



**NBME**<sup>®</sup>

**NATIONAL BOARD OF MEDICAL EXAMINERS**<sup>®</sup>

**SUBJECT EXAMINATION PROGRAM**

**Content Area Item Analysis Report**

Subject examinations provide institutions with one tool for measuring examinees' understanding of the basic biomedical and clinical sciences. While responsibility for use of NBME<sup>®</sup> subject examinations lies with the institution, this document provides information to assist institutions in carrying out that responsibility and offers recommendations regarding use of test scores. Test scores should not be used alone, but rather in conjunction with other indications of examinee performance in determination of grades.

A *Content Area Item Analysis* is available for any subject examination with 10 or more examinees. Item analysis data and content area descriptors of the items, when reviewed together, can be helpful in determining the extent to which your examinees have learned the content of individual items.

For each item, the *Content Area Item Analysis* shows:

- the content area classification, which is a combination of the USMLE<sup>®</sup> Step 2 Clinical Knowledge (CK) four-digit content outline category code (the full content outline is available on the USMLE website at [www.usmle.org](http://www.usmle.org)), the organ system or the normal growth and development/general principles of care description, the physician task, and the description summarizing the general content of the item;
- the proportion of your examinees (Schl) who correctly answered the item;
- the projected proportion of examinees nationally (Natl) who correctly answered the item; and
- the difference between the two proportions (Schl - Natl).

For items referring to organ systems, all items except those with 01 as the first set of numbers in the content outline category code, the second set of numbers (appearing to the right of the decimal place) represents the physician task assessed by each item:

- 01: health and health maintenance
- 02: mechanisms of disease
- 03: diagnosis
- 04: principles of management.

Items are listed in ascending order by Schl value: items that were the most difficult for your examinees appear first, followed by items that were increasingly easy. Thus, the *Content Area Item Analysis* provides an item-by-item summary of examinee performance, making it possible to identify areas of high and low achievement. Areas of poorer performance may primarily reflect lack of emphasis in course coverage; this may be useful information for score interpretation.

Since statistics based on the national group may have been computed based on examinations administered in a different context (paper versus web mode), caution is advised when interpreting these item statistics.

A *Content Area Item Analysis* is provided solely for faculty use to better understand examinee performance. The written authorization of the NBME must be obtained prior to any other use of the information contained in the analysis.

# CONFIDENTIAL

## National Board of Medical Examiners® Subject Examination Program Content Area Item Analysis Report Advanced Clinical'91 Ua ination

000000 - Generic Medical School

Test Date(s): mm/dd/yyyy

This report provides the USMLE® Step 2 CK content area classification for each item on the examination, along with the proportion of the examinees from your institution (Schl) and a projected proportion of examinees nationally (Natl) who answered each item correctly. These proportions (also referred to as p-values) represent the difficulty of the items for the examinees at your institution and for the national group. In addition, differences between the p-values for your examinees and for the national group are shown in the last column (Difference). Items are sorted in ascending order by institution p-value so that the items that were the most difficult for your examinees are listed first.

Reporting Group	Test Purpose	# Examinees	Order ID	Form	# Scored Items	
Medical Students	End-Of-Course/ Clerkship	100	A00000	Subject Exam	100	
Total						
Item Difficulty						
(p-value)						
Difference						
(Schl-Natl)						
Content Area Classification						
1	16.03 Endocrine and Metabolic Disorders: diabetes mellitus			.15	.33	-.18
2	07.03 Diseases of the Nervous System and Special Senses: disorders of the nervous system			.25	.42	-.17
3	15.03 Diseases of the Musculoskeletal System and Connective Tissue: traumatic injury (eg, fractures, sprains, dislocations)			.30	.56	-.26
4	07.04 Diseases of the Nervous System and Special Senses: pharmacotherapy only			.35	.42	-.07
5	07.01 Diseases of the Nervous System and Special Senses: infection involving the nervous system, eyes, or ears			.40	.39	.01
6	07.02 Diseases of the Nervous System and Special Senses: degenerative/developmental and metabolic disorders			.40	.32	.08
7	15.03 Diseases of the Musculoskeletal System and Connective Tissue: inherited, congenital, or developmental disorders			.45	.54	-.09
8	08.03 Cardiovascular Disorders: dysrhythmias; palpitations, syncope			.45	.50	-.05
9	07.03 Diseases of the Nervous System and Special Senses: disorders of the nervous system			.45	.62	-.17
10	07.04 Diseases of the Nervous System and Special Senses: management decision (treatment/diagnosis steps)			.45	.33	.12
11	07.04 Diseases of the Nervous System and Special Senses: management decision (treatment/diagnosis steps)			.50	.56	-.06
12	07.02 Diseases of the Nervous System and Special Senses: anatomy of cerebral circulation			.50	.57	-.07
13	07.02 Diseases of the Nervous System and Special Senses: localizing anatomy			.50	.60	-.10
14	12.02 Renal, Urinary, and Male Reproductive Systems: urinary incontinence and obstruction, enuresis			.55	.44	.11
15	07.03 Diseases of the Nervous System and Special Senses: disorders of the nervous system			.55	.50	.05
16	07.03 Diseases of the Nervous System and Special Senses: disorders of the nervous system			.55	.57	-.02
17	07.02 Diseases of the Nervous System and Special Senses: infection			.55	.84	-.29
18	07.03 Diseases of the Nervous System and Special Senses: disorders of the nervous system			.55	.62	-.07