

## 1. General Provisions

1. These Regulations define the goals, objectives, types, and procedures for organizing and conducting **ongoing, interim (modular), and final assessment** of student academic performance at [name of university] (hereinafter referred to as the University) in the implementation of educational programs based on the credit system.
2. These Regulations have been developed in accordance with:
  1. the Law of the Kyrgyz Republic “On Education”;
  2. State Educational Standards for Higher Professional Education (GOSO);
  3. the University Charter;
  4. The Regulations on the Credit-Based Learning System;
  5. Regulations on the System for Assessing Students’ Knowledge, Abilities, and Skills;
  6. Regulations on Independent Student Work (ISW);
  7. Regulations on the Assessment Tools Fund (ATF);
  8. Regulations on the Examination Record;
  9. Regulations on Academic Integrity and the Prevention of Plagiarism.
3. These Regulations apply to all students enrolled in the University’s core educational programs of the University (Bachelor’s, Specialist, NMO/CPD) regardless of the form and language of instruction.
  4. The organization and recording of results for ongoing, midterm, and final assessments are primarily carried out in **the eBilim LMS** and the University’s related information systems.
2. Goals and Objectives of Assessment
  1. The objectives of the system of ongoing, midterm, and final assessments are:
    1. to monitor and assess the extent to which students have mastered learning outcomes;
    2. to encourage students to work systematically throughout the semester;
    3. timely identification of academic difficulties and the implementation of corrective measures;
    4. ensuring the transparency, comparability, and traceability of assessment results.
  1. Assessment objectives:
    1. to provide objective feedback to students and instructors;

2. to document achievements in each type of activity (classes, independent study, practical skills);
  3. to establish the basis for midterm and final assessments;
  4. to provide data for analyzing the quality of educational programs and the work of the teaching staff.
5. Types of assessment and their relationship
1. The University uses the following types of assessment:
    1. **ongoing assessment** – evaluation of a student’s daily academic performance;
    2. **midterm (module) assessment** – evaluation of mastery of a logically complete section of a course;
    3. **Final assessment** – an exam or test in a course at the end of the semester.
  2. For most courses, a **20+20+60 grading model** is used, where:
    1. the sum of points from **ongoing and midterm assessments** in the first module is up to **20** points (M1);
    2. the sum of points from **ongoing and midterm assessments** in the second module is up to **20 points (M2)**;
    3. the final assessment is up to 60 points.
  3. For specialized disciplines (practicals, physical education, electives, research projects, etc.) other scoring models are permitted (40+60, 50+50, etc.), which must:
    1. are specified in the FOS and syllabi;
    2. are approved by the department and the Academic Affairs Office;
    3. are reflected in the course settings in eBilim.
6. Ongoing Assessment
1. Ongoing monitoring is conducted **during all types of in-class and out-of-class sessions** throughout the semester and is aimed at assessing:
    1. attendance and discipline;
    2. class participation;
    3. completion of independent study assignments, mini-projects, lab work, and practical assignments;

4. results of quizzes, surveys, homework assignments, etc.
  2. The forms and frequency of ongoing assessment for each course are determined by the course outline and the Academic Regulations and are communicated to students in the syllabus at the beginning of the semester.
3. The results of ongoing assessment **must be recorded in the** in the form of:
  1. scores for individual activities;
  2. of the combined module (M1, M2).
4. The instructor is required to:
  1. conduct ongoing assessment systematically, without concentrating all evaluations at the end of the semester;
  2. enter grades into eBilim in a timely manner;
  3. inform students of their interim results and opportunities for improvement;
  4. prevent arbitrary over- or under-grading not supported by the student's actual work.
5. Ongoing assessment may include **blocking elements** (e.g., mandatory completion of a specific type of independent study), if required by the curriculum; failure to complete such elements may result in the student being **denied admission to** midterm or final assessment.

