MINISTRY OF SCIENCE, HIGHER EDUCATION AND INNOVATION OF THE KYRGYZ REPUBLIC

B. OSMONOV JALAL-ABAD STATE UNIVERSITY
SCIENTIFIC-EDUCATIONAL-PRODUCTION COMPLEX

Reviewed by the Academic Council of JASU named after B. Osmonov and recommended for approval
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APPROVED
Rector of JASU named after B. Osmonov, Doctor of Technical Sciences, Professor
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REGULATIONS
ON THE MODULAR-RATING SYSTEM FOR ASSESSING STUDENT ACHIEVEMENTS

The Regulations were adopted by the Academic Council of JASU on 16 January 1997 (Minutes No. 9).

Amendments were made by the decision of the Academic Council of JASU on 27 October 2006 (Minutes No. 2).

Amendments were made by the decision of the Academic Council of JASU on 2 April 2009 (Minutes No. 7).

Amendments were made by the decision of the Academic Council of JASU on 24 February 2017 (Minutes No. 5).

Amendments were made by the decision of the Academic Council of JASU on 22 June 2018 (Minutes No. 8).

Amendments were made by the decision of the Academic Council of JASU on 15 February 2019 (Minutes No. 5).

Amendments were made by the decision of the Academic Council of JASU on 29 October 2021 (Minutes No. 3).

Amendments and additions were made by the decision of the Academic Council of JASU on 29 October 2021 (Minutes No. 3).

Amendments and additions were made by the decision of the Academic Council of JASU on 26 June 2023 (Minutes No. 11).

Amendments and additions were made by the decision of the Academic Council of JASU on 1 September 2025 (Minutes No. 1).

Amendments and additions were made by the decision of the Academic Council of JASU on 10 September 2026 (Minutes No. 1).

Manas – 2026

REGULATIONS ON THE MODULAR-RATING SYSTEM FOR ASSESSING STUDENT ACHIEVEMENTS

These Regulations have been amended on the basis of Resolution No. 590 of the Cabinet of Ministers of the Kyrgyz Republic dated 24 September 2024 and Resolution No. 329 dated 10 June 2025, as well as the Regulations "On Organizing the Educational Process at JASU Higher and Secondary Vocational Education Institutions Using Academic Credits" and "On Organizing Current and Interim Assessment of Students at JASU Higher and Secondary Vocational Education Institutions and Organizing the Educational Process Using Academic Credits."

Under modern credit-based learning technologies, various forms of assessing students' knowledge and academic performance must ensure comparability of achievement levels and encourage independent, creative work. Therefore, the student modular-rating system must be continuously improved.

1. Areas of Implementation and Application

The Modular-Rating System for Assessing Student Achievements (MRSSA) is a system for monitoring students' mastery of course material throughout the semester, by logically complete sections (modules and chapters) of the relevant disciplines as they are studied.

1.1. The Regulations on the Modular-Rating System for Assessing Student Achievements shall be considered and discussed at a working meeting chaired by the Rector.

1.2. Amendments and proposals to these Regulations shall be considered by the Academic Council of JASU.

2. General Provisions

2.1. The Modular-Rating System for Assessing Student Achievements (MRSSA) is a system for organizing the educational process at JASU aimed at mastering higher and secondary vocational education programmes and based on a modular-block structure.

MRSSA divides the learning material of a discipline into large blocks (modules) and assesses students' knowledge according to the total points earned for those blocks.

A module (ongoing assessment, students' independent work, and interim assessment indicators) is the principal organizational and content unit of MRSSA. It forms part of the course syllabus and includes several topics or chapters linked by the internal logic of the discipline's learning material.

A rating is the average cumulative indicator (index) of the points earned by an individual student.

2.2. The purpose of introducing the modular-rating system for determining students' academic performance and quality of knowledge at JASU is to comprehensively assess each student's development and learning achievements in higher and secondary vocational education.

