Attestation procedure
in the discipline " Internal Diseases"
for students of the educational program
specialist
in the specialty 31.05.03 Dentistry,
direction (profile) Dentistry,
form of study Full-time form
for the 2023_-2024_ academic year

Final discipline rating (Rд)) is calculated using the following formula:

Rд = (Rдср+ Rпа) / 2 где

Rд – ranking by discipline Rпа – intermediate assessment rating (exam)

Rдср – the average rating of the discipline for 5, 6, 7 semesters - an individual assessment of the assimilation of the academic discipline in points for three semesters of study.

The average rating of the discipline for 3 semesters of study is calculated using the following formula:

Rдср = ((Rпред5+ Rпред6+ Rпред7) / 3+Rт)/2 где:

Rпред5 – rating by discipline in the 5th semester preliminary

Rпред6 – rating by discipline in the 6th semester preliminary

Rпред7 – rating by discipline in the 7th semester preliminary

Rт – rating in final test

The ranking by discipline in each semester is calculated by the following formula:

Rпред = Rтек + Rб – Rш где:

Rтек – current ranking for the fifth or sixth or seventh semester (current performance, which is assessed by the average score, taking into account the assessment for independent work)

Rб – bonus rating

Rш – rating of fines

Максимальное количество баллов, которое может получить студент по дисциплине в семестре – 100. Минимальное количество баллов, при котором дисциплина должна быть зачтена – 61.

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

1. Methodology for calculating the average score of the current performance The rating score for the discipline (Rтек) is assessed in total, taking into account the current performance, which is assessed by the average score, taking into account the assessment for independent work. The knowledge and work of the student 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 by the work program. Form of student reporting - .writing abstracts and / or preparing oral reports. Independent work is evaluated from 3 to 5 points, work rated below 3 points is not counted and requires revision by the student (Table 1). At the end of each semester, a centralized calculation of the student's average grade is made, in the semester, with its transfer to a 100-point system (Table 2).

Table 1. Calculation of points for independent work of students

Evaluation criteria	Rating score
The work has not been handed over, not handed over in full, the work does not correspond to the subject of independent work.	0-2
The work was submitted in full, but it contained more than 2 gross thematic errors or omitted more than 1 key issue of the topic of independent work.	3
The work was submitted in full, but 1-2 gross thematic errors were made in it or 1 key question of the topic of independent work was omitted.	4
The work has been handed over in full, it does not contain gross thematic errors, the key issues of the topic of independent work are not missed	5

Table 2. Translation of the average score of the student's current performance into a rating score according to a 100-point system

Average score on a 5 point system	Score on a 100 point system	Average score on a 5 point system	Score on a 100 point system	Average score on a 5 point system	Score on a 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 points for testing in a semester

The minimum number of points that can be obtained during testing is 61, the maximum is 100 points. For a correctly completed task, the tested person receives 1 (one) point, for an incorrectly completed task - 0 (zero) points. The evaluation of the results after passing the test is carried out in accordance with Table 3.

The test is considered passed when a score of 61 or higher is obtained. If you receive less than 61 points, you must re-take the test.

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

The number of errors made when answering 100 test items	% completion Tasks of test	Rating score on a 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. Method for calculating the score of the intermediate certification (exam) (Rpa)

Intermediate certification in the discipline is carried out in the form of an exam. The exam takes the form of testing, interviews with an assessment of the formation of the practical component of the competencies being formed, which includes questions on all sections of the program studied and the solution of a situational problem. The minimum number of points (Rpa) that can be obtained during the interview is 61, the maximum is 100 points (Table 4).

