**An Examination of Quizzes, Student Motivation, and Exam Performance in An Auditing Course**

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**ABSTRACT**

*This paper examines how a student’s attitude towards quizzes impacts course performance. The data for this research project was extracted from gradebooks from an upper stream accounting course. In this course, students were given the change to drop the three lowest out of eleven quiz grades. Some students carefully calculated the points that they needed to get their desired grades (grade-motivated students), while others paid more attention to the learning materials (learning-motivated students). Comparing the two groups of students, this paper examines student’s attitude towards the dropping polices, and how the student’s attitude was reflected in their exam performance. Implications are useful for business educators to design quizzes and quiz related policies to improve learning outcomes.*