

Analysis of the  
University of Auckland MBChB  
Progress Test 26 Data  
(Report for Students)

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## 1 Test Information

This document was prepared for students who sat Progress Test 26. It contains the results of the **FINAL** analysis run of the University of Auckland MBChB Progress Test 26 (PT26) data. The final analysis run excludes any questions that were deemed problematic in the post test moderation meeting. The following items were excluded in this run : Q029, Q059, Q118

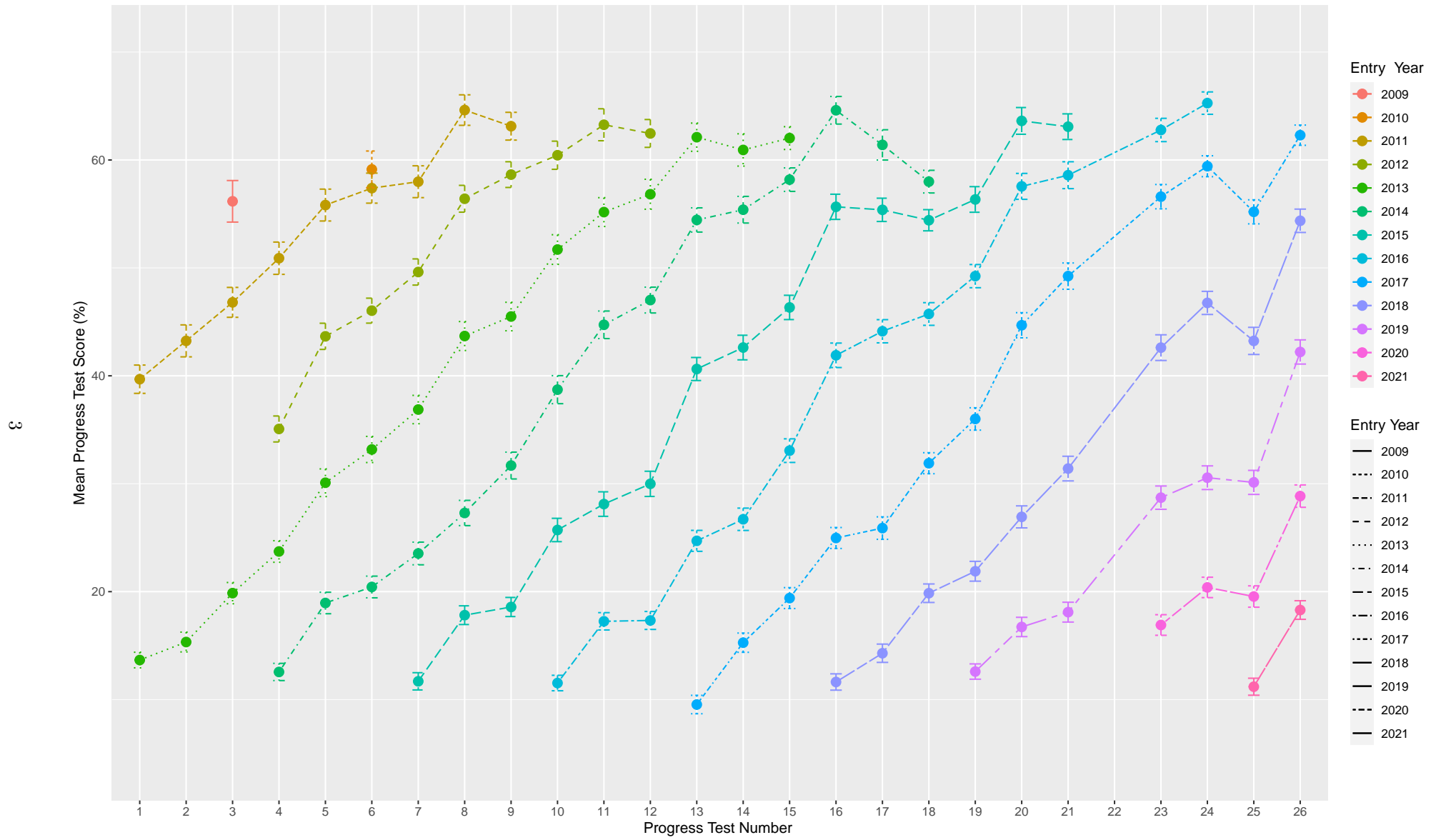
The test date was 16/07/2021.