## 7. Midterm (modular) assessment

1. Midterm (module) assessment is typically conducted **at least once per module** and is designed to evaluate mastery of a major section of the course.
2. Main forms of border control:
  1. modular tests (computer-based or written);
  2. exams;
  3. colloquia;
  4. assessment of lab/practical work on a set of topics;
  5. presentation of a mini-project or case study.
3. Specific formats, dates, and maximum points for midterm assessments:
  1. are approved by the department and recorded in the FOS;

2. included in the academic calendar/schedule;
3. are reflected in the syllabus and in the eBilim course settings.
4. Midterm assessment results:
  1. are part of the module grades (M1, M2);
  2. must be entered into eBilim no later than **5 business days** after the interim assessment (unless other deadlines are set by the educational institution).
    5. If the results of the midterm assessment are unsatisfactory, the department and the instructor may recommend that the student:
      1. attend consultations;
      2. complete additional assignments;
      3. participate in remedial classes (if available).
8. Final assessment (exam, test)
  1. The final assessment is conducted **upon completion of the course** in accordance with the curriculum, the academic calendar, and the exam schedule.
2. The forms of final assessment are:
  1. exam (written, oral, test, or combined);
  2. graded test;
  3. test without a grade;
  4. OSCE (Objective Structured Clinical Examination);
  5. project defense, portfolio, and other formats provided for by the FOS.
    3. The type of final assessment for the course, its structure (for medical disciplines—the proportion of the test, oral component, and OSCE), and the maximum score are established by the FOS and reflected in the syllabus and eBilim.
    4. Students who have met the requirements for ongoing and milestone assessments (minimum modules, required types of independent study, practical assignments, etc.) as specified by the Federal Educational Standards **are eligible to take the final exam.**
5. The final assessment is conducted in an organized manner that ensures:

1. student identification;
  2. academic integrity;
  3. equal conditions for all students.
6. Final assessment results:
1. are recorded in **the exam register** in eBilim;
  2. together with the modules (M1+M2), they form the final score (0–100);
  3. automatically converted into a letter grade, national grade, ECTS grade, and GPA.
9. Specifics of assessment in medical disciplines (tests, OSCE, blocking factors)
1. In medical disciplines, the use of **final assessment profiles** is permitted:
    1. **Theoretical** track – an exam in the form of a written test, an oral exam, or a combination of both.
    2. **Combined** profile – computer-based test (first stage) + oral response / clinical case analysis (second stage).
    3. **Practice-oriented** profile – OSCE, presentation of a case history, demonstration of clinical skills.
2. **The following requirements** may apply:
1. a minimum score on the computer-based test to qualify for the oral portion;
  2. minimum score on the practical portion (OSCE) to pass/receive a passing grade;
  3. mandatory completion of a specific set of skills.
3. If a blocking factor is not met:
1. the student may be deemed **ineligible** to proceed to the next stage of the exam;
  2. The final grade may be assigned as "F/FX" / "Fail" regardless of the module.
4. All blocking factors:
1. are clearly specified in the FOS and syllabi;
  2. are communicated to students in advance;
  3. are technically implemented in the test and grade sheet settings in eBilim, to the extent possible.

## 10. Organization and Documentation of Assessment in the eBilim LMS

1. All information regarding the results of ongoing, midterm, and final assessments must be recorded in **the electronic gradebook and exam sheets in the eBilim LMS.**
2. The instructor is responsible for:
  1. the accuracy and timeliness of entering grades;
  2. ensuring that assessment forms and criteria comply with the approved FOS;
  3. Keep your login and password secure and do not disclose them to third parties.
3. The statuses and deadlines for completing the electronic journal and grade sheets are established by the Educational Institution and communicated to the teaching staff at the beginning of the academic year.
4. Changes to grades in eBilim after the approval of grade sheets are made **only** in accordance with the procedure provided for in the Regulations on the Knowledge Assessment System and the Regulations on Examination Records (by decision of the Appeals Committee, by order of the Rector, or in the event of a confirmed technical error).

#### 11. Appeals and Retakes

1. A student has the right to appeal the results of midterm and final assessments in accordance with the procedure and deadlines established by a separate **Regulation on Appeals.**
2. The decisions of the Appeals Committee are recorded in a protocol and, if necessary, serve as the basis for changing grades in eBilim and on exam transcripts.
3. The procedure **for retaking** midterm and final exams and resolving academic deficiencies (number of attempts, fees, commission levels) is established by a separate Regulation on Retakes and Resolution of Academic Deficiencies.

#### 12. Responsibilities of the parties involved

1. **Instructors** are responsible for ensuring that all forms of assessment are conducted properly,  
maintaining the confidentiality of assessment materials, upholding academic integrity, and ensuring the objectivity of assessment.

