

Review of: "The Positive Impact of Dropping the Lowest Test Score on Academic Performance and Stress Levels in MathBased Graduate Courses"

Ali Abdulhussain abdulameer Aldhalemi¹

¹ Al-Furat Al-Awsat Technical University

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1- Basically , whenever the number of attempts increases or the lower exam scores are deleted, it is expected that the final score for the entire semester will increase. The strange thing is that 50-60% of the students did not want to take a second exams as their grades may be high, and so they do not want to make an additional effort for another exam. The researchers did not explain this percentage, whether it is for the second Midterm exam or for the second Final exam.

2- The researchers did not provide statistical measures such as the degree of significance or confidence limits for the resulting differences between the three groups, especially the sizes of the three specimens were small (19, 24, 25).

3 - The normalization method and the possibility of abnormal values among the scores and how they were treated were not explained.

4- It is preferable to look at the views of the lecturers referred to in the research, in addition to the opinions of the students who focus on obtaining the highest scores, while the lecturers focus on Understanding and assimilating ideas.

5- Finally, it is difficult to measure the student performance by a routine written exam rather than assessing his/her deep understanding of the scientific principles and their applications as a result of innovative teaching methods.