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## Use of Progress Testing in Undergraduate Dental Education

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## PROGRESS TESTING IN UNDERGRADUATE DENTAL EDUCATION

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### Introduction

- Longitudinal, feedback oriented assessment to measure growth of knowledge.
- Peninsula Dental School was the first to use progress testing in undergraduate dental education.
- Each progress test is benchmarked to the level expected of a newly qualified.
- Each test is based on 100 single best multiple choice items with an appropriate clinical vignette

### Aim:

To evaluate the performance of undergraduate dental students on progress tests

### Methods

Data were collected for data were collated across seven academic years and from all year groups sitting each test at Peninsula.

### Results

- A total of 56 distinct test occasions over 10 years.
- Overall reliability was acceptable, Alpha= 0.75 (SD=0.09, range 0.50-0.90).

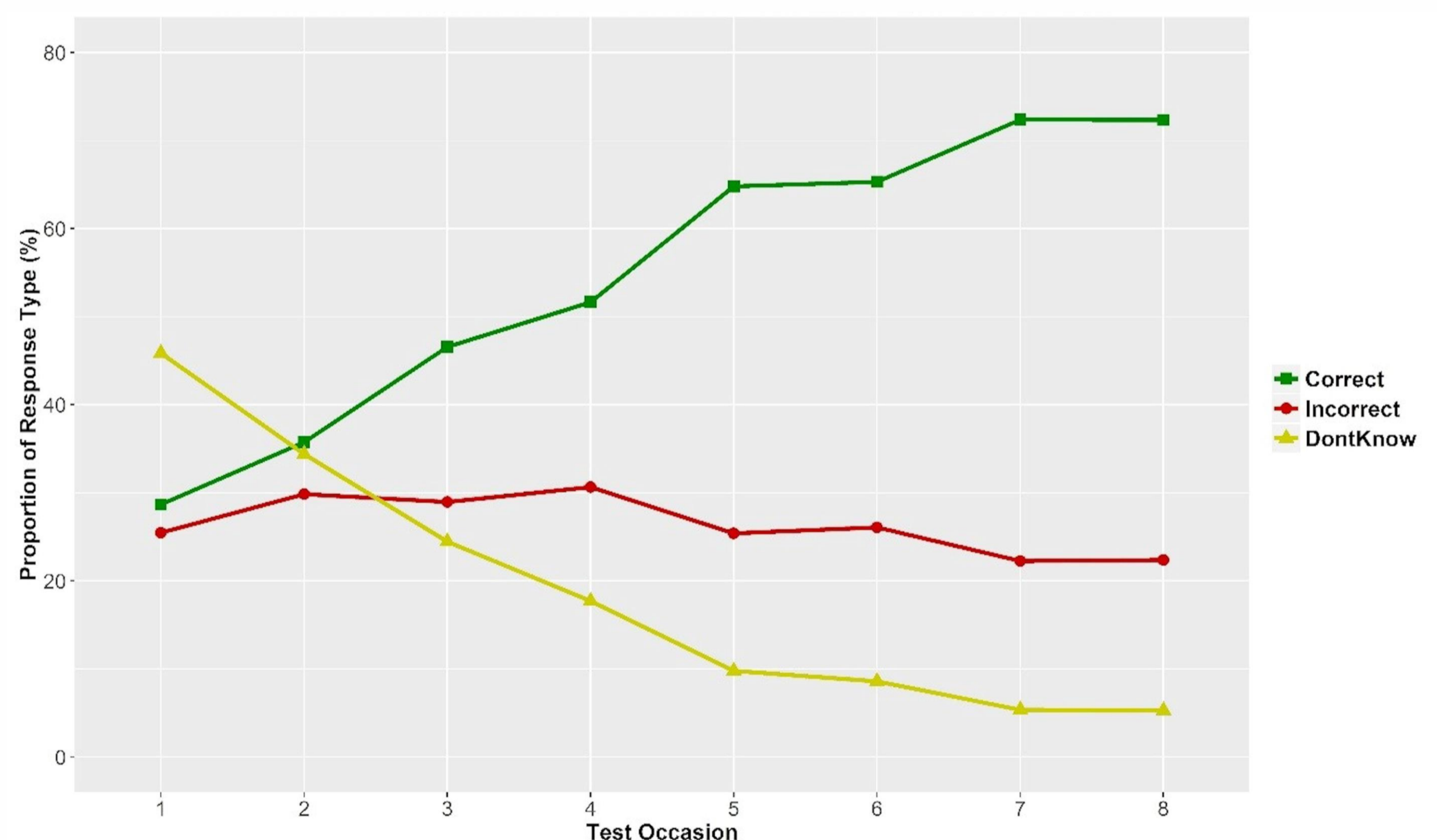


Fig. 1 Graphical Representation of Growth in Applied Dental Knowledge

Table 1: Response Type Proportions and Mean Score by Test Occasion

Test Occasion	N (Cohorts)	Score (%)	SD	Response Type Proportion (%)		
				Correct	Incorrect	Don't Know
1	8	22.34	7.75	28.67	25.47	45.85
2	8	28.38	9.11	35.76	29.84	34.4
3	8	39.34	5.65	46.57	28.96	24.46
4	7	44.45	11.65	51.65	30.65	17.7
5	7	58.49	5.31	64.81	25.41	9.78
6	6	59.35	10.78	65.33	26.09	8.59
7	6	66.81	6.53	72.38	22.26	5.36
8	6	67.36	7.48	72.34	22.38	5.28