2. **Department chairs** ensure:
  1. methodological review of the Federal State Educational Standards and assessment methods;
  2. compliance with assessment standards within the department;
  3. the resolution of disputes at the department level.
3. **Dean's offices** and **academic departments** monitor:
  1. compliance with schedules for assessment activities;
  2. the completeness and timeliness of grade entry;
  3. the preparation of academic performance reports.
  4. **The Department of Educational Quality** monitors the effectiveness of the assessment methods used, analyzes the distribution of grades and the proportion of academic deficiencies, and makes recommendations for improving the system.

### 13. Final Provisions

1. These Regulations shall enter into force by order of the University Rector.
  2. Amendments and additions to these Regulations shall be made by order of the Rector, taking into account changes in the regulatory framework and the requirements of accreditation agencies.
  3. In the event of a conflict between these Regulations and other local University regulations regarding academic performance monitoring, these Regulations shall take precedence.

### Appendix 1

#### **Standard Structure of Current and Midterm Assessments for a Course (for eBilim)**

Recommended table template for the Course Outline, syllabus, and course setup in the eBilim

**LMS. Table 1. Course Assessment Structure**

| No. | Type of assessment / Activity | Designation in eBilim | Description (brief) | Period (weeks) | Max. points | Included in the module |
|-----|-------------------------------|-----------------------|---------------------|----------------|-------------|------------------------|
|     |                               |                       |                     |                |             |                        |

|   |   |                          |  |             |           |       |
|---|---|--------------------------|--|-------------|-----------|-------|
| 1 | Class attendance                          | Attendance               | Attendance tracking for lectures/practicals                    | 1–15        | 2         | M1+M2 |
| 2 | Class participation (answers, group work) | In-class activity        | Answers at the board, participation in discussions, mini-tests | 1–7         | 6         | M1    |
| 3 | Independent Study (IS 1)                  | SRS-1                    | Essay / Term Paper / Assignment on Topics 1–2                  | 3–4         | 4         | M1    |
| 4 | Midterm exam for Module 1                 | Midterm Test 1           | Computer-based/written on topics M1                            | 7–8         | 8         | M1    |
| 5 | Activity in Module 2                      | In-class activity (M2)   | Answers, case studies, work in practical sessions              | 8–14        | 6         | M2    |
| 6 | Independent work (IW 2)                   | SRS-2                    | Presentation / case study / assignment on M2 topics            | 10–12       | 4         | M2    |
| 7 | Midterm test for Module 2                 | Midterm Test 2           | Computer-based/written test on Module 2 topics                 | 14–15       | 10        | M2    |
|   | <b>TOTAL for Module 1</b>                 |                          |  |             | <b>20</b> | M1    |
|   | <b>TOTAL for Module 2</b>                 |                          |  |             | <b>20</b> | M2    |
| 8 | Final exam / assessment (theory/test)     | Final exam (theory/test) | Theory exam / test   | Exam period | 30        | Final |
| 9 | Final exam (Practical/OSCE)*              | Final exam (OSCE/skills) | Practical exam / OSCE  | Session     | 30        | Final |
|   | <b>FINAL CONTROL</b>                      |                          |  |             | <b>60</b> | Final |

|  |                             |  |  |  |            |                 |
|--|-----------------------------|--|--|--|------------|-----------------|
|  | <b>TOTAL FOR THE COURSE</b> |  |  |  | <b>100</b> | M1+M2+and total |
|--|-----------------------------|--|--|--|------------|-----------------|

\* For non-medical disciplines, line 9 may be omitted; for medical disciplines, specify that the OSCE is a blocking component (see FOS).

## Appendix 2

### Calendar of assessment activities for the discipline

A brief chart titled “When and What We Assess” can be conveniently included in the syllabus and in eBilim (section “Plan”).

