



MOVING ASSESSMENT FORWARD FOR MEDICAL EDUCATION

The NBME Invitational Conference for Educators (NICE) in June could not have come at a better time. This instructional and collegial event did more than help attendees develop exam writing skills. It encouraged **220** medical faculty attendees representing over **150** medical schools and colleges to share their ideas and concerns and learn more about the evolving innovations across assessment and MedEd. The content within this edition of *NBME Impact* echoes and addresses the discussions that transpired at NICE and shares NBME's progress in support of the MedEd community.

INTEGRATION OF DEI CONTINUES

Several focused efforts are underway to further incorporate DEI into everything we do to provide shared value and benefits for examinees, medical educators and community members. This range spans from spotlighting DEI and the future of assessment as the closing discussion at NICE, to creating a more structured way to review and respond to your inquiries about test questions.

Improving Exam Content: Introducing the USMLE® Patient Characteristics Advisory Panel

In July, USMLE commenced work with the newly convened Patient Characteristics Advisory Panel to expand the impact of the previous USMLE Management Committee task force. With support from NBME staff, this panel of practicing physicians and USMLE committee members will help ensure exam content, practices and review processes illustrate patient characteristics fairly, accurately and devoid of stereotyping. Their vision: patient characteristics included in USMLE test items both reflect the patient population that examinees care for and adhere to NBME's updated [Item Writing Guide](#). This guide can help any educator appropriately describe patients to construct quality test questions. The Advisory Panel members, who were selected with diversity in geography, specialty, gender and race/ethnicity in mind, include:

- ▶ **Andrea A. Anderson**, MD, The George Washington University School of Medicine and Health Sciences
- ▶ **Karen Brasel**, MD, MPH, Oregon Health & Science University School of Medicine
- ▶ **Thomas M. DeFer**, MD, Washington University School of Medicine
- ▶ **John Francis**, MD, PhD, Augusta University/University of Georgia Medical Partnership
- ▶ **Reena Karani**, MD, MHPE, (**Chair**), Icahn School of Medicine at Mount Sinai
- ▶ **Florencia Greer Polite**, MD, Perelman School of Medicine at the University of Pennsylvania
- ▶ **Caren M. Stalburg**, MD, MA, University of Michigan Medical School
- ▶ **Nikki Stewart**, MD, MPH, MBA, Howard University College of Medicine

Amplifying Community Giving Through Additional Learning Resources

Furthering equity and access to learning resources to support students as they prepare for their medical licensing exams on their journey to becoming physicians is important to NBME. In April, NBME provided a total of **1,440** complimentary [NBME® Self-Assessment](#) vouchers to four historically Black medical schools for their students. Institutions included:

- ▶ Charles R. Drew University of Medicine and Science
- ▶ Howard University College of Medicine
- ▶ Meharry Medical College
- ▶ Morehouse School of Medicine

WORKING TOGETHER TO IMPROVE THE UME-to-GME TRANSITION

Our work in creating substantial change in the areas that impact rising physicians the most, particularly concerning the challenges discussed at the [Invitational Conference on USMLE Scoring \(InCUS\)](#), is informed by your feedback. Discover the concrete actions NBME has taken to address these challenges.

Preliminary Recommendations from the UGRC of the Coalition for Physician Accountability

A public comment period followed the release of preliminary recommendations by the Coalition's Undergraduate Medical Education to Graduate Medical Education Review Committee (UGRC) to address the challenges that exist in the transition from medical school to residency. As a Coalition member, NBME promoted this public comment period by reaching out directly to its **network of hundreds** of subject matter expert volunteers and stakeholders. At the end of the public comment period, the UGRC incorporated this feedback into its final report and set of recommendations for the Coalition's review. NBME looks forward to sharing with you the UGRC's full report and recommendations later this summer that will also contain an overview of the feedback submitted during the public comment period.

USMLE Step 1 Pass/Fail Score Reporting

A critical challenge discussed at InCUS was the overemphasis of USMLE Step 1 scores when screening residency candidates. To reduce this overemphasis, implementation of pass/fail score reporting for Step 1 will occur for administrations on or after January 26, 2022. To assist in managing through this change and to mitigate confusion, we are listening to feedback from you and your students and planning a host of supportive resources this fall. In the meantime, we encourage you to [read the full story](#) where you can view sample score reports showing the upcoming change.

