

NATIONAL BOARD OF MEDICAL EXAMINERS®

Interim Report on Performance of Examinees Taking USMLE® Step 1 for the First Time in 2018 with Scores Reported Through September 26

Medical School: JOAN C EDWARDS SCH MED AT MARSHALL UNIV
School ID Number: 049-010

	PERFORMANCE ON FIRST ATTEMPT		PERFORMANCE ON MOST RECENT REPEAT ATTEMPT	
	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools
Number Tested	76	23793	1	172
Number Passing	70	22880	1	129
Percent Passing	92	96	100	75
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Total Test	221 (19)	230 (19)	--- (---)	202 (14)

This interim report compares the performance of examinees from your medical school with the performance of examinees from U.S. and Canadian medical schools taking Step 1 of the United States Medical Licensing Examination (USMLE) for the first time during 2018 with scores reported through September 26. The performance of first-time examinees who failed Step 1 in 2018 but repeated the examination later in the year is also summarized above. Examinees who asked that their individual results not be provided to their school are excluded from the school data for this report, unless the number of examinees making this request was five or greater. The minimum passing score for the 2018 Step 1 administrations was 194.

Accompanying this table are two graphs: one that shows the distribution of scores (for your students and for the national first-taker group), and one that provides information regarding the performance of first-time examinees from your school for various disciplines and organ systems. **Please note that the graphs are only provided if at least 20 first-time examinees from your school took Step 1 in 2018.**

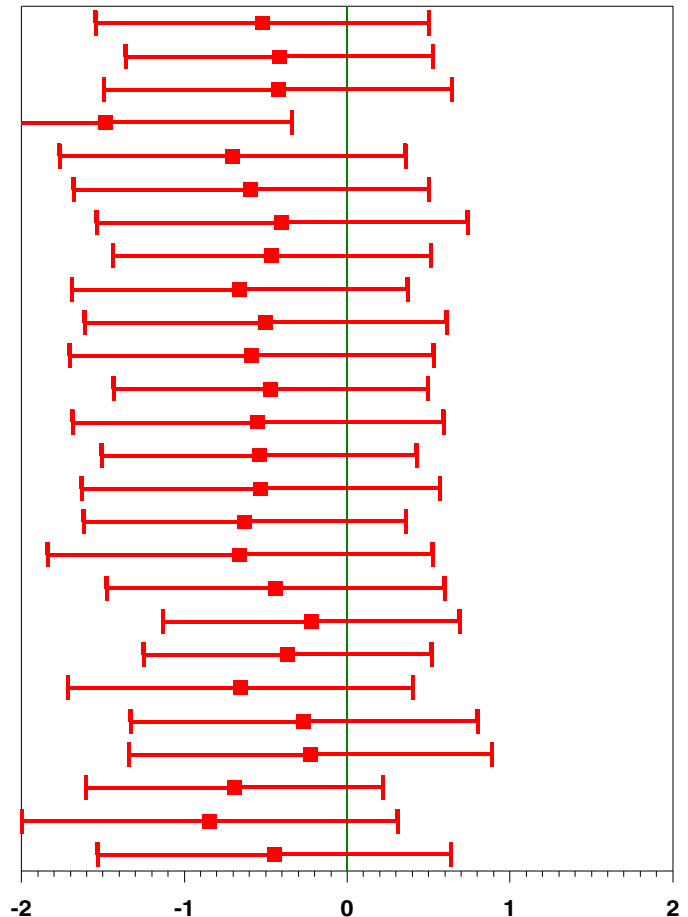
Step 1 test items are deliberately designed to be integrative; most items contribute to the calculation of subscores in more than one discipline. Consequently, caution should be used in attributing mean differences in student performance to individual courses at your school.

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- 1-MK: Applying Foundational Science Concepts
- 1-PC: Diagnosis
- 1-PC: Management
- 1-PBLI: Evidence-Based Medicine
- 2-Behavioral Sciences
- 2-Biochemistry
- 2-Genetics
- 2-Gross Anatomy & Embryology
- 2-Histology & Cell Biology
- 2-Microbiology & Immunology
- 2-Nutrition
- 2-Pathology
- 2-Pharmacology
- 2-Physiology
- 3-General Principles
- 3-Immune System
- 3-Blood & Lymphoreticular System
- 3-Behavioral Health & Nervous Systems/Special Senses
- 3-Musculoskeletal, Skin, & Subcutaneous Tissue
- 3-Cardiovascular System
- 3-Respiratory System
- 3-Gastrointestinal System
- 3-Renal/Urinary System
- 3-Reproductive System
- 3-Endocrine System
- 3-Multisystem Processes & Disorders



The above graph provides information regarding the score distribution of first takers from your medical school relative to the distribution for all U.S./Canadian first takers in each score category. All scores are scaled in standard score units based on the performance of U.S./Canadian first takers: the mean and standard deviation (SD) for this group are 0 and 1, respectively, for each score category. To facilitate interpretation, the reliability of each score category has been used in adjusting the standard scores. This adjustment helps to make the differences in standard scores a better reflection of true differences in student performance. The mean performance of U.S./Canadian first takers is represented by the vertical solid green line at 0.0. Roughly 68% of U.S./Canadian first takers scored within one SD of the mean, between -1.0 and 1.0. The distribution of performance for first takers from your school is represented by the red boxes and horizontal lines. The red box depicts the mean performance of first 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 scored in this interval.

By comparing the locations of the red boxes, you can determine the score categories in which the performance of your students was relatively strong or weak. Because many of the scores are based on a relatively small number of items, differences smaller than a few tenths of an SD are not likely to be meaningful. In addition, because Step 1 test items are deliberately designed to be integrative with many items contributing to the calculation of scores in more than one score category, caution should be used in attributing mean differences in student performance to individual courses at your school. Content areas are coded based on three dimensions as follows: 1 - Physician Task, 2 - Discipline, and 3 - System.

MK Medical Knowledge; PC Patient Care; PBLI Practice-based Learning and Improvement

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Distribution of Total Scores

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