Table 2. Schedule for ongoing, midterm, and final assessments

| <b>Week</b> | <b>Topic (brief)</b>  | <b>Type of assessment</b> | <b>Type (ongoing / milestone / final)</b> | <b>Max. points</b> | <b>Note</b>         |
|-------------|-----------------------|---------------------------|---|--------------------|---------------------|
| 1           | Introduction, Topic 1 | Attendance, oral exam     | Midterm                                   | 2                  |                     |
| 2           | Topic 2               | Mini-test                 | Current                                   | 2                  | In eBilim, Test #1  |
| 3           | Topic 3               | Assignment 1 (essay)      | Current                                   | 4                  | Upload to eBilim    |
| 4           | Topic 4               | Group work                | Current                                   | 2                  | Activity Assessment |
| 5           | Topic 5               | Lab / practical work      | Current                                   | 4                  | Report in eBilim    |
| 7           | Summary of Topics 1–5 | Midterm exam for M1       | Midterm                                   | 8                  | Computer-based test |

|      |                          |                         |         |    |                      |
|------|--------------------------|-------------------------|---------|----|----------------------|
| 9    | Topic 6                  | SRS 2<br>(presentation) | Current | 4  | Class presentation   |
| 11   | Topic 7–8                | Practical work          | Current | 4  | Checklist Assessment |
| 14   | Summary of<br>Topics 6–8 | Midterm exam<br>for M2  | Midterm | 10 | Computer Test        |
| Exam | All<br>Subject           | Final<br>exam / credit  | Final   | 60 | Test/OSCE/written    |

This plan may be adapted by the department to the specifics of the discipline, provided that the total number of points for M1, M2, and the final assessment corresponds to the model (20+20+60 or another approved model).

### Appendix 3

Standard format for describing the assessment system in the syllabus

A short block that can be copied into the syllabi of all courses.

#### “Assessment and Evaluation System for the Course”

##### 1. General assessment model:

1. Module 1 (M1) - up to 20 points
2. Module 2 (M2) - up to 20 points
3. Final assessment (exam/test) - up to 60 points
4. Maximum - 100 points, passing threshold - 60 points (D-).

##### 2. Ongoing monitoring includes:

1. attendance;
2. class participation;
3. completion of independent study assignments;
4. quizzes and tests.

##### 3. Midterm (module) assessment:

1. Module Test 1 (Week \_\_) - \_\_ points;

2. Module Test 2 (week \_\_) - \_\_\_points;
  3. The results of the interim assessments for M1 and M2 are M1 (20) and M2 (20) points.
4. Final assessment:
1. format: \_\_\_\_\_ (test / written / oral / OSCE);
  2. structure (for medical disciplines):
    1. test section - \_\_points;
    2. oral section / clinical case - \_\_\_points;
    3. practical skills / OSCE - \_\_\_points;
  3. failing components:
    1. minimum passing score: \_\_\_\_\_ points (\_\_\_%);
    2. minimum practical skills/OSCE threshold: \_\_points.
5. All grades are recorded in the eBilim LMS and serve as the basis for assigning the final grade for the course and calculating the GPA.



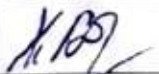
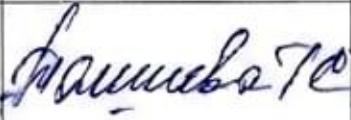







# CHANGE LOG

| Change No. | Basis for Amendment | Pages | Summary of the amendment | Revision | Signature | Date |
|------------|---------------------|-------|--------------------------|----------|-----------|------|
| 1          |                     |       |                          |          |           |      |
| 2          |                     |       |                          |          |           |      |
| 3          |                     |       |                          |          |           |      |

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## APPROVAL SHEET

| No | Position / Role   | Full Name  | Signature   | Date      |
|----|---|--|---|-----------|
| 1  | Developed by  | Kanetova D.E.  |    | 29.12.25  |
| 2  | Approved: head of the responsible department                                |  |    | 29.12.25  |
| 3  | Approved: Head of the Educational and Informational Department              | Kanetova D.E.  |    | 29.12.25  |
| 4  | Approved: leading specialist for quality                                    | Kalmuratova A.   |   | 29.12.25  |
| 4  | Approved: head of the legal affairs and human resources department / lawyer | Sydykova B.J.  |  | 29.12.25  |
| 5  | Approved: vice-rector for academic affairs                                  | Sadyrova N.A.  |  | 29.12.25  |
| 6  | Approved: vice-rector for science, SR and GE                                | Asilova Z.A.   |  | 29.12.25  |
| 7  | Endorsed / considered in the established manner                             | JASU Scientific Council  |  | 29.12.25. |