## 2 Student Progress

Progress Testing began in 2013 with PT1. Since then, three progress tests have been conducted each year, with the exception of 2020. In 2020, the first test of the year (PT22) was cancelled as a result of the restrictions imposed in response to COVID-19. Figure 1.<sup>1</sup> on the following page shows the mean progress test score for each year group in each test. It should be noted that the mean scores reflect the combination of student ability and test difficulty. While a year group's mean test score should increase over time if all tests are equally difficult, harder tests may lead to some or all year groups showing lower mean scores in specific tests. Variation in test difficulty is accounted for through setting specific grade boundaries for each test, as outlined in section 3.2. It is also worth noting that the mean scores are based on the calculated score, where incorrect responses incur a -0.25 mark penalty.

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<sup>1</sup>Year 6 students in 2013 and 2014 also sat PT03 (n = 123) and PT06 (n = 138) as formative tests, respectively. The data from these groups (Cohorts 2009 and 2010) inform the standards that are set for Y6 students, starting with PT07.



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Figure 1: Longitudinal Progress Test Scores (Mean and 95% CI)

### 3 Test Statistics

#### 3.1 Summary Statistics

Table 1 to Table 5 show the summary statistics of the scores in all progress tests that the current Year 2 to Year 6 students have sat.

Table 1: Current Year 2 Descriptive Statistics

PT	Minimum	P25	Median	Mean	SD	P75	P95	Maximum	IQR	Range	N
PT25	-3.5	7.1	10.2	11.2	6.8	14.2	25.1	40.2	7.1	43.7	293.0
PT26	0.6	12.9	17.4	18.3	7.5	21.7	32.2	45.7	8.8	45.1	291.0

Table 2: Current Year 3 Descriptive Statistics

PT	Minimum	P25	Median	Mean	SD	P75	P95	Maximum	IQR	Range	N
PT23	-0.4	10.9	16.4	16.9	8.1	21.9	31.3	45.9	11.0	46.3	282.0
PT24	2.2	14.6	19.7	20.4	8.1	25.7	34.2	52.4	11.1	50.2	282.0
PT25	1.5	13.7	18.8	19.5	8.4	25.3	34.4	49.8	11.6	48.3	277.0
PT26	9.6	22.1	28.1	28.9	8.7	34.8	44.8	58.2	12.7	48.6	274.0

Table 3: Current Year 4 Descriptive Statistics

PT	Minimum	P25	Median	Mean	SD	P75	P95	Maximum	IQR	Range	N
PT19	-0.4	8.7	12.0	12.6	6.0	15.7	22.6	38.2	7.0	38.6	276.0
PT20	-3.9	11.5	15.6	16.7	7.6	20.9	27.9	57.6	9.4	61.5	278.0
PT21	1.3	12.9	17.4	18.1	7.7	22.2	33.4	47.9	9.3	46.6	275.0
PT23	8.8	22.3	27.7	28.7	9.1	33.8	44.7	69.7	11.5	60.9	276.0
PT24	10.2	24.1	29.8	30.6	9.2	35.8	47.4	65.9	11.7	55.7	274.0
PT25	9.0	23.7	29.8	30.1	9.4	36.0	44.2	68.1	12.3	59.1	274.0
PT26	17.8	36.2	42.2	42.2	9.5	48.2	58.4	77.7	12.0	59.9	276.0

