



Clinical Science Examination

Equated Percent Correct Score Academic Year-End Report*

Performance of First-Time Takers During the YYYY-YYYY Academic Year
mm/dd/yyyy – mm/dd/yyyy

Medical School: 000000 Generic Medical School

Table with 4 columns: Candidate Group, Academic Year Clerkship Rotations, Number of Examinees, Total Test Equated Percent Correct Score Mean (SD). Rows include First-Time Takers From Your School and various Comparison Groups with different rotation lengths and types.

**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 compares the equated percent correct score performance of first-time takers from your school with comparison group examinees from schools taking the examination during this academic year.

This report also provides information regarding the performance of comparison group examinees as a function of the most common clerkship rotation lengths listed in the table above.

The scores reported above are equated percent correct scores that represent mastery of the content domain assessed by the examination. It is calculated as the percentage of items in the content domain that would be answered correctly based on an examinee's proficiency level. Please note that equated percent correct scores cannot be directly compared to scaled scores reported prior to August 2015.

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.

*Please note that for the purpose of this report, we have provided scores on both score scales regardless of what was originally reported.

Clinical Science Examination
YYYY-YYYY Academic Year Norms

Equated Percent Correct Score	Percentile Ranks				
	Academic Year (n=19,690)	Quarter 1 (n=5,284)	Quarter 2 (n=4,095)	Quarter 3 (n=5,028)	Quarter 4 (n=4,548)
100	100	100	100	100	100
99	100	100	100	100	100
98	100	100	100	100	100
97	100	100	100	100	100
96	100	100	100	100	100
95	100	100	100	100	100
94	100	100	100	100	100
93	100	100	100	100	100
92	100	100	100	100	99
91	99	99	99	99	99
90	99	99	99	99	98
89	98	98	98	98	97
88	97	98	98	97	96
87	96	97	97	95	94
86	94	96	96	94	92
85	92	94	94	92	90
84	90	92	91	89	87
83	88	91	89	86	85
82	85	88	87	83	81
81	81	85	84	79	78
80	78	82	80	75	74
79	74	79	77	71	70
78	69	74	72	66	65
77	65	71	69	62	60
76	62	67	65	59	57
75	58	63	61	55	52
74	53	59	56	51	48
73	48	54	52	45	43
72	45	50	48	42	39
71	40	46	44	37	34
70	36	41	40	34	31
69	33	37	37	30	27
68	29	33	33	26	24
67	25	30	29	23	21
66	21	25	24	19	17
65	19	22	21	16	15
64	16	20	19	14	13
63	15	18	17	12	11
62	12	15	15	10	9
61	10	12	12	8	8
60	8	10	10	7	7
59	7	8	8	5	5
58	6	7	7	5	5
57	5	6	6	4	3
56	4	5	5	3	3
55	3	4	4	2	2
54 or below	2	3	3	2	2

The table provides norms to aid in the interpretation of examinee performance. These norms reflect the performance of examinees from LCME-accredited medical schools who took a form of this examination as an end-of-course or end-of-clerkship examination for the first time during the academic year from mm/dd/yyyy through mm/dd/yyyy.

The percentile ranks for each quarter are defined using the school reported start date of the first rotation for this subject. Using the start date of the first rotation, examinees are assigned to the appropriate quarter based on the assumption that their test date would be at least four weeks later. For example, if a school's start date for the first rotation is March, then the performance of examinees from that school that tested in April, May or June would be represented in the first quarter. Since quarterly norms are based only on schools that supplied the start date of the first rotation for this subject, the number of examinees reported across quarters may not add up to the total norm group for the academic year.

To use the table, locate an examinee's score in the column labeled "Equated Percent Correct Score" and note the entry in the adjacent column labeled "Percentile Ranks" for the Academic Year or Quarterly testing period of interest. This number indicates the percentage of examinees that scored at or below the examinee's equated percent correct score.

The mean and standard deviation of the norm group scores for each testing period reported are listed below.

Equated Percent Correct Scores

	Academic Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
N	19,690	5,284	4,095	5,028	4,548
Mean	73.3	72.1	72.3	74.0	74.5
SD	9.0	9.0	9.5	8.7	8.8

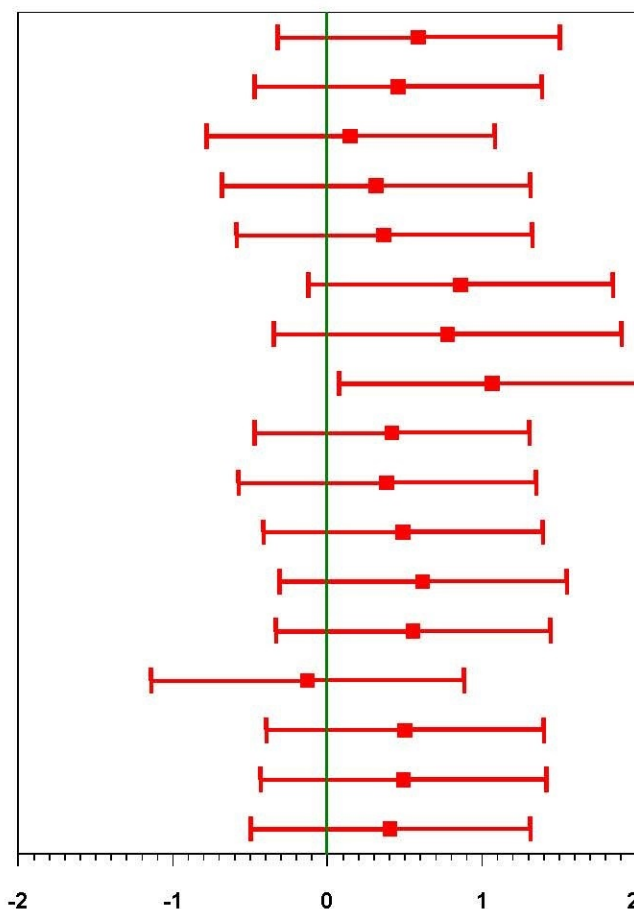
NATIONAL BOARD OF MEDICAL EXAMINERS®

Clinical Science Examination

Performance of First-Time Takers During the YYYY-YYYY Academic Year mm/dd/yyyy - mm/dd/yyyy

Medical School: 000-000 Generic Medical School

- 1-Immunologic Disorders and Diseases of the Blood
- 1-Cardiovascular Disorders
- 1-Diseases of the Respiratory System
- 1-Nutritional & Digestive Disorders
- 1-Renal, Urinary & Male Reproductive Systems
- 1-Endocrine & Metabolic Disorders
- 1-Diseases of Skin and the Nervous and Musculoskeletal Systems
- 2-Health and Health Maintenance
- 2-Mechanisms of Disease
- 2-Diagnosis
- 2-Management
- 3-Ambulatory
- 3-Emergency Department
- 3-In-Patient
- 4-Male
- 4-Female
- 4-Geriatric



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 red boxes and horizontal lines. The red box depicts the mean performance of first-time takers from your school. The distance from the red box to one end of the red line indicates one SD for your school. The interval spanned by each red line represents your school mean plus/minus one SD; approximately 68% of your students performed in this interval.

By comparing the location of the red 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 Organ Systems, 2 is for Physician Tasks, 3 is for Site of Care and 4 is for Patient Group.**