

VALIDITY AND RELIABILITY OF PEER GRADING OF FREE RESPONSE EXAM QUESTIONS (C1),

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One strength of free response questions is their ability to assess students' critical thinking skills. Despite their value, free response questions are often underutilized in pharmacy education due to the significant grading time they require. As a result, we propose a peer grading process as an alternative to faculty grading, in order to reduce the time needed to grade free response questions. The purpose of this study is to assess the validity and reliability of this peer grading process. Students in selected courses, taking exams containing free response questions, have been consented to participate in the study. All exams are developed, administered, and graded as usual by faculty. This is followed by a class session where students grade peers' questions under the direction of faculty. Each question of any given student is graded by three different peers. A number of measures are employed to maximize blinding and reduce grader bias. The actual grades received by students are those assigned by faculty. The validity of peer grading will be tested using Pearson correlation between faculty's grades and grades assigned by peers. Reliability is tested using correlation coefficients between the three grades assigned by any given student for any given exam question. Results will be discussed.