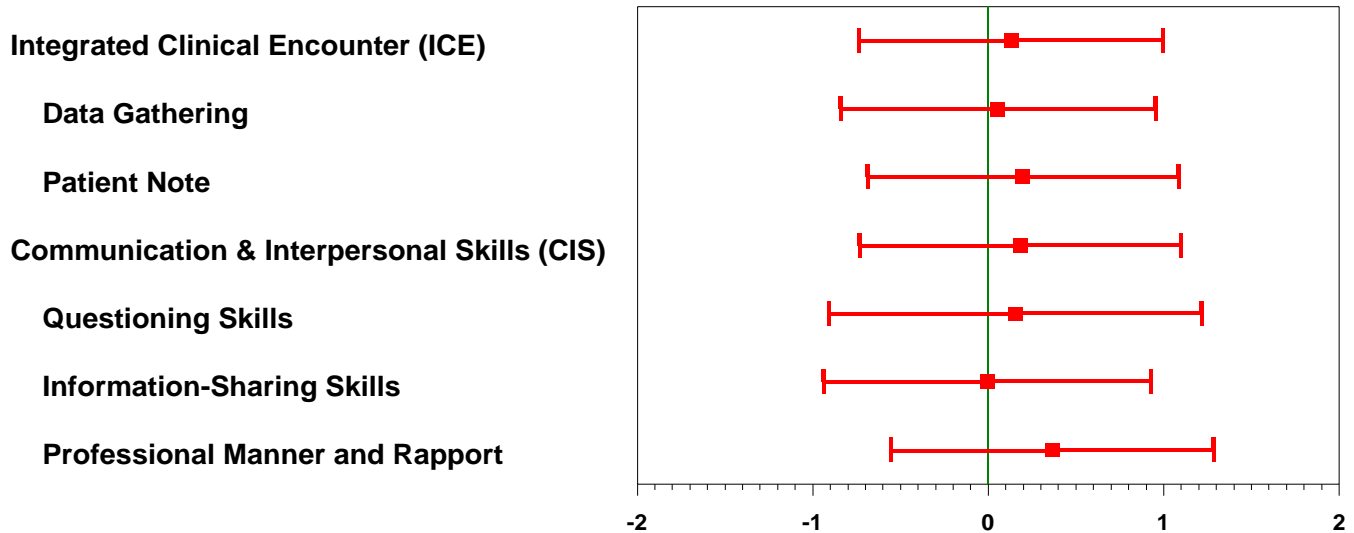


# NATIONAL BOARD OF MEDICAL EXAMINERS®

## Performance of Examinees Taking USMLE® Step 2 Clinical Skills (CS) for the First Time in the Academic Year July 2008 to June 2009

Medical School: 047-030 U Virginia School of Medicine



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 on the ICE and CIS subcomponents of Step 2 CS. The Spoken English Proficiency (SEP) subcomponent is not included because performance of U.S./Canadian students is uniformly high on that subcomponent and feedback will not be particularly meaningful. Note that the ICE subcomponent has been further broken down in order to provide feedback on Data Gathering and on Patient Note performance. For the CIS subcomponent, additional information is provided for Questioning Skills, Information-Sharing Skills, and Professional Manner and Rapport. (Please note that this additional information is provided for examinees who tested July 13, 2008 through June 30, 2009.) 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 subcomponent. To facilitate interpretation, the reliability of each subcomponent has been used in adjusting the standard scores. 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 for 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.

By comparing the locations of the red boxes, you can determine the subcomponent on which the performance of your students was relatively strong and weak. However, caution should be used in interpreting differences between the means of the subcomponents, especially when the differences are smaller than a few tenths of an SD.