

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

Patrick Stewart¹

¹ Millersville University of Pennsylvania

Potential competing interests: No potential competing interests to declare.

It's very confusing when you mention dropping the lowest test score. I interpreted this as having multiple exams throughout a semester and then removing the lowest score. However, it seems that you are allowing students to take the same exam twice. It seems I am not alone in this interpretation either. I would suggest making your terms less confusing to your readers.

I'm also skeptical about how you give this test over the same content. Are you asking the same exact questions? That seems ill-advised. It also seems ill-advised to give another midterm over the same content. The students will have learned extra material between the first and second takes. The student situations will be different between these two time points, and I feel it may miss the point of giving an exam at specific times.

The previous concerns also don't consider the logistics of giving extra exams. Realistically, is there enough class time to do all of this AND cover all of the needed material? Is content being cut from the curriculum to accommodate the retake?