

**Attestation procedure
in the discipline "Endocrinology"
for students admitted in 2021
according to the educational program
specialties 31.05.01 General Medicine
(specialist's level),
full-time education
for the 2025-2026 academic year**

1. General principles of calculating the discipline rating

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

2. Calculation of the preliminary rating components

2.1. General principles

The discipline is studied during one semester (the ninth), so the preliminary rating for the entire study period (R_{pre}) corresponds to the semester rating for the 9 th semester (R_{sem}):

$$R_{pre} = R_{sem}$$

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

$$R_{sem} = (R_{tek} + R_{spo}) / 2 + R_b - R_{sh}$$

where R_{tek} - is the current rating for the discipline,

R_{spo} is the rating of the student's independent work within the discipline,

R_b is the rating of bonuses, and

R_{sh} is the rating of penalties.

2.2. Calculation of the current semester rating

The current semester rating (R_{tek}) is calculated as the arithmetic mean of all the grades received by the student during the semester of studying the discipline when completing the current control assignments, which include the following types of assignments: testing, solving situational problems, a control paper, an interview on control questions, and an assessment of the development of practical skills (competencies).

The performance of tasks is evaluated by the teacher at each seminar-type lesson on the basis of the criteria presented below (Table 1) on a classical 5-point scale, where:

2 – unsatisfactory;

3 – satisfactory;

4 – good;

5 – excellent.

Table 1

Criteria for the current assessment forms used

Task type	Evaluation criteria	Evaluation on a 5-point scale			
		5	4	3	2
Testing	• Percentage of correct answers	91-100	76-90	61-75	< 61
Solving situational problems	• The accuracy of the received response	true	true	partially true	false
	• Availability, completeness, and correctness of the justification for the received responses	justified without comments	justified with comments	partially justified	no justification
Control work	• The accuracy of the received response	true	true	partially true	false
	• Availability, completeness, and correctness of the justification for the received responses	justified without comments	justified with comments	partially justified	no justification
Interview on control issues	• The correctness of the answer	true	true	partially true	false
	• Completeness of the response	complete	sufficiently complete	incomplete	incomplete
	• Structure and logic of the response	structured, logical	mostly structured, logical	poorly structured, logic is broken	unstructured, fragmented, chaotic
Assessment of the development of practical skills (competencies)	• Knowledge of the theoretical foundations of performing a skill	knowledge	knowledge	uncertain knowledge	lack of knowledge
	• Compliance with the skill execution technique and	compliance, successful outcome	compliance with minor inaccuracies, successful	performing a skill only after the teacher	an attempt to perform a skill that does not result in a

	successful results		result	corrects it, and achieving a successful result	successful outcome, or a refusal to perform the skill
	<ul style="list-style-type: none"> Confidence and stability of skill performance 	confidence and stability	Lack of confidence in overall stability	uncertainty, repeating mistakes when reproducing a skill again	

At the end of the semester, Rtek is calculated and converted to a 100-point scale according to Table 3.

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

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

The SRO rating in the semester corresponds to the student's assessment for completing the SRO electronic training course for the given discipline on the electronic information and educational portal of the Volgograd State Medical University of the Ministry of Health of the Russian Federation. One semester of studying a discipline includes completing one SRO electronic training course.

SROs are evaluated based on the criteria presented below (Table 2) using a classic 5-point scale, where:

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

SRO Evaluation Criteria

Table 2

Task type	Evaluation criteria	Rating on a 5-point scale			
		5	4	3	2
SRO in the form of an electronic course on the EIOP of VolgSMU	<ul style="list-style-type: none"> Meeting deadlines for work completion 	complied with	complied with	complied with	not complied with
	<ul style="list-style-type: none"> Completeness of studying material that cannot be evaluated (viewing presentations and videos) 	fully studied	fully studied	fully studied	It has not been fully studied
	<ul style="list-style-type: none"> Completion of the EUK assessment tasks and the control section 	> 4,50	4,00 – 4,49	3,00 – 3,99	< 3,00

At the end of each study, the student's Rspo is calculated and converted to a 100-point scale according to Table 3.

A value of Rspo greater than 61 points is considered to indicate that the student does not have any current debt.

2.4. Conversion of the current and SRO ratings into a 100-point scale

At the end of the semester, the current and SRO ratings of the student, calculated in a 5-point scale, are converted into a 100-point scale.

The translation is made according to Table 3.

Table 3

Translation into a rating score on a 100-point scale

Average grade on a 5-point scale	Score based on a 100-point system	Average grade on a 5-point scale	Score based on a 100-point system	Average grade on a 5-point scale	Score based on a 100-point system	Average grade on a 5-point scale	Score based on a 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		

2.5. Rating of bonuses and penalties Bonuses and penalties are set according to the 100-point system.

The criteria for bonuses and penalties are given in Table 4.