3. Tasks and Responsibilities of Participants

3.1. Tasks of MRSSA

- Ensure continuous and active student learning throughout the semester, high-quality mastery of course programmes, and objective assessment corresponding to the level of knowledge.

- Fully digitalize the educational process at JASU, meet stakeholder requirements, and improve the organization of student knowledge assessment.
- Deepen and improve the effectiveness of systematic independent student work.
- Strengthen interaction between instructors and students.
- Conduct continuous monitoring of learning at every stage of the educational process.

3.2. Student Responsibilities

- Become familiar with the terms of the modular-rating system and JASU assessment scales, and comply with these Regulations.
- At the beginning of each course, obtain the tests uploaded to the AVN portal, review the module test tasks, and prepare to work with them during classes.
- Understand that missing classes, modules, or final assessments without valid reasons is unacceptable.
- Review assessment criteria, academic results (the student's Grade Point Average, GPA), and rating statements in a timely manner.
- Submit ongoing assessments, interim assessments, and independent assignments on time. If submission is impossible, provide supporting documentation and obtain permission from the Director.

3.3. Instructor Responsibilities

- Develop course syllabi and working programmes for each discipline.
- Prepare test tasks, upload them to the AVN portal at the beginning of the academic year, familiarize students with them, and submit the tests to the Testing Department on time according to the established schedule aligned with the modules.
- Prepare course syllabi adapted to the modular system.
- Prepare methodological guidelines on MRSSA for students; review and correct test tasks annually; and be responsible for their quality.
- Complete electronic journals on time and continuously record attendance ("PE") and academic performance ("UE").
- Develop students' skills in completing independent work as part of the educational process. Approve a schedule for receiving independent work from each academic group in the relevant specialty/profile. The schedule for each discipline shall distribute independent-study workload across the weeks of the academic semester.
- If more than 50% of the students taught by an instructor fail to achieve the threshold score when taking a module, the students' inadequate preparation as demonstrated by the test tasks shall be recorded and the instructor's accountability shall be reviewed.
- Prepare students throughout the semester using practice tests on various digital platforms or a platform selected independently.
- Subject instructors are responsible for ensuring each student's full participation in the module and examination, verifying the student's identity, and ensuring timely attendance. Instructors must

also keep records of students admitted to an examination without authorization because they did not achieve the threshold score.

3.4. Responsibilities of the Head of Department and Subject-Cycle Commission (SCC)

- Check each group's performance under the modular-rating system, analyze results, and discuss them at department or SCC meetings.
- Monitor whether instructors administer modules in compliance with these Regulations, ensure objectivity, and inform the Director in a timely manner.
- Monitor instructors' work with students on independent assignments, classroom tasks, and module completion.
- Check and analyze each instructor's electronic journal every two months, discuss findings at department/SCC meetings, and report results to the Academic Affairs Office.
- After each module, meet with students who were not admitted to the module and explain the importance of clearing academic debts (CAD).
- Work with academic advisers on preparation for and completion of modules and examinations and on academic performance; obtain information from advisers after each module.

3.5. Responsibilities of the Deputy Director for Academic Affairs

- Prepare and approve the schedule for modules and examinations.
- Organize modules in accordance with the academic calendar and communicate the schedule to each group.
- Obtain module results from electronic statements (statement formats I and F), prepare the schedule for clearing academic debts (CAD), and approve the schedule of the public commission.
- Determine student ratings reflecting their knowledge at the end of each semester.
- Submit module analyses to the Academic Affairs Office.
- Participate in department and SCC meetings analyzing module results.
- Inform instructors of changes to the modular-rating system.

3.6. Responsibilities of the Director

- Monitor instructors' strict compliance with the module schedule.
- Hold meetings to familiarize instructors and students with the modular-rating system.
- Share departmental and SCC experience in organizing module assessments and improving academic performance; take measures regarding instructors who submit test tasks late to the Testing Center.
- Determine forms of recognition for students achieving the best ("excellent") results, record their achievements, and compile student ratings individually and by group and year.
- Form public commissions for examinations, modules, and CAD independently; approve their schedules and monitor their work.

