

**Procedure for conducting attestation
in discipline «Biology»
for students of 2025 year of admission
under the educational programme
31.05.01 General Medicine,
specialisation General Medicine
(Specialist's),
form of study full-time
for the 2025-2026 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 final rating for the discipline (R_d) is calculated using the following formula:

$$R_d = (R_p + R_{ia}) / 2 \text{ where:}$$

R_d - rating for a discipline

R_p - preliminary rating

R_{ia} - rating of the intermediate attestation

The course is studied over two semesters. The rating for each semester is calculated using the general formula:

$$R_{sem} = (R_{current} + R_{iw}) / 2 + R_b - R_{pr},$$

where:

$R_{current}$ - current academic performance

R_{iw} – Independent Work

R_b – Bonus Rating

R_{pr} - Penalty Rating

$$R_p = (R_{sem1} + R_{sem2}) / 2$$

The maximum number of points a student can receive for a course is 100. The minimum number of points for which the course must be passed is 61.

2.2 Calculating 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 of current academic performance monitoring, which include the following types of assignments: testing, solving situational problems, assessing the acquisition of practical skills (abilities), writing and defending an essay, interviewing on test questions, preparing a report.

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 Criteria for the forms of current certification used

Task type	Assessment criteria	5-point scale			
		5	4	3	2

Testing	☐ % of true answers	91-100	76-90	61-75	< 61
Case study	• Correctness of the answer received:	correct	correct	correct partially	incorrect
	• Availability, completeness and correctness of the justification for the response	received justified without comments	justified with comments	partially justified	justification absent
Interview on control questions	• Correctness of the answer received:	correct	correct	correct partially	incorrect
	• Completeness of the answer	complete	complete sufficiently	incomplete	incomplete
	• Structure and logic of the answer	structured, logical	mostly structured, logical	poorly structured, logic is broken	unstructured, fragmented, chaotic
Writing and defending an abstract, preparing a report	1. Technical assessment: • Compliance with the performance regulations • Compliance with the requirements for the elements of the performance 2. Content assessment: • Presence of structure and logic of the report • Presence of links and transitions between parts of the report • Disclosure of the topic in the report 3. Aesthetic assessment (assessment of oratory skills) (if required): • Speech rate • Speech volume • Use of appropriate style and vocabulary 4. 1. Evaluation of the non-verbal component of the report (if required): • Manner of holding yourself in front of the audience • Use of gestures, facial expressions and pantomime to support verbal information 5. Evaluation of a group report (if required): • Distribution of parts of the report between speakers by time and content • Taking into account the individual characteristics of the speakers when distributing parts of the report between speakers 6. Answers to questions following the report: • Psychological readiness to answer • Correctness of the argumentation of the answers • Manner of holding oneself 7. Additionally – asking questions to the speaker by other students (if applicable): • The question is aimed at obtaining information that was not explicitly reflected in the report • The question is not aimed at identifying information known to the student The question shows that the student is analyzing the speaker's information				

Skills	• Knowledge of the theoretical foundations of performing a skill	knowledge	knowledge	knowledge is not formed	lack of knowledge
	• Compliance with the technique of performing the skill and the success of the result compliance, compliance with minor inaccuracies,	successful result	successful result after correction by the teacher	refusal to perform the skill	refusal to perform the skill

2.3. Calculation of the rating of independent work of a student in a semester (Riw)

The IW rating in a semester corresponds to the student's assessment for completing the IW electronic training course for a 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 IW electronic training course.

IW assessment is carried out based on the criteria presented below (table 2) on a classic 5-point scale, where: 2 - unsatisfactory; 3 - satisfactory; 4 - good; 5 - excellent.

2.4. Conversion of the current rating and the independent student's work rating into a score on a 100-point system

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

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

Converting the current rating and IW rating to a score on a 100-point system

At the end of the semester, the student's current rating and IW rating, calculated on a 5-point system, are converted to a score on a 100-point system. The conversion is made according to Table 3.

Table 3

Translation into rating points on a 100-point system

5-point system	100-point system	5-point system	100-point system	5-point system	100-point system	5-point system	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. 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.

Type of bonus	Points
Educational and research work on the topics of the subject being studied Certificate, diploma, etc. of the participant	+ 5,0
Type of Penalty	Points
Missing a lecture or practical lesson without reason	- 2,0
Failure to complete assignments during practical classes	- 2,0
Systematic lateness to lectures or practical classes	- 1,0

Violation of safety regulations	- 2,0
Damage to equipment and property	- 2,0

3. Calculation of the intermediate attestation rating (R_{ia})

Intermediate assessment in the discipline is carried out in the form of an exam. The exam is conducted in the form of an interview with an assessment of the formation of the practical component of the competencies being formed, including questions on all studied sections of the program and the solution of a situational problem. 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	Points ECTS	Points	Level of development of competence in the discipline
A full, 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 understanding in the system of this science and interdisciplinary connections.	A	100-96	HIGH
The answer is formulated in scientific terms, presented in literary language, logical, evidence-based, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation. Intermediate attestation is passed.			
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; the answer shows a clear structure, logical sequence, reflecting the essence of the concepts, theories, phenomena being disclosed. Knowledge about 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 attestation assessment passed.	B	95-91	

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 attestation passed.	C	90-81	MIDDLE
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. Intermediate attestation passed.	D	80-76	
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 concepts that the student finds difficult to correct independently. The student demonstrates a low level of competence development. Intermediate attestation passed.	E	75-71	LOW
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. Intermediate attestation passed.	E	70-66	
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	E	65-61	MARGIN

of competence development. Intermediate attestation passed.			
. 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. Intermediate attestation has not been passed	Fx	60-41	LACK OF COMPETENCE
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. Intermediate attestation has not been passed.	F	40-0	

4. Calculation of the final rating for the discipline

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

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

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

Table 6.

Final grade for the discipline

100-point system	5-point system	Result	ECTS
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

Considered at the Biology department meeting, protocol of «20» May 2025 г. № 17

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Head of the Department

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