

**Attestation procedure
in the discipline
"Complex removable prosthetics for dental patients"
for students of the educational program
of the specialty 31.05.03. Dentistry
(specialist's level),
form of study intramural
for the 2023-2024 academic year**

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

$$R_d = (R_{dsr} + R_{pa}) / 2$$

where R_d is the rating for the discipline

R_{pa} - rating of the intermediate certification (credit)

R_{dsr} - the average rating of the discipline for the ninth and tenth semesters – an individual assessment of the assimilation of the discipline in points for two semesters of study.

The average rating of the discipline for 2 semesters of study is calculated using the following formula:

$$R_{dsr} = (R_{pre9} + R_{pre10}) / 2$$

where:

R_{pre9} -rating on the discipline in the 9th semester preliminary

R_{pre10} -rating for the discipline in the 10th semester preliminary

The rating for the discipline in the 9th and 10th semesters preliminary is calculated using the following formula:

$$R_{prev} = (R_{tech} + R_{test}) / 2 + R_b - R_p$$

where:

R_{tech} – current rating for the first or second semester (current academic performance, which is evaluated based on the average score, taking into account the assessment for independent work)

R_{test} -rating for testing in the ninth or tenth semester.

R_b – *bonus rating* – рейтинг бонусов

R_p – *penalty rating* – рейтинг штрафов

The maximum number of points that a student can get in a discipline in a semester is 100. The minimum number of points at which a discipline must be – awarded is 61.

1. Methodology for calculating the average score of current academic performance

The rating score for the discipline (R_{mek}) is evaluated in total, taking into account the current academic performance, which is evaluated based on the average score, taking into account the assessment for independent work.

The student's knowledge and work in practical classes are evaluated by the teacher in each semester according to the classical 5-point system.

Independent work of students includes independent study of individual topics provided for in the work program. Student reporting form writing and defending an abstract, presentation on a given topic, online review, completing a practical skill assignment. Each topic of independent work is rated from 3 to 5 points, work rated below 3 points is not counted and requires completion by the student (Table 1).

At the end of each semester, a centralized calculation of the student's average academic performance in the semester is made with its transfer to the 100-point system (Table 2).

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

At the end of each semester, a centralized calculation of the student's average academic performance in the semester is made with its transfer to the 100-point system (Table 2).

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. Methodology for calculating test scores in the semester

The minimum number of points that can be obtained during testing is 61, and the maximum number is 100 points.

The test taker gets 1 (one) point for a correctly completed task, and 0 (zero) points for an incorrectly completed task. Evaluation of results after passing the test is carried out in accordance with Table 3.

The test is considered completed if you get 61 points or higher. If you get less than 61 points – you must pass the test again.

Table 3. Translation of the test result into a rating score using the 100-point system

Number of mistakes made when answering 100 test tasks	% of tasks the test task	completion Rating score according to the 100-point system
0 - 9	91-100	91-100

10 - 19	81-90	81-90
20 - 29	71-80	71-80
30 - 39	61-70	61-70
≥ 40	0-60	0

3. Methodology for calculating the intermediate certification score (R_{pa})

Intermediate certification in the discipline is carried out in the form of a test. The test takes place in the form of testing and an interview, which includes questions on all the sections of the program studied. The minimum number of points (R_{pa}) that can be obtained during an interview is 61, and the maximum is 100 points (Table 4).

Table 4. Criteria for assessing the development of practical skills and the formation of competencies

Response characteristics	ECTS	Score Points in	Уровень the BRS Level level of competence of competence	formation Assessment
The student can independently conduct a patient's examination, make a diagnosis, determine treatment tactics and perform the intended manipulations. Possesses versatile skills and techniques for performing practical work. The student presents a full justification of the applied therapeutic and diagnostic measures, decisions made and preventive recommendations. The student demonstrates an advanced high level сформированностиof competence formation.	A	100-96	HIGH	5 (5+)
The student can independently conduct an examination of the patient, make a diagnosis, determine treatment tactics and perform the planned manipulations. Possesses versatile skills and techniques for performing practical work. The student presents a full justification of the applied therapeutic and diagnostic measures, decisions made and preventive recommendations. At the same time, there may be shortcomings that the student corrected independently in the course of work. The student demonstrates an advanced level сформированностиof competence development.	In	95-91		years, the
Student can independently conduct an examination of the patient, make a diagnosis, determine treatment tactics and perform the planned manipulations. The student presents the rationale for the applied therapeutic and diagnostic measures and preventive recommendations. There may be shortcomings or minor errors corrected by the student with the help of the teacher. The student demonstrates a sufficient level of education competencies.	From	90-81	AVERAGE	4