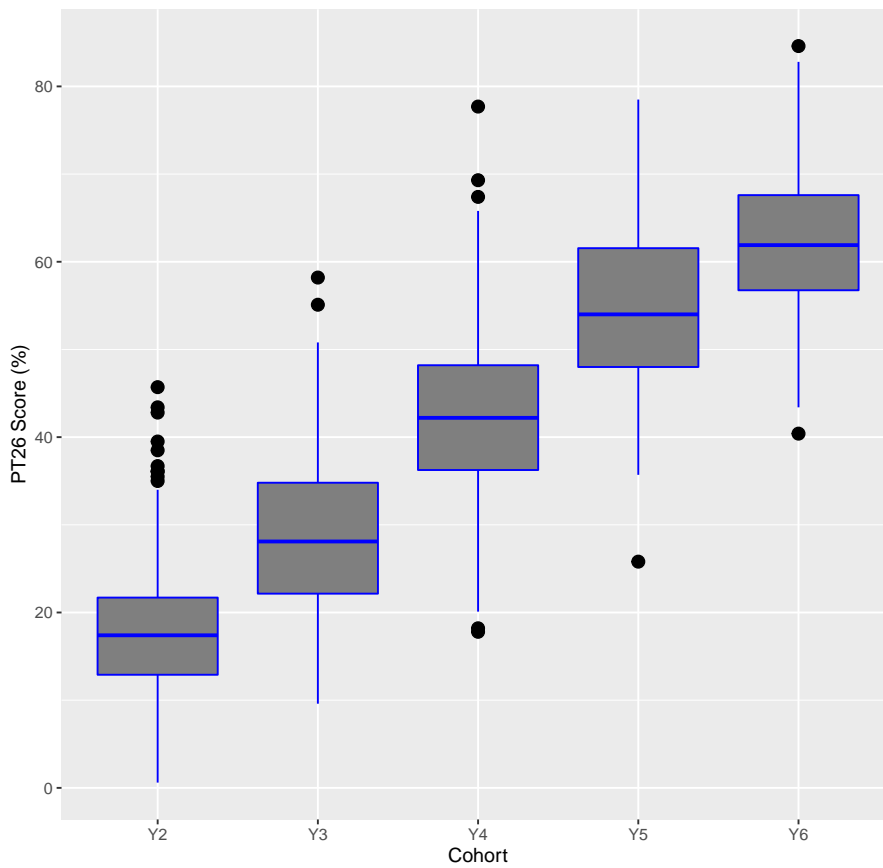
Table 4: Current Year 5 Descriptive Statistics

PT	Minimum	P25	Median	Mean	SD	P75	P95	Maximum	IQR	Range	N
PT16	-0.4	6.9	10.8	11.6	6.5	15.6	23.1	39.8	8.7	40.2	284.0
PT17	1.4	8.8	13.5	14.3	7.2	18.7	27.3	41.6	9.9	40.2	282.0
PT18	3.1	14.9	19.4	19.9	7.3	24.4	32.4	47.1	9.5	44.0	281.0
PT19	2.2	16.9	20.9	21.9	7.8	26.3	36.0	50.6	9.4	48.4	280.0
PT20	10.9	21.1	26.4	26.9	8.7	31.6	42.9	54.3	10.5	43.4	280.0
PT21	7.6	23.8	30.9	31.4	9.7	37.9	48.9	64.0	14.1	56.4	278.0
PT23	19.1	34.8	42.0	42.6	10.1	50.0	60.9	68.2	15.2	49.1	279.0
PT24	25.8	40.4	46.1	46.8	9.1	52.9	62.0	73.6	12.5	47.8	278.0
PT25	16.7	35.6	42.3	43.2	10.5	50.6	62.2	75.0	15.0	58.3	271.0
PT26	25.8	48.0	54.0	54.4	9.1	61.7	70.2	78.5	13.7	52.7	272.0

Table 5: Current Year 6 Descriptive Statistics

PT	Minimum	P25	Median	Mean	SD	P75	P95	Maximum	IQR	Range	N
PT13	-0.2	4.7	8.2	9.5	7.2	12.1	24.1	44.7	7.4	44.9	274.0
PT14	1.4	10.0	14.3	15.3	7.5	19.5	28.7	49.2	9.5	47.8	271.0
PT15	2.6	13.5	19.0	19.4	8.1	23.9	35.3	47.2	10.4	44.6	274.0
PT16	4.8	19.2	24.4	25.0	8.3	30.4	40.2	55.0	11.2	50.2	281.0
PT17	6.8	19.3	25.2	25.9	8.9	30.3	42.4	56.1	11.0	49.3	281.0
PT18	15.7	25.4	31.8	31.9	8.3	37.4	45.9	59.7	12.0	44.0	282.0
PT19	15.9	30.3	35.7	36.0	8.8	42.1	51.8	57.7	11.8	41.8	278.0
PT20	23.0	36.7	44.1	44.7	9.8	51.2	62.5	74.0	14.5	51.0	277.0
PT21	21.4	41.5	48.7	49.2	10.3	55.7	65.3	79.7	14.2	58.3	277.0
PT23	27.7	49.4	55.9	56.6	9.6	63.7	72.3	83.8	14.3	56.1	283.0
PT24	39.4	54.3	58.9	59.4	8.3	65.5	73.8	88.0	11.2	48.6	282.0
PT25	32.5	48.3	54.4	55.2	9.5	62.1	70.9	81.2	13.8	48.7	285.0
PT26	40.4	56.7	61.9	62.3	8.0	67.6	75.8	84.6	10.9	44.2	280.0