- Regularly review electronic journals, identify students who have missed more than 60 hours and are at risk of expulsion, meet with them, and take preventive measures for students with low attendance.
- Inform students' parents of academic performance and attendance.
- Review student applications concerning CAD and authorize eligible students to retake modules or examinations.
- Submit a report on module results to the Academic Affairs Office and analyze instructors' work based on those results.

4. Organization of the Modular-Rating System for Assessing Student Achievements

4.1. The result of student knowledge assessment—module completion, pass/fail credit, or final assessment (examination)—is determined based on the results of two modules.

- A module consists of attendance assessment (AA), academic performance assessment (APA), interim assessment (IA), and students' independent work (SIW); for medical specialties, it also includes the Objective Structured Clinical Examination (OSCE).
- There is no separate final examination. The result is determined by the sum of points earned in the first and second modules; the final score is calculated automatically and the examination grade is entered in the statement.
- Two modules are held per semester for all subjects, regardless of the number of lecture hours per week specified in the curriculum.

4.2. Modules and pass/fail credits are administered according to the approved schedule, with the participation of a public commission and the instructors teaching the course (lecturer and assistant). During computer-based testing, the instructor must maintain order in the room and ensure students' presence and compliance with the rules. The instructor acts only as an observer, must not interfere with the public commission, and is prohibited from walking around the room or helping students.

4.3. Attendance assessment (AA): In disciplines with an examination, a student receives 0–4 points for each module for attending scheduled classes. If a student misses 30% of the total class hours, the attendance result in the electronic statement becomes "0". Once the instructor records attendance in the AVN information system's electronic journal, the AA score is entered automatically. A student who has attended 70% of classes may be admitted to the module if the threshold score is 4. If the attendance score is below 4, AA becomes "0".

For a pass/fail credit, interim assessment is not conducted; the student takes a test. Attendance is assessed from 0 to 16 points. If 30% of the total class hours are missed, AA becomes "0". A student who attends 70% of classes receives 12 points; 100% attendance earns 16 points.

Academic performance assessment (APA) reflects student activity during classes and the grades received for classwork, which are entered in the APA section of the electronic statement. It ranges from 0 to 5 points. If a student receives no grade in the subject, the instructor enters no corresponding grade in the electronic journal, the student is inactive in class, and the threshold score for the practical class is below 1, APA becomes "0" and the student is not admitted to the module (computer-based testing).

For a pass/fail credit, APA is assessed from 0 to 20 points. If the threshold score is below 4, APA becomes "0". If the student's combined attendance and academic-performance score is below 16

points, the student is not admitted to the pass/fail test. A student who fails the credit is given an opportunity to clear the academic debt (CAD).

If a student takes a module at a time other than the scheduled time, without the knowledge of the instructor administering it, and receives a score elsewhere, the subject instructor shall submit a request to the Academic Affairs Office to annul the score, endorsed by the Institute Director (College Director). Computer-based testing may not be taken on a mobile phone.

The instructor is responsible for accurately and promptly recording student attendance in the AVN electronic journal for attendance assessment; Directors are responsible for monitoring this.

4.4. The Objective Structured Clinical Examination (OSCE) / Objective Structured Practical Examination (OSPE) is held before the module during the week in which the second module is conducted.

The procedure for conducting and organizing OSCE and OSPE is governed by the Regulations on OSCE and OSPE.

In disciplines requiring OSCE, a student may receive a maximum of 41 points for interim assessment in Module 1. The total for Module 1 is 50 points. The OSCE score ranges from 4 to 11 points and the OSCE is held before Module 2. In Module 2, the maximum interim-assessment score is 30 points. The overall maximum is therefore 100 points. If the OSCE score is below 4, the student is not admitted to Module 2 and must retake the OSCE.

