


I APPROVE:
Head of the Department
children's dentistry
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**Certification procedure
practical training: research work (obtaining primary skills of research work)"
for students of the year 2024 admission
according to the educational program 31.05.03 Dentistry
orientation (profile) Dentistry
(specialty)
form of study full-time
spring semester 2025-2026 academic year**

The final rating in the discipline (R_{prak}) is calculated using the following formula:

$$R_{prak} = R_{pa} + R_b - R_w$$

where R_{prak} – rating by practice

R_{pa} - intermediate certification rating

R_b - bonus rating, R_w – rating by bonus;

R_u – penalty rating, R_p – rating by penalty.

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. Method of calculating the intermediate certification score (exam) (R_{pa})

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_{na} , R_{pa}) 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 demonstrates an average sufficient level of competence formation.	D	80-76		4 (4-)
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	E	75-71	LOW	3 (3+)

student demonstrates a low level of competence formation.				
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

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	Certificate of the participant of the 1st degree SNO department	+ 5,0
	Certificate of the participant of the SES department of the 2nd degree	+ 4,0
	Certificate of the participant of the SSS department of the 3rd degree	+ 3,0

	Certificate of the participant of SNO of the department of the 4th degree	+ 2,0
	Certificate of the participant of SNO of the department of the 5th degree	+ 1,0
Penalties	Name	Scores
Disciplinary measures	Skipping a lecture or practice session without a valid reason	- 2,0
	Systematic lateness to lectures or practice sessions	- 1,0
	Performing independent work not on time	- 1,0
	TB violation	- 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 based on the 100-point system	Score according to the "credited - not credited"	5-point rating system		ECTS rating
96-100	credited	5	excellent	But
91-95	credited			In
81-90	credited	4	good	With
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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Head of the Department



I. V. Fomenko