

Abstract

Students who complete frequent quizzes perform better on exams as compared to when they do not complete frequent quizzes, but little research has investigated the different ways quizzes can be administered and how these variations affect quiz and exam performance. One variable that influences how quizzes are administered is the grading criterion. The standard practice grading criterion consists of averaging a student's quiz score into his or her final grade. A passing criterion consists of requiring a student to obtain a certain score to earn full credit for the quiz. Previous research has found that students, particularly those who are at risk for failing, do significantly better on exams when there is a low-passing criterion as compared to a higher-passing criterion. Currently, there is no research that compares the effects of standard and passing criteria on exam scores. The present study sought to compare a low-passing criterion and a standard practice criterion for quizzes and their effects on exam scores. Furthermore, the present study manipulated the type of exam question and whether the question has been replicated from a previous quiz across both a low-passing criterion and standard practice. The current study replicated previous research demonstrating that students performed better on low-passing criterion questions. Furthermore, students performed better on comprehension questions and replicated questions. Future research should conduct a parametric analysis of passing criteria to determine the optimal criteria for exam performance.

Keywords: Grading criterion, passing criteria, question type, question novelty.