SUBJECT EXAMINATION PROGRAM

ADVANCED CLINICAL EXAMINATION

YYYY - YYYY Academic Year-End Report

NBME℠

000000 - Generic Medical School

Performance of Medical Students Testing mm/dd/yyyy - mm/dd/yyyy

Candidate Group	Academic Year Clerkship Rotation	Number of Examinees	Total Test Equated Percent Correct Score Mean (SD)
All Takers From Your School	All Clerkship Rotations	68	80.1 (7.4)
First-Time Takers From Your School	All Clerkship Rotations	61	79.4 (7.4)
Comparison Group	All Clerkship Rotations	5,251	77.5 (7.5)
Comparison Group	4 Week Rotations	2,855	77.7 (7.7)
Comparison Group	Traditional Rotations	2,699	77.6 (7.7)

This report compares the equated percent correct score performance of all takers and first-time takers from your school with comparison group examinees from schools taking the examination during this academic year. All takers from your school may include examinees with multiple administrations during this academic year. First-time takers from your school may include examinees who took the examination with extended testing time or for purposes other than as a final examination. Any examinees who fail to enter a valid ID may not be identified as first-time takers. The comparison group includes first-time takers from LCME-accredited medical schools who took a form of this examination as an end-of-course or end-of-clerkship examination administered under standard testing time.

This report also provides information regarding the performance of comparison group examinees as a function of the most common clerkship rotation lengths and types (at least 500 examinees across 5 schools) listed in the table above. Clerkship rotation type is reported in two categories: non-traditional (i.e., longitudinal, integrated, systems/problem-based) and traditional. The clerkship rotation length and type categories only include comparison group examinees that have clerkship rotation length and/or type information available.

The scores reported above are equated percent correct scores that represent mastery of the content domain assessed by the examination. They are calculated as the percentage of items in the content domain that would be answered correctly based on an examinee's proficiency level.

The enclosed graph provides information regarding the performance of first-time takers from your school for the major content areas reported for this examination. This information has been provided to help evaluate your school's curriculum and other relevant educational issues. The graph is only provided if at least 15 first-time takers from your school took the examination during this academic year. If a band is not displayed, it indicates that the performance band extends beyond the displayed portion of the scale. If all bands extend beyond the displayed portion of the scale, the graph is not provided.
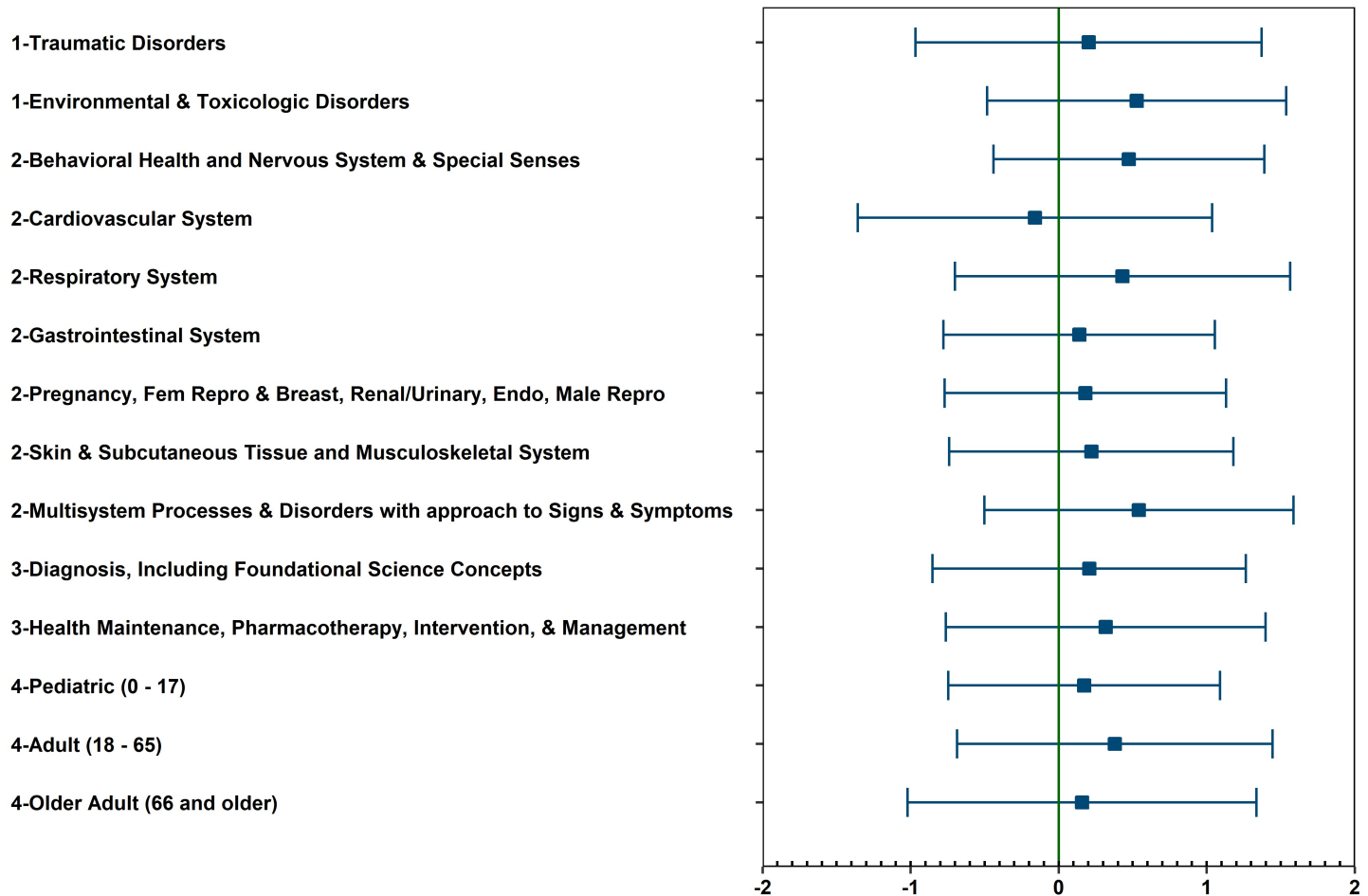
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Performance of First-Time Takers Testing mm/dd/yyyy - mm/dd/yyyy

The above graph provides information regarding the distribution of performance for first-time takers from your medical school relative to the performance of the comparison group in each content area. All performance indicators are scaled in standard score units based on the performance of the comparison group: the mean and standard deviation (SD) for this group are 0 and 1, respectively, for each content area. The mean performance of the comparison group is represented by the vertical solid green line at 0.0. Roughly 68% of the comparison group scored within one SD of the mean, between -1.0 and 1.0. The distribution of performance for first-time takers from your school is represented by the blue boxes and horizontal lines. The blue box depicts the mean performance of first-time takers from your school. The distance from the blue box to one end of the blue line indicates one SD for your school. The interval spanned by each blue line represents your school mean plus/minus one SD; approximately 68% of your students performed in this interval.

By comparing the location of the blue boxes, you can determine the content areas in which the performance of your students was relatively strong and weak. Because many of the performance indicators are based on a relatively small number of items, differences smaller than a few tenths of an SD are not likely to be meaningful.

Performance indicators are coded within major content areas as follows: **1 is for Topic, 2 is for Organ Systems, 3 is for Physician Tasks, and 4 is for Patient Group.**