The diagram in Figure 2 visually captures some of the key summary statistics for PT26 scores that are found in the descriptive statistics tables. The horizontal line inside the box represents the median PT26 score. The top and bottom borders of the box show the 75th percentile (P75) and 25th percentile (P25), respectively. The height of the box shows the the interquartile range (IQR). Outliers are defined as any value more than 1.5 times the interquartile range from the 25th/75th percentile (whichever is closer) and are shown as black dots. The ends of the whiskers correspond to the minimum and maximum PT26 scores, excluding outliers. The lowest point to the highest point within a year group (including the outliers) shows the range of the scores in the distribution.



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Figure 2: Boxplots of PT26 Scores By Cohort

### 3.2 Grade Boundaries

Because Year 2 to Year 5 students are graded normatively, certain percentages of the cohort are expected to be classified in one of the four PT grades as shown in Table 6. The cut-scores that would yield PT26 grades with this distribution are found in Table 7.

Table 6: Distribution of students per cohort that will be awarded different PT grades

Cohort	Unsatisfactory	Borderline	Satisfactory	Excellent
Year 2	5%	10%	80%	5%
Year 3	4%	8%	83%	5%
Year 4	3%	6%	86%	5%
Year 5	2%	4%	89%	5%

Table 7: Cut Scores

Cohort	Boundary	Cut Score
Y2	UB	7.7
Y2	BS	11.4
Y2	SE	32.3
Y3	UB	15.0
Y3	BS	18.6
Y3	SE	44.9
Y4	UB	25.7
Y4	BS	29.8
Y4	SE	58.5
Y5	UB	37.3
Y5	BS	40.3
Y5	SE	70.2

Year 6 boundary scores were determined using the item-mapping method of standard setting as proposed by Wang (2003)<sup>2</sup>. The results were triangulated using historical data as well as Cohen’s method (Cohen-Schotanus and van der Vleuten, 2010). Number-correct scores, instead of formula (or negatively marked) scores were analysed using Rasch Analysis software to estimate the locations of the items (*difficulty*) and of test takers (*ability*) on the same scale.

The two groups of experts that participated in the item-mapping sessions were composed of clinicians familiar with the standard expected of both final year medical students and new graduates. The results of both standard setting sessions were considered to propose that the PT26 score of 45.9% (when using negative marking for incorrect responses) be the Pass-Fail cut-score.

The item-mapping method is a recognised method for determining the Pass-Fail cut-score. However, experts may find it difficult to find a consensus when determining the Excellent-Pass cut-score, and different groups of experts are more likely to propose very different cut-scores for Excellent-Pass boundaries than pass/fail boundaries. As a result, the Excellent-Pass cut-score, with the approval of the Assessment Subcommittee, was determined using norm-referencing. Just like in other cohorts, the progress test grade that separated the top 5% of the cohort became the cut-score. With the Year 6 cohort, the PT26 cut-score was 75.8%.

<sup>2</sup>See MacCann and Stanley (2006) for comparison of item mapping with the more familiar methods such as Angoff procedure and the bookmark method.

