



# NBME<sup>®</sup> National Board of Medical Examiners Subject Examination Program

## Score Interpretation Guide for Examinees

### Advanced Clinical Examination

The enclosed performance report lists your subject examination score and provides a performance profile to aid in self-assessment. NBME<sup>®</sup> subject examinations provide medical schools with a tool for measuring examinees' understanding of the clinical sciences. Questions on the examinations were written and reviewed by national test committees preparing material for Step 2 Clinical Knowledge (CK) of the United States Medical Licensing Examination<sup>®</sup>. Prior to publication, test forms are reviewed by a panel of course directors representing the content of each examination. While these examinations are designed to be broadly appropriate as part of overall examinee assessment, since course objectives vary across schools, the congruence between subject examination content and course objectives should be considered when interpreting test scores.

#### ***Subject Examination Scores***

The subject examination score is scaled to have a mean of 70 and a standard deviation of 8 for a scaling group of first-time takers from LCME-accredited medical schools and U.S. residency programs who took this examination under standard testing conditions. As a result, the vast majority of scores range from 45 to 95, and although the scores have the "look and feel" of percent-correct scores, they are not. This scale provides a useful tool for comparing your performance with that of a nationally representative group taking this examination.

The subject examination scores are statistically equated across test administrations. Scores are statistically adjusted for shifts in test difficulty and consequently, can be used to track school and examinee performance over time.

#### ***Precision of Scores***

Measurement error is present on all tests, and the standard error of measurement (SEM) provides an index of the (im)precision of scores. The SEM indicates how far the score you earn on the examination is likely to stray from your "true" proficiency level. The SEM is approximately 4 for this examination.

Using the SEM, it is possible to calculate a score interval that indicates how much a score might vary across repeated testing using different sets of items covering the same content. An interval that will encompass about two thirds of the observed scores for a given true score may be found by adding the SEM to a score and subtracting it from that score. For example, if your true proficiency on the examination is 60, the score you achieved on the examination will usually (two times out of three) fall between 56 and 64 ( $60 - 4$  and  $60 + 4$ ).



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## Subject Examination Program

### Examinee Performance Profile

Advanced Clinical Examination

000000 - Generic Medical School

ID: 0000000

Test Date(s): mm/dd/yyyy

Name: STUDENT A

Total Scaled Score: 68

The score you received on this examination is shown above. This Performance Profile is provided to aid in self-assessment. The profile provides information regarding your performance compared to the performance of a comparison group of examinees on the major content areas of the examination. The comparison group includes first-time takers from LCME-accredited medical schools who took this examination as a final clerkship examination under standard testing conditions; this group may differ from the scaling group. The mean performance of the comparison group is represented by the vertical line.

Performance bands indicate areas of relative strength and weakness. Some bands are wider than others. The width of a performance band reflects the precision of measurement: narrower bands indicate greater precision. A ◀◀ or ▶▶ symbol indicates that your performance band extends beyond the displayed portion of the scale. Because many of the content areas are based on a relatively small number of items, small differences in the location of bands should not be over-interpreted. If two bands overlap, performance in the associated areas should be interpreted as similar. Please note that many items may contribute to more than one content area. Use caution when interpreting differences in performance across content areas.

	Lower Performance	Average Performance	Higher Performance
<b>Topic</b>			
Traumatic Disorders			
Environmental & Toxicologic Disorders			
<b>Organ Systems</b>			
Diseases of the Nervous System & Psychobehavioral Disorders			
Cardiovascular Disorders			
Diseases of the Respiratory System			
Abdominal & Gastrointestinal Disorders			
Renal, Urinary & Male Repro Sys., OBGYN, and Endo & Metabolic Dis			
Musculoskeletal & Cutaneous Disorders			
<b>Physician Tasks</b>			
Understanding Mechanisms of Disease			
Formulating a Diagnosis			
Principles of Management, including Health Maintenance			
<b>Patient Group</b>			
Pediatric (Birth-17 Years)			
Adult (18-65 Years)			
Geriatric (66+ Years)			