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

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Potential competing interests: No potential competing interests to declare.

1. Figure 1 and Table 2 indicate the same information. Table 2 is redundant and should be deleted. Further, authors should add error bar to show statistical significance.
2. In the introduction, authors attempted to connect the paper to stress levels. However, actually estimation results are not directly related to stress level. That is, their arguments are based on their speculation. There is a gap between their argument and their findings.
3. Endogenous biases seem to occur because “50-60 % students decided to take the second exam (p.5)”. That is, taking exam is not exogenously obliged, that is the condition where the experiment is valid.
4. Authors should explain more clearly the setting. Dropping lowest score effect depends on way of the evaluation on student’s performance. Roughly saying, there are two ways: Relative and absolute evaluation. The former one is that rate of “A”, “B”, “C” is determined regardless of results. For instance, only 10 % for A, 20 % for B, 30% for C, and rest of them are F (fail). In this case, dropping the lowest score is unlikely to be effective. The latter one is; all students possibly get “A” if their score of exam is very high. Authors should examplain the evaluation system.