### 3.3 Response Summary

#### 3.3.1 PT26 Data

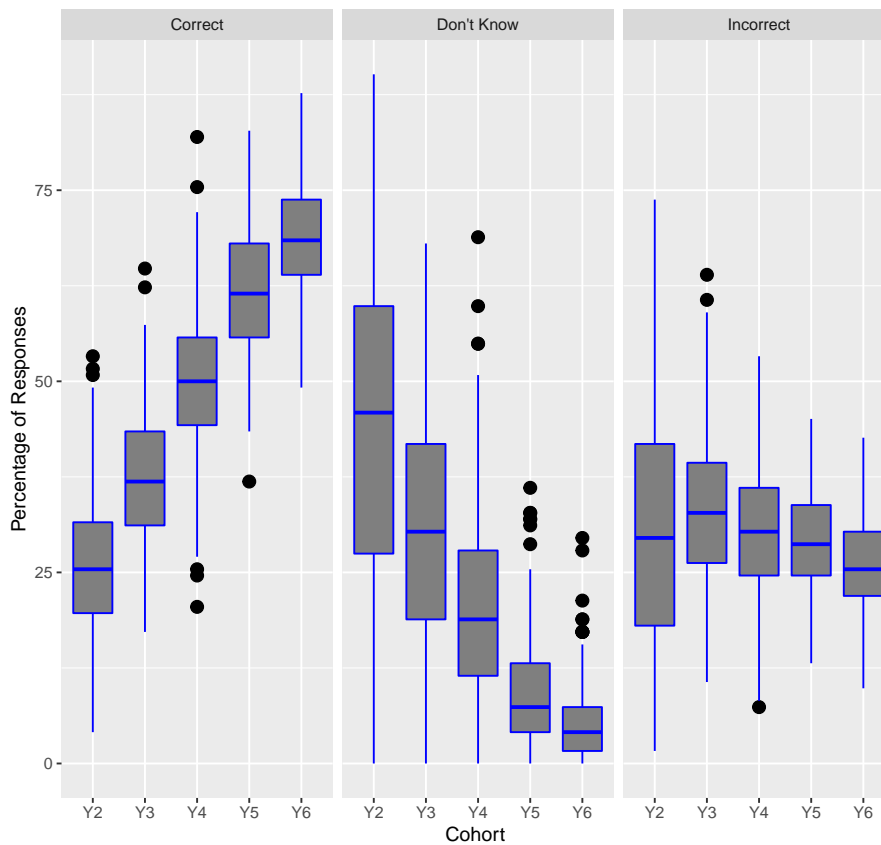
Table 8 shows the average counts of the three possible response types to the 122 PT26 items: correct, incorrect and *don't know* (DK) responses.

In progress testing, students who are relatively new to the programme are, on average, expected to have more DK and fewer correct responses than those who have been in the programme for a longer period of time.

Table 8: Mean Number of Responses to 122 Items

Response	Y2	Y3	Y4	Y5	Y6
Correct	31.7	45.2	60.6	75.2	83.9
Don't Know	52.8	36.9	24.8	11.1	6.4
Incorrect	37.5	39.9	36.6	35.7	31.7

