

LEGACY TO TRANSFORMATION: MEASURING WHAT MATTERS

For more than 110 years, NBME’s mission has been dedicated to ensuring our assessments measure what matters most in medical education. Our legacy began with elevating standards for the practice of medicine and surgery through national licensure assessment and has evolved to supporting the development of physicians throughout their journey. This edition of *NBME Impact: A Community Report* shows how we’re doing this by:

- ▶ **Deepening our capabilities and collaborations** to advance the field of measurement and our own assessments.
- ▶ **Introducing formative assessment resources and tools** that help educators evaluate and grow learners’ skills and behaviors.
- ▶ **Furthering our mission through Contributions programs** that advance assessment and promote optimal care for all.

DEEPENING OUR CAPABILITIES AND COLLABORATIONS

NBME Researchers Author Chapters in Latest ‘Educational Measurement’

Four NBME researchers authored chapters in the latest edition of “[Educational Measurement](#),” published in December 2025. Produced by the National Council on Measurement in Education, this foundational reference book summarizes cutting-edge research and serves as a guide for those in the field of educational measurement and assessment.

With four chapters, NBME provided the second-highest number of contributors to the multi-author work. The NBME contributing researchers are:



Amanda Clauser, MSEd, EdD, wrote on the history of educational measurement.



Melissa Margolis, PhD, wrote on assessment for licensing and certification.



Krista Mattern, PhD, wrote on the use of assessment for admission, placement and outcomes in higher education.



Francis O’Donnell, PhD, wrote on reporting scores and other results.

Test Development and Psychometrics Power Assessment Operations

In 2025, NBME developed, scored and supported the administration of **more than 25 assessment programs** for nearly **1.3 million examinations**.

At the heart of our operations lies our Test Development and Psychometrics & Data Analysis teams, dedicated to ensuring the quality and validity of our assessments. Beginning with individual test items and cases, Test Development works with medical educators, physicians, biomedical scientists and health professionals to bring their experiences from the classroom, and in practice, to our exam content. While subject matter experts write our content, our Test Development team collaborates with them to review items and cases, remove flaws that could cause confusion or introduce bias, and drive content consistency throughout the exam. Learn more about their collaboration and the journey of an item on [NBME’s website](#).

DEEPENING OUR CAPABILITIES AND COLLABORATIONS (continued)

After the creation of exams, the Psychometrics & Data Analysis team is responsible for providing scores, score feedback and statistical analyses. Its measurement tools and processes ensure our assessments remain valid, reliable and fair to all examinees and provide useful data to inform learning and high-stakes decisions. While highly scientific, there also is an art to measuring someone's knowledge and skills. **Amanda Clauser, MEd, EdD**, Vice President of Psychometrics & Data Analysis, and **Daniel Jurich, PhD**, Associate Vice President, United States Medical Licensing Examination® (USMLE®), demystify what goes into psychometrics in a recent "[All Access: Med School Admissions](#)" podcast.

Building Medical Education Impact Through Collaborations

Beyond honing our expertise in measurement and assessment operations, making an impact in medical education requires collaboration with the communities we serve. In 2025, NBME collaborated with:

~300 INDIVIDUALS

Nearly 300 individuals from 100+ organizations in our governance, advisory and test development committees for NBME and nearly 400 individuals from 170+ organizations for the USMLE program. These individuals included medical educators, academic researchers, health care leaders and other professionals to help ensure relevance in both our exam content and the direction of our organization and programs.

16 PROFESSIONAL ORGANIZATIONS

16 professional health organizations for our custom programs, ranging from in-training examinations for medical learners to licensure and credentialing examinations for veterinarians and health and wellness coaches.

~700 PARTICIPANTS

Nearly 700 participants in the global medical education community through delivery of 25+ faculty development workshops focused on advancing assessment skills.

15+ ORGANIZATIONS

15+ organizations that advance pathway programs for current and future medical students and promote health equity and access for our local communities.

300+ MEDICAL SCHOOLS

300+ medical schools with services from our Assess and Learn portfolio to support continual medical learner growth.

INTRODUCING FORMATIVE ASSESSMENT RESOURCES AND TOOLS

NBME Researchers Publish AMEE Guide on Formative Assessment and Feedback

In September 2025, NBME researchers published a paper as an AMEE Guide to provide medical educators with guidance on formative assessment and feedback in medical education. Produced by the Association for Medical Education in Europe (AMEE), this publication series provides practical, evidence-based guidance on key topics in medical and health professions education.

By addressing persistent challenges and illustrating principles with real-world examples, the paper provides actionable strategies for educators to support continuous learner growth and skill development. Learn more on [NBME's Innovations in Assessment hub](#).

INTRODUCING FORMATIVE ASSESSMENT RESOURCES AND TOOLS

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Communication Learning Assessment Helps Strengthen Necessary Skills

In December 2025, NBME launched a new learning assessment tool to help medical students strengthen their patient-centered communication skills. NBME's Communication Learning Assessment (CLA) furthers formative assessment (also known as assessment for learning) in medical education by providing a series of realistic and diverse case vignettes with which students interact by listening and responding to patients' concerns. Paired with guided self-reflection and exemplar responses, CLA provides pre-clerkship students with a safe, structured environment to practice and learn.

CLA is currently available free of charge to medical schools through the MyNBME® Services Portal. For more information, visit [NBME's website](#).

FURTHERING OUR MISSION THROUGH CONTRIBUTIONS PROGRAMS

Research Fellows Tap Technology to Break Down Barriers and Fuel Learning

The Strategic Educators Enhancement Fellowship (SEEF) helps faculty in the early stages of their career to develop skills in medical education and assessment research. Members of the [second SEEF cohort](#) are approaching the end of their two-year fellowship, utilizing the expertise of SEEF mentors and NBME researchers to advance assessment and fuel their own learning. The Fellows are using artificial intelligence (AI) and virtual reality (VR) simulation technologies to foster assessment innovation and accessibility.

The goal of the AI research project was initially to save faculty time grading medical students' notes. To help avoid bias or inaccuracies from AI, the Fellows ran their model **17,000 times**, which yielded no hallucinations. SEEF fellow **Tama S. Thé, MD**, has estimated that if the technology was used at his school, it could save **432 physician hours** over the course of an academic year.

The VR project aims to objectively assess interprofessional communication among health care workers. For rural and isolated medical centers, simulation training can be cost-prohibitive, and it can be challenging to recruit standardized patients. Using VR can remove both barriers.

"The more tools we have for assessment and the more we understand the theory about why those tools do or don't work and in what contexts they can work, the better assessment is going to be at achieving its ultimate goal, which is to really help learners be able to progress in their development," SEEF fellow **Candace Pau, MD**, said.

Learn more about the SEEF projects in [this article on NBME's website](#).



