions. The student does not demonstrate indicators of competency development. Competency is absent. Midterm assessment failed.	F	40-0	

4. Calculation of the Final Course Rating

The final course rating (R_{course}) is calculated according to the formula:

$$R_{course} = (R_{prelim} + R_{intermediate}) / 2$$

The final rating expressed on the 100-point scale is converted to the traditional 5-point grading scale according to Table 6.

Table 6

Final Course Grade			
Score (100-Point Scale)	Grade (5-Point Scale)		ECTS Grade
96-100	5	Excellent	A
91-95			B
81-90	4	Good	C
76-80			D
61-75	3	Satisfactory	E
41-60	2	Unsatisfactory	Fx
0-40			F

Reviewed and approved at the meeting of the Department of Children's Diseases, Minutes №16, dated "26" May 2026.

Head of the Department



M.Ya. Ledyayev