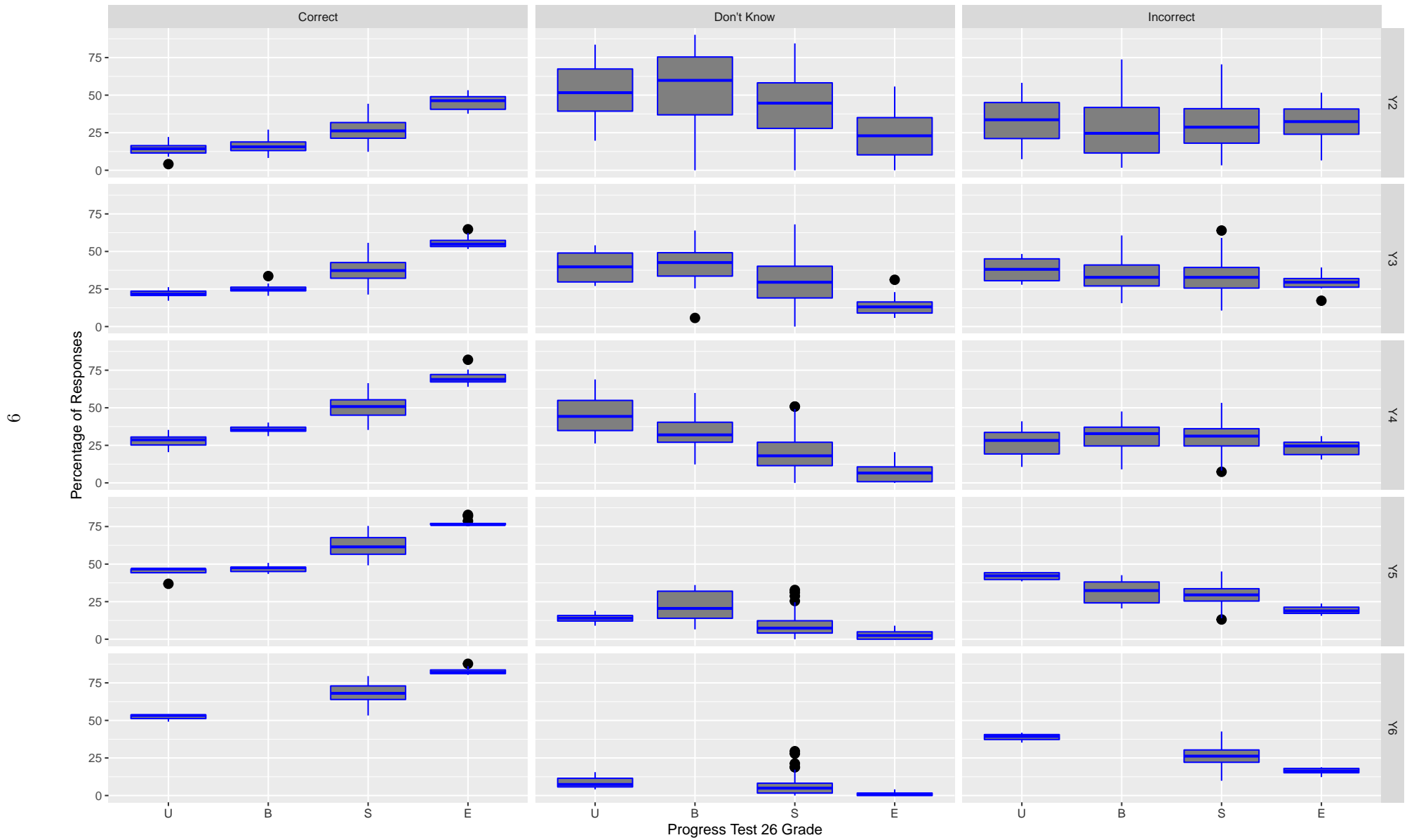
Figure 3 shows the summary statistics *minimum*, *P25*, *median*, *P75* and *maximum* for each response type per cohort. Boxplots that show the same summary statistics for each response type per PT26 grade of each cohort are found in Figure 4.



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Figure 3: Response Summary Boxplots





