



**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® 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, including a 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).

The content area classification may include a Physician Task/Competency that appears at the beginning of the item description. Each Physician Task/Competency is listed below in bold and represents:

- **Foundation:** clinically relevant basic science principles and concepts
- **Diagnosis:** knowledge pertaining to history, exam, diagnostic studies, and patient outcomes
- **Prevention:** health maintenance, disease prevention, and surveillance for disease recurrence
- **Management:** medical or surgical treatment strategies, including pharmacotherapy

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.

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 Introduction to Clinical Diagnosis

#000000 - Generic Medical School

Test Date(s): mm/dd/yyyy

This report provides the content area classification for each item on the examination, along with the proportion of the examinees from your institution (SchI) and a projected proportion of examinees nationally (NatI) 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	# Scored Items			
Medical Students	End-Of-Course/Clerkship	100	A00000	125			
					Total		
					Item Difficulty		
					(p-value)		
					Schl	Natl	
Content Area Classification					Difference (SchI-Natl)		
1	Foundation: Nervous system and special senses: peripheral nerves				.06	.67	-.61
2	Foundation: Cardiovascular system: peripheral arterial vascular disease				.09	.54	-.45
3	Diagnosis: Musculoskeletal system: inflammatory disorders				.13	.56	-.43
4	Gen Principle: Social Sciences: physician-patient relationship				.13	.47	-.34
5	Diagnosis: Cardiovascular system: ischemic heart disease				.19	.57	-.38
6	Gen Principle: Social Sciences: death and dying:pain management				.22	.79	-.57
7	Foundation: Cardiovascular system: congenital disorders				.22	.50	-.28
8	Foundation: Female reproductive and breast: menstrual and endocrine disorders				.22	.77	-.55
9	Foundation: Female reproductive and breast: malignant and precancerous neoplasms				.22	.46	-.24
10	Diagnosis: Female reproductive and breast: infectious/immune/inflammatory disorders				.22	.46	-.24
11	Foundation: Respiratory system: airways, mechanics/regulation of breathing				.22	.56	-.34
12	Diagnosis: Male reproductive: neoplasms				.25	.41	-.16
13	Foundation: Female reproductive and breast: fertility and infertility				.25	.64	-.39
14	Foundation: Nervous system and special senses: brain stem				.28	.75	-.47
15	Diagnosis: Nervous system and special senses: paroxysmal disorders				.28	.67	-.39
16	Diagnosis: Nervous system and special senses: cranial nerve injury and disorders				.31	.46	-.15
17	Diagnosis: Nervous system and special senses: paroxysmal disorders				.31	.78	-.47
18	Foundation: Skin and subcutaneous tissue: malignant neoplasms				.31	.74	-.43
19	Diagnosis: Cardiovascular system: diseases of the myocardium				.31	.68	-.37
20	Diagnosis: Cardiovascular system: valvular heart disease				.34	.50	-.16
21	Diagnosis: Cardiovascular system: diseases of the myocardium				.34	.57	-.23
22	Foundation: Cardiovascular system: adverse effects of drugs				.34	.76	-.42
23	Diagnosis: Behavioral health: somatoform disorders				.34	.66	-.32
24	Diagnosis: Male reproductive: infectious disorders				.34	.69	-.35
25	Diagnosis: Skin and subcutaneous tissue: bacterial infections				.34	.70	-.36
26	Diagnosis: Musculoskeletal system: immunologic disorders				.34	.77	-.43
27	Diagnosis: Multisystem processes and disorders: signs, symptoms, and ill-defined disorders				.34	.72	-.38
28	Foundation: Musculoskeletal system: infectious disorders				.34	.81	-.47