Table 4. Criteria for assessing the level of assimilation of the material of the discipline and the formation of competencies

Response characteristics	score ECTS	Points in BRS	Competence level in the discipline	Evaluation on a 5 point
A complete, detailed answer to the question posed is given, a set of conscious knowledge about an object is shown, which manifests itself in the free operation of concepts, the ability to distinguish its essential and non - essential features, causal relationships. Knowledge about the object is demonstrated against the background of understanding it in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, stated in literary language, logical, evidential, demonstrates the author's position of the student. The student demonstrates a high advanced level of competence formation	A	100–96	high	5 (5+)
A complete, detailed answer to the question posed is given, a set of conscious knowledge about the object is shown, the main provisions of the topic are convincingly disclosed; the answer shows a clear structure, a logical sequence that reflects the essence of the disclosed concepts, theories, phenomena. Knowledge about the object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is stated in the literary language in terms of science. There may be errors in the definition of concepts, corrected by the student independently in the process of answering. The student demonstrates a high level of competence development.	B	95–91		5
A complete, detailed answer to the question posed is given, the ability to identify essential and non - essential signs, causal relationships is shown. The answer is clearly structured, logical, written in literary language in terms of science. Shortcomings or minor errors may be made, corrected by the	C	90–81	average	4

student with the help of the teacher. The student demonstrates an average increased level of competence formation.				
A complete, detailed answer to the question posed is given, the ability to identify essential and non - essential signs, causal relationships is shown. The answer is clearly structured, logical, stated in terms of science. However, minor errors or shortcomings were made, corrected by the student with the help of the "leading" questions of the teacher. The student demonstrates an average sufficient level of competence formation	D	80-76		4 (4-)
A complete, but insufficiently consistent answer to the question is given, but the ability to identify essential and no n -essential signs and cause -and - effect relationships is shown. The answer is logical and stated in terms of science. 1 -2 mistakes can be made in the definition of basic concepts that the student finds it difficult to correct on his own. The student demonstrates a low level of competence formation	E	75-71		3 (3+)
An insufficiently complete and insufficiently detailed answer is given. The logic and sequence of presentation have violations. Mistakes were made in the disclosure of concepts, 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 their main provisions with examples only with the help of a teacher. Speech design requires amendments, correction. The student demonstrates an extremely low level of competence formation.	E	70-66	ow	3
An incomplete answer is given, the logic and sequence of presentation have significant violations. Gross mistakes were made in determining the essence of the disclosed concepts, theories, phenomena, due to the student's misunderstanding of their essential and non-essential features and relationships. There are no conclusions in the answer. The ability to reveal specific manifestations of generalized knowledge is not shown. Speech design requires amendments, correction. The student demonstrates the threshold level of competencies formation.	E	65-61	Π threshold	3 (3-)
An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in the definitions. There is fragmentation, illogical presentation. The student	Fx	60-41	no compete nce	2

does not realize the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization and proof of presentation. Speech is illiterate. Additional and clarifying questions of 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 missing				
No answers were received on the basic questions of the discipline. The student does not demonstrate indicators of the achievement of the formation of competencies. Competence is missing.	F	40-0		2

4. System of bonuses and penalties 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 (Table 5).

Table 5. Bonuses and penalties by discipline

Bonuses	Name	Score
Study work	Educational and research work on the topics of the subject being studied	до + 5,0
Scintific work	Certificate of participation in the SSS department of the 1st degree	+ 5,0
	Certificate of participation in the SSS department of the 2nd degree	+ 4,0
	Certificate of participation in the SSS department of the 3rd degree	+ 3,0
	Certificate of participation in the SSS department of the 4th degree	+ 2,0
	Certificate of participation in the SSS department of the 5th degree	+ 1,0
fines	Name	Mark
disciplinary	Missing a lecture or practical session without a valid reason	- 2,0
	Systematic lateness to lectures or practical classes	- 1,0
	Completing independent work 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 record book is the final rating for the discipline (Rd), converted into a 5-point system (Table 6).

Table 6. Final grade for the discipline

Rating score on a 100-point system	Evaluation according to the system "passed - not credited"	Evaluation on a 5 point scale		score ECTS
96-100	pass	5	Great	A
91-95	pass			B
81-90	pass	4	Good	C
76-80	pass			D
61-75	pass	3	satisfactorily	E
41-60	No pass	2	unsatisfactory	Fx
0-40	No pass			F

Considered at the meeting of the department of Internal Diseases "27" _ May __ 2023, protocol No_10.

Head of the Department  Full name