COLLABORATING FOR INNOVATION ACROSS THE ASSESSMENT COMMUNITY

Research and innovation drive advancement of NBME assessments. These enhancements help you evaluate your students' performance, improve the [Journey of an Item](#) and respond to the needs within MedEd.

Automated Item Generation Creates New Pathways for Exam Items

To support the need for providing rapid, high-quality test content and more efficiency for all programs, NBME's Test Development team is moving forward with extensive piloting and implementation of an automated item generation (AIG) framework. AIG uses cognitive modeling to rapidly create multiple-choice test questions (MCQs). Following a successful proof-of-concept pilot in 2020, in which NBME trained **38** subject matter experts to use AIG for **five** exams, a strategic initiative now provides immediate application development and support for more exams. Staff on this initiative will employ AIG technology within the next year to generate items for additional Medical School Subject (MSS) and health professional exams. Pilot planning is also underway for use of AIG in USMLE content generation. We look forward to providing you with updates as this strategic work continues.

Additional Enhanced NBME® Self-Assessments Now Available

Designed to optimize students' learning and align with [USMLE Step 2 Clinical Knowledge \(CK\) content](#), **three new versions** of Comprehensive Clinical Science Self-Assessment forms are now [available for ordering](#). With an increased number of questions, these Self-Assessments also enable students to learn from in-depth answer explanations and continue to provide scoring information so that students can assess their readiness for other exams. Learn more [here](#).

***NLP in Assessment*, An Upcoming NBME Educational Conference**

To bring together researchers from educational measurement and natural language processing (NLP) communities and foster new ways to improve assessment using NLP capabilities, NBME is hosting [NLP in Assessment](#), a virtual conference from Nov. 1 to Nov. 2, 2021. Attendees can look forward to hearing from the conference's Keynote Speaker, [Jill Burstein, PhD](#), Principal Assessment Scientist at Duolingo, as well as presentations from other internationally renowned experts. Complimentary registration is now open; those interested in attending can [register by Oct. 1, 2021](#).

IMPROVING THE EXAM DAY EXPERIENCE WITH HELPFUL TOOLS

NBME and USMLE use your feedback to continually support, simplify and streamline exam practices. In doing so, these solutions help create better testing environments and touch points for you and your students.

Implementing STOPit Solutions

- ▶ This spring, USMLE launched **STOPit Solutions**, an app for easier, anonymous reporting of a security concern. To help ensure a fair playing field for all examinees, the handheld technology enables anyone with a USMLE exam security concern to report the suspected violation. Students and faculty can visit [Apple](#) or [Google Play Store](#) for a free download with the access code: USMLE-TIP. A [browser-enabled reporting tool](#) is also available.

Exam Day and Administration Enhancements

- ▶ [Prometric's "Test Administration Toolkit: Enabling Medical Student Support and Communications"](#) for medical school administrators and educators provides resources to assist your students in scheduling a USMLE, NBME® Clinical Science Subject Examination or Comprehensive Subject Examination at a Prometric test center.
- ▶ In addition, students can engage with [Prometric's enhanced scheduling system](#) with a new queue system for peak usage times, which enables examinees to have fewer clicks and to see seat availability across a range of locations at one time.

CALL FOR NOMINATIONS FOR THE 2021-2022 HUBBARD AWARD

Do you know someone who has made sustained and significant contributions to the field of assessment in medical education? Submit a letter of nomination to HubbardAward@nbme.org by Friday, Sept. 24, 2021, and [learn more about the Hubbard Award here](#).

STAY CONNECTED & INFORMED

You can relay your needs while staying up to date on NBME's latest innovative solutions and initiatives. Start with these steps:

- ▶ **Engage with us on NBME social media channels.** You can find us on LinkedIn [@NBME.org](#), follow us on Twitter [@NBMENow](#) and like us on Facebook [@NBME.org](#).
- ▶ **Access [previous editions](#)** of this report to learn about NBME's efforts in other areas.
- ▶ **Share this report** within your professional and educational circles, and feel free to send us feedback about the content within this edition by emailing Communications@NBME.org.