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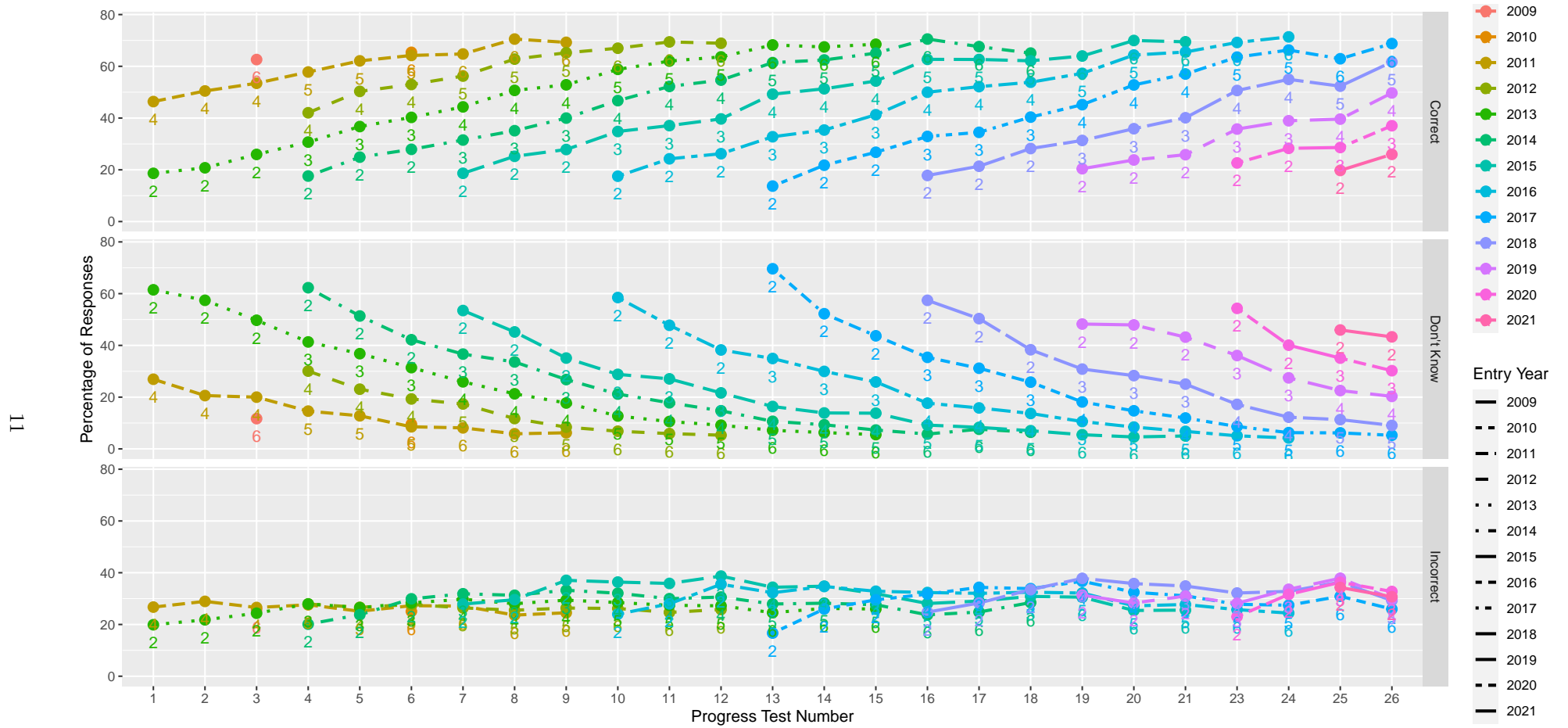
Figure 4: Response Summary Boxplots by Cohort and PT26 Grade

### 3.3.2 Longitudinal Data

Table 9: Percentage of Responses

Cohort	Response	PT12	PT13	PT14	PT15	PT16	PT17	PT18	PT19	PT20	PT21	PT23	PT24	PT25	PT26
2021	Correct													20	26
2021	Don't Know													46	43
2021	Incorrect													34	31
2020	Correct											23	28	29	37
2020	Don't Know											54	40	35	30
2020	Incorrect											23	32	36	33
2019	Correct								20	24	26	36	39	40	50
2019	Don't Know								48	48	43	36	27	23	20
2019	Incorrect								31	28	31	28	34	38	30
2018	Correct					18	21	28	31	36	40	51	55	52	62
2018	Don't Know					57	50	38	31	28	25	17	12	11	9
2018	Incorrect					25	28	33	38	36	35	32	33	36	29
2017	Correct		14	22	27	33	34	40	45	53	57	64	66	63	69
2017	Don't Know		70	52	44	35	31	26	18	15	12	9	6	6	5
2017	Incorrect		17	26	30	32	34	34	37	32	31	28	27	31	26
2016	Correct	26	33	35	41	50	52	54	57	64	66	69	71		
2016	Don't Know	38	35	30	26	18	16	14	11	8	7	5	4		
2016	Incorrect	36	32	35	33	32	32	32	32	27	28	26	24		
2015	Correct	40	49	51	54	63	63	62	64	70	69				
2015	Don't Know	22	16	14	14	9	8	7	5	5	5				
2015	Incorrect	39	34	35	32	28	29	31	31	25	26				
2014	Correct	55	61	62	65	71	68	65							
2014	Don't Know	15	11	9	7	6	8	6							
2014	Incorrect	31	28	28	28	24	25	28							
2013	Correct	64	68	67	69										
2013	Don't Know	9	7	6	6										
2013	Incorrect	27	25	26	26										
2012	Correct	69													
2012	Don't Know	5													
2012	Incorrect	26													

Figure 5 shows the summaries of correct, don't know, and incorrect responses from the first to the current progress test.



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Figure 5: Summaries of Responses

## References

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