

# SUBJECT EXAMINATION PROGRAM

COMPREHENSIVE BASIC SCIENCE EXAMINATION

CONTENT AREA ITEM ANALYSIS SUMMARY REPORT



**000000 - Generic Medical School**

**Reporting Group: Medical Students**

**Test Purpose: During Instruction/Training**

**N Scored Items: 200**

**Test Date(s): mm/dd/yyyy**

**Order ID: A00000**

**N Examinees: 100**

This report summarizes information provided in the content area item analysis report and the performance profile for this NBME® subject examination administered to your examinees during the test date(s) shown above. Mean item difficulty for each content area listed on the performance profile for this subject examination is reported in the following table. Mean item difficulty (p-value, proportion correct) represents the average difficulty of the items for the current group of examinees testing at your institution (SchI) during the dates specified above and the average projected difficulty of the items for the United States Medical Licensing Examination® (USMLE®) Step 1 examinees nationally (NatI). In addition, differences between the mean item difficulty for your examinees and for the national group are shown in the last column (Mean Difference). Please note that for multiple form administrations, item p-values contributing to the mean item difficulty for your institution may be based on small sample sizes.

Due to the instability of test statistics for categories with a small number of items, mean item difficulties are not provided for categories with fewer than 10 items per form. Since the average number of items for each content area varies, caution is advised when interpreting these item statistics. To aid in the interpretation of these statistics, the proportion of total test items that contribute to each content area is categorized as small ( $\leq 15\%$ ), medium (16 – 30%), or large ( $>30\%$ ). Please note that items may contribute to more than one content area.

For multiple form administrations, the number of examinees used to generate this report may be less than the total number of examinees tested due to minimum sample size form requirements for this report. As a result, the number of examinees and/or the number of scored items displayed may be different from what is reported on the roster.

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Content Area	Proportion of Total Test	Item Difficulty (p-value)		Mean Difference (Schl-Natl)
		Schl	Natl	
<b>Physician Task</b>				
Applying Foundational Science Concepts	Large	.53	.82	-.29
Diagnosis	Medium	.63	.86	-.23
Management	Small	.67	.80	-.13
<b>System</b>				
General Principles	Medium	.52	.82	-.30
Behavioral Health and Nervous Systems/Special Senses	Small	.63	.83	-.20
Reproductive & Endocrine Systems	Small	.49	.82	-.33
Respiratory and Renal/Urinary Systems	Small	.55	.82	-.27
Blood & Lymphoreticular and Immune Systems	Small	.57	.83	-.26
Multisystem Processes & Disorders	Small	.67	.86	-.19
Cardiovascular System	Small	.62	.88	-.26
Musculoskeletal, Skin, & Subcutaneous Tissue	Small	.64	.86	-.22
Gastrointestinal System	Small	.59	.78	-.19
Biostatistics & Epidemiology/Population Health	Small	.48	.80	-.32
<b>Discipline</b>				
Pathology	Large	.62	.85	-.23
Physiology	Medium	.55	.83	-.28
Pharmacology	Medium	.62	.82	-.20
Microbiology & Immunology	Medium	.62	.84	-.22
Biochemistry and Nutrition	Small	.64	.86	-.22
Gross Anatomy & Embryology	Small	.49	.80	-.31
Histology & Cell Biology	Small	.57	.83	-.26
Behavioral Sciences	Small	.63	.83	-.20

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