<p>Students can independently conduct a patient's examination, make a diagnosis, determine treatment tactics and perform certain manipulations. At the same time, minor errors or shortcomings were made, corrected by the student with the help of the teacher. The student presents an incomplete justification of the applied therapeutic and diagnostic measures and preventive recommendations.</p> <p>The student demonstrates an average level сформированности of competence formation.</p>	D	80–76		4 (4-)
<p>The student can conduct an examination of the patient, make a diagnosis, determine the main stages of treatment and perform certain manipulations. At the same time, there are several significant mistakes that a student can correct only with the help of a teacher. The student has an idea of the rationale for the applied therapeutic and diagnostic measures and preventive recommendations.</p> <p>The student demonstrates a threshold level сформированности of competence formation.</p>	E	75-71		3 (3+)
<p>The student did not fully examine the patient. Has doubts about the diagnosis and formulation of the main stages of treatment, which can only be eliminated with the help of a teacher. Can perform professional manipulations under the supervision of a supervisor and has difficulties performing practical work independently. The student has a superficial understanding of the rationale for the applied therapeutic and diagnostic measures and preventive recommendations.</p> <p>The student demonstrates a low level of competence formation.</p>	E	70-66	LOW	3 (3-)
<p>The student was unable to conduct an independent examination of the patient. Has doubts about the diagnosis and formulation of the main stages of treatment, which can only be eliminated with the help of a teacher. Can selectively perform a number of professional manipulations included in the treatment plan only under the supervision of a supervisor and has difficulties in performing practical work independently. The student demonstrates a superficial knowledge of certain areas of justification of the applied therapeutic and diagnostic measures.</p> <p>The student demonstrates an insufficient level of competence formation.</p>	E	65-61		3 (3-)
<p>The student was unable to conduct an independent examination of the patient. Has difficulties in making a diagnosis and formulating the main stages of treatment. Can selectively perform a number of professional manipulations that are not related to the treatment plan formulated by the teacher. The practical implementation of the manipulation is replaced by its superficial oral</p>	Fx	60–41	EXTREMELY LOW	2

description. The student cannot formulate the rationale for the applied therapeutic and diagnostic measures. No answers were received on the basic questions of the discipline. No practical skills are available. There is no competence.				
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Table 5. 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 сформированности 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 сформированности of competence	A	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 сформированности of competence development.	B	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	C	90-81	average	to 4

an average increased level сформированностиof competence formation.				
, 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 сформированностиof 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 student demonstrates a low level сформированностиof competence formation.	E	75-71	LOW	3 (3+)
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 educationсформированности competencies.	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 сформированностиof 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	Fx	60-41	COMPETENCE LEVEL NO COMPETENCE	2

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.				
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

6. 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 6. Bonuses and penalties by discipline

Bonuses	Name	Scores
UIRS Points	Educational and research work on the topics of the subject under study	up to+ 5.0
NIRS	Certificate of participation in the SES of the department of the 1st degree	+ 5.0
	Certificate of participation in the SES of the department of the 2nd degree	+ 4.0
	Certificate of participation in the SES of the department of the 3rd degree	+ 3.0
	Certificate of participation in the SES of the department of the 4th degree	+ 2.0
	Certificate of participation in the SES of the department of the 5th degree	+ 1.0
Penalties	Name	Points
Disciplinary	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
	Violation of safety rules	- 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), transferred to the "credited-not credited" system (Table 6).

Table 6. Final assessment by discipline

Score according to the 100-point system	Score according to the "credited - not credited" system	5-point system		score ECTS
score 96-100	credited	5	excellent	A
91-95	credited			B
81-90	credited	4	good	C
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



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