Traditional Grading Scale

Points	**Letter grade**	**Numerical equivalent**	**Traditional grade**
93–100	A	4.00	Excellent
90–92.99	A−	3.67	
87–89.99	B+	3.33	Good
83–86.99	B	3.00	
80–82.99	B−	2.67	
77–79.99	C+	2.33	Satisfactory
73–76.99	C	2.00	
70–72.99	C−	1.67	
67–69.99	D+	1.33	
63–66.99	D	1.00	
60–62.99	D−	0.67	
00–59.99	F	0.00	Unsatisfactory
—	P	—	Pass
—	NP	—	No Pass
—	I	Not included in GPA calculation	Requirements of the course not completed for valid reasons
—	W	—	Withdrawal from an elective course

—	AU	—	Auditing a course without receiving a grade

4.5. Examination grading scale:

90–100 — “5” Excellent

80–89 — “4” Good

60–79 — “3” Satisfactory

0–59 — “2” Unsatisfactory

Pass/fail credit:

0–49 — Fail

50–100 — Pass

4.6. If a student’s record contains a grade for a discipline but no points, the following points shall be assigned under these Regulations to display the GPA numerical equivalent:

“3” — 76 points

“4” — 80 points

“5” — 92 points

Pass/fail credit — 76 points

4.7. Modules (examinations) are completed by computer-based testing. In this case, interim assessment (IA) and students’ independent work (SIW) are combined, and the maximum testing score is 41 points. Modules are taken according to the academic schedule. After two modules, the student may earn 0–100 points. Students who score fewer than 60 points are not automatically awarded an examination grade and must retake the examination using the relevant statement forms (I, FX).

4.8. The final assessment is determined using the overall 100-point system.

The final class/examination score is assessed and entered automatically in the electronic record book and electronic examination/pass-fail statement according to the following scale and criteria; the GPA value is displayed numerically.

I — A grade assigned when a student is unable to complete the course assessment for a valid reason (illness supported by documentation, participation in university events, or unforeseen family circumstances). The student must inform the Director or instructor. The “I” grade is assigned by the administration and may be cleared according to the established schedule.

FX — A grade assigned to a student who earns fewer than 60 points after two modules. The student may clear the FX grade by retaking the assessment according to the established schedule.

An unsatisfactory grade, where supported by documentation and in other cases, allows the student to repeat the interim assessment no more than twice.

The student’s Grade Point Average (GPA) is calculated from academic results. Its maximum value is 4.0 points and its minimum is 2.0 points. The student’s weighted average grade is calculated from learning outcomes for each semester and upon completion of studies.

4.9. Retakes are conducted in accordance with the “Regulations on the Procedure for Admitting Students to Modules and Examination Sessions and Retaking Academic Debts.”

4.10. Re-taking a module to improve the score is not permitted. A student who does not attend or is not admitted to a module is marked “n/a”. If a student misses or is not admitted to Module 1 for a

valid reason, the Director may, on the basis of supporting documents, authorize the student to take it two weeks before the next Module 2. The CAD process for Module 2 takes place after the credit week, and an individual schedule is drawn up for taking Module 2.
During the semester, at the Director's proposal, a student who has missed 72 class hours without a valid reason is subject to expulsion.
The Directors of institutes and colleges monitor the timely preparation, attachment, and completion of examination statements (original and electronic versions).

5. Procedure for Determining a Student's Knowledge Level (Rating)

5.1. At the end of the winter and summer examination sessions, the Director determines each student's knowledge level by adding the points earned in the subjects studied during the semester.
5.2. Following the winter and summer examination sessions, the Director determines the level of each academic group within the year of study. This is calculated as the group's arithmetic mean total score (the sum of all group members' total scores divided by the number of students). The same method is used to determine the knowledge level for a year of study and a specialty.
At the end of each module, the best student and the best academic group, year of study, and specialty are identified.
5.3. A student's knowledge-level rating is compared with the results of monitoring that determines the residual level of knowledge.
5.4. In addition to student knowledge-level ratings, instructors' educational-performance ratings are also compiled. Results are summarized in accordance with the instructor responsibilities specified in Section 3.3 of these Regulations.

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