

**Weekly Mini-Examinations (Quizzes) Based on Extended-Matching Questions as a Means for Monitoring Medical Student Performance**

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**Aim.** To introduce medical students to extended-matching examinations and to determine whether weekly mini-examinations (quizzes) could be used effectively to monitor students' academic achievement.

**Methods.** Brief, 10-question quizzes were presented in the extended-matching format weekly to 227 second-year medical students. In order to reduce pre-test anxiety, the matching word list was released to the class in advance. Measures of student achievement included the performance on 22 weekly quizzes, five interim examinations, and a final comprehensive examination.

**Results.** Extended-matching weekly quizzes were popular with the students. The class mean on 22 weekly quizzes was 87%. The results obtained on 22 weekly quizzes correlated with students' scores on five interim examinations written in the extended-matching format ( $r=0.74$ ) and on a multiple-choice final comprehensive examination ( $r=0.55$ ).

**Conclusion.** Extended-matching quizzes provide a relatively stress-free method for motivating students to attend small group seminars and to monitor their performance during the academic year. We recommend weekly extended-matching quizzes as a simple, yet efficient method for monitoring students' academic achievement.

**Key words:** education, medical; educational measurement; pathology