Table 4

Bonuses and penalties for the discipline

Bonuses	Name	Scores
UIRS	Educational and research work on the topics of the subject being studied	до + 5,0
NIRS	Certificate, diploma, etc. of the participant of the MNO department	до + 5,0
Name	Penalties	Points
Disciplinary measures	Missing a lecture or practical class without a valid reason	- 2,0
	Failure to complete assignments in practice classes	- 2,0
	Systematic tardiness to lectures or practical classes	- 1,0
	Violation of safety regulations	- 2,0
Causing material damage	Damage to equipment and property	- 2,0

3. Calculation of the rating of intermediate certification

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

Assessment of the level of formation of the student's necessary competencies is carried out on a 100-point scale according to the criteria of Table 5.

Table 5

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

Response characteristics	ECTS Assessment	Points in the BRS	Level of competence development in the discipline
A full, detailed answer to the question has been given, and a set of conscious knowledge about the object has been demonstrated, which is manifested in the free use of concepts, the ability to identify significant and insignificant features of the object, and the ability to establish cause-and-effect relationships. The knowledge about the object is demonstrated against the background of understanding it within the framework of the given science and interdisciplinary connections. The answer is formulated in the terms of science, presented in a literary language, and is logical, evidence-based, and demonstrates the student's authorial position. The student demonstrates a high level of advanced competence. The intermediate assessment has been passed.	A	100-96	high
The answer is full and detailed, showing a comprehensive understanding of the subject. It provides a clear structure and logical sequence that reflects the essence of the concepts, theories, and phenomena being discussed. The knowledge of the subject is demonstrated in the context of its understanding within the field of science and its interdisciplinary connections. The answer is presented in a well-structured and logical manner, using scientific terminology. While there may be minor errors in the definition of concepts, these can be corrected by the student during the response process. The student demonstrates a high level of competence in the subject matter. The intermediate certification has been completed.	B	95-91	
A full, detailed answer to the question has been given, and the student has demonstrated the ability to identify significant and insignificant features and cause-and-effect relationships. The answer is clearly structured, logical, and presented in a literary language using scientific terms. There may be minor flaws or errors that the student has corrected with the help of the teacher. The student has demonstrated an average or above-average level of competence. The intermediate assessment has been passed.	C	90-81	average
A full, detailed answer to the question was given, and the student demonstrated the ability to identify significant and insignificant features and cause-and-effect relationships. The answer was clearly structured, logical, and presented in scientific terms. However, there were minor errors or shortcomings that were corrected by the student using the teacher's "leading" questions. The student demonstrated an average level of competence development. The intermediate assessment was passed.	D	80-76	
The answer is complete, but not consistent enough, but it shows the ability to identify significant and insignificant features and cause-and-effect relationships. The answer is logical and presented in scientific terms. There may be 1-2 errors in the definition of basic concepts, which the student finds difficult to correct on their own. The student demonstrates a low level of competence. The intermediate assessment has been passed.	E	75-71	low
The answer is insufficiently complete and detailed. The logic and sequence of the presentation are flawed. There are errors in the explanation of concepts and the use of terms. The student is unable to independently identify	E	70-66	

significant and insignificant features and cause-and-effect relationships. The student can only use the teacher's assistance to specify generalized knowledge and prove its main points through examples. The student's speech requires corrections and improvements. The student demonstrates a very low level of competence. The intermediate assessment has been passed.			
The answer is incomplete, and the logic and sequence of the presentation are significantly flawed. There are gross errors in determining the essence of the concepts, theories, and phenomena being discussed, due to the student's lack of understanding of their significant and insignificant features and connections. The answer lacks conclusions. The ability to demonstrate specific manifestations of generalized knowledge is not shown. The language used requires corrections and improvements. The student demonstrates a threshold level of competence development. The intermediate assessment has been passed.	E	65-61	THRESHOLD
The answer is incomplete and contains scattered knowledge on the topic of the question, with significant errors in the definitions. The presentation is fragmented and illogical. The student does not understand the connection between this concept, theory, or phenomenon and other subjects in the discipline. There are no conclusions, specific details, or evidence in the presentation. The student's speech is illiterate. The teacher's additional and clarifying questions do not lead to a correction of the student's answer, not only on the specific question but also on other subjects in the discipline. The student lacks competence. The student has not passed the intermediate assessment.	Fx	60-41	COMPETENCE ABSENT
No answers have been received to the basic questions of the discipline. The student does not demonstrate indicators of achieving competency formation. There is no competence. The intermediate certification has not been passed.	F	40-0	

4. Calculation of the Final Grade for the Course

The final grade for the discipline ($R_{\text{д}}$) is calculated by the formula:

$$R_{\text{д}} = (R_{\text{predv}} + R_{\text{pa}}) / 2$$

The final grade calculated in the 100-point system is translated into a 5-point system according to Table 6.

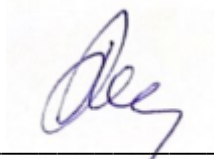
Final assessment of the discipline Table 6.

Evaluation based on a 100-point scale	Evaluation on a 5-point scale		ECTS assessment
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 at the meeting of the Department of Faculty Therapy Protocol No. 11 dated May 06, 2025.

Head of the Department
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Signature

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