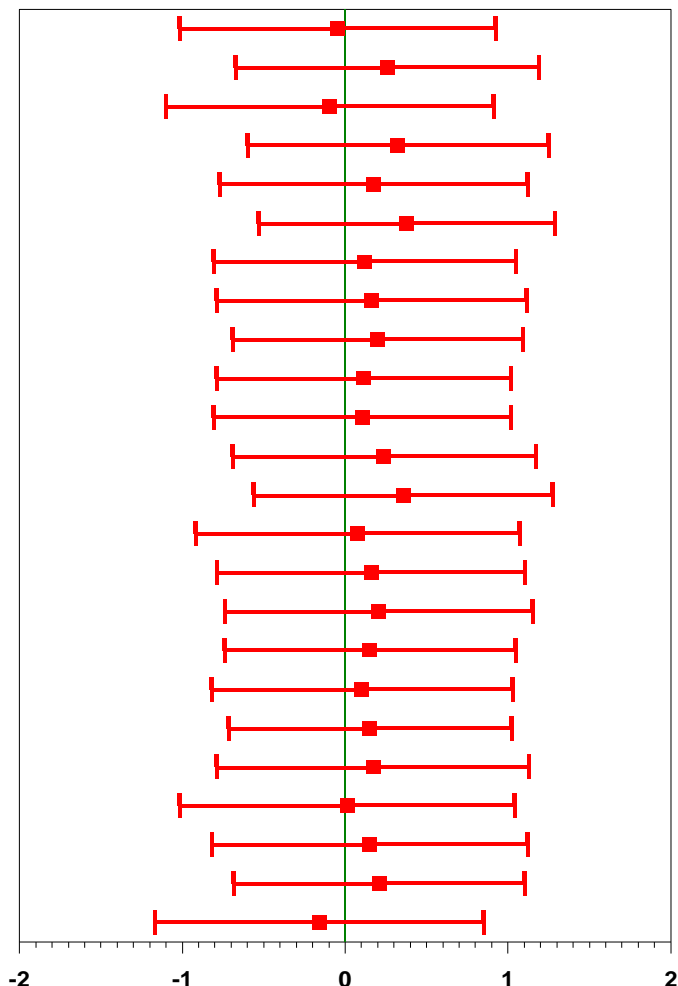# NATIONAL BOARD OF MEDICAL EXAMINERS®

Performance of Examinees Taking USMLE® Step 1 for the First Time in 2015

Medical School: 023-040 Wayne State U School of Medicine

1-Behavioral Sciences
1-Biochemistry
1-Biostatistics
1-Genetics
1-Gross Anatomy & Embryology
1-Histology & Cell Biology
1-Microbiology & Immunology
1-Nutrition
1-Pathology
1-Pharmacology
1-Physiology
2-General Principles of Foundational Science
2-Immune System
2-Blood & Lymphoreticular System
2-Behavioral Health & Nervous Systems/Special Senses
2-Musculoskeletal, Skin, & Subcutaneous Tissue
2-Cardiovascular System
2-Respiratory System
2-Gastrointestinal System
2-Renal/Urinary System
2-Reproductive System
2-Endocrine System
2-Multisystem Processes & Disorders
2-Biostatistics & Epidemiology/Population Health

-2   -1   0   1   2

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 discipline and organ system. 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 discipline and organ system. 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 disciplines and organ systems 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 discipline, caution should be used in attributing mean differences in student performance to individual courses at your school. Content areas are coded based on two dimensions as follows: 1 - Discipline, and 2 - System.