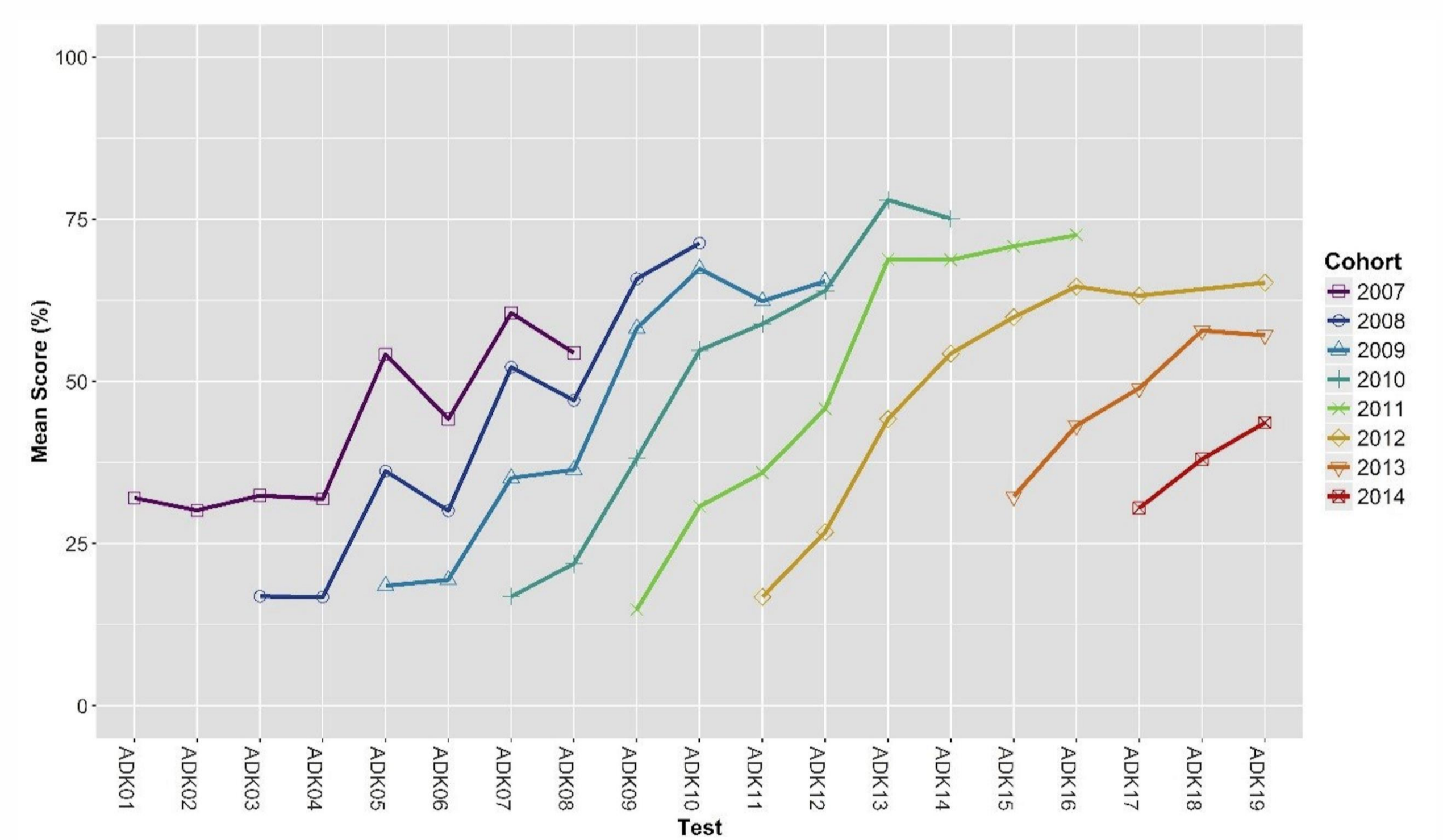


Figure 2: Mean Scores (%) by Cohort across tests

### Conclusions

- ❑ Progress testing is appropriate for assessment of undergraduate dental students.
- ❑ Test preparation, administration and standard setting presents distinct challenges
- ❑ Need to develop collaboration to develop progress testing in other dental institutions.

