

アメリカ医師国家試験委員会 (United States Medical Licensing Examination)

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NBME Headquarters
Philadelphia, PA, USA

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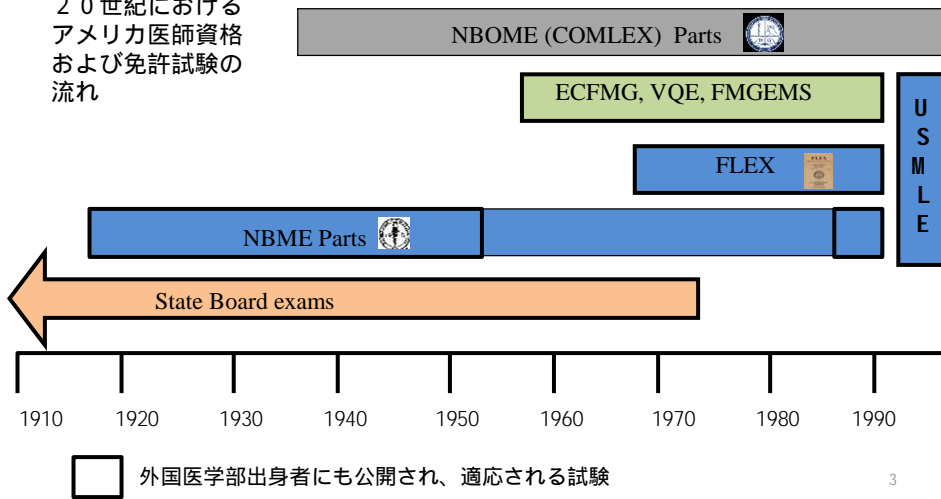
トピックス



- CBT導入の経緯
- CBTシステムの概略
- 試験方法
- 合否判定
- 管理・運営
- IT環境

USMLEの歴史

20世紀における
アメリカ医師資格
および免許試験の
流れ



USMLEのCBT実施経時的推移



1. USMLE 合意
2. USMLE 実施
3. NBME/FSMB 第1回CBT 問題配布 (SPEX)
4. USMLEにおけるCBT実施計画
5. USMLE CBT 開始
6. Step 2 Clinical Skills 追加



CBTの長所

- 紙と鉛筆による試験より機密保持に優れる。
 - ✓ 試験紙による試験ではコピーやカンニングがありうる
 - ✓ 試験用紙を配送中に盗難の虞あり
- CBT試験では、さまざまな機密保持の手段がある
- CBTでは、新しい試験法を導入可能である。
 - ✓ シミュレーション、ビデオ、音声を取り入れた試験など

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CBTの短所

- USMLEのCBTは年間を通じて絶えず実施
 - ✓ 大量の試験問題をプールしないとけない。
 - ✓ 試験実施に伴い、多数のスタッフが必要。

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CBT試験システム

CBT試験システム

- 試験問題開発委員会が毎年新作問題を作成
- ブラッシュアップされた新作問題は非採点問題として出題される。
- 別の委員会により、統計学的に許容された問題がプールされる。
- プール問題に入れられた新作問題は毎年出題される。

一般的な問題作成法

作題者からNBMEへ問題提出

問題ブラッシュアップし、作題者へ返却

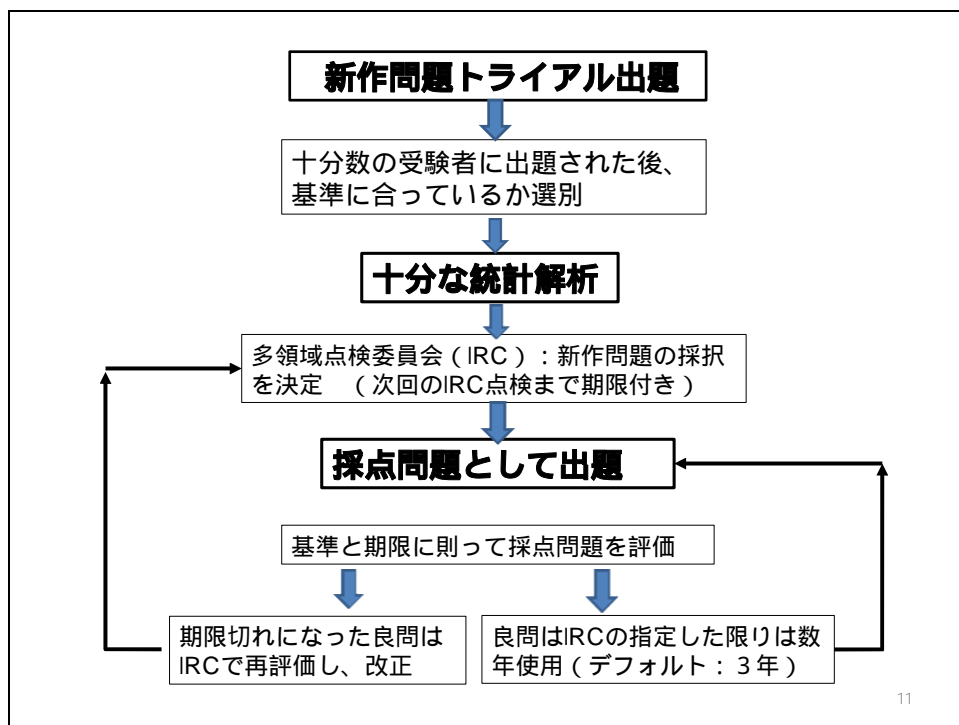
作題者による改変

委員会で全問題の確認と出題の決定

出題

新作問題の扱い

- 新作問題はトライアルとし、採点されない。
- 評価委員会で統計学に基づいて精査。
 - ✓ 良問として次回用にプール
 - ✓ 修正し、再度トライアル用
 - ✓ 削除
- 定期的に全問題をチェック (e.g., 陳腐な内容でないか; ガイドラインの変更に合致しているか)



CBT システム概要

- 試験規模と期間は受験者数に依る
 - ✓ 毎年各ステップの受験者は約30,000名
 - ✓ 試験はほぼ一年中試験会場で実施
- 各ステップでのテストフォームは数多く用意されている。

USMLE 運営規定

➤ 受験資格

- ✓ Steps 1 and 2
 - LCMEかAOAで認証を受けたアメリカ、カナダの医学部の学生または卒業生
 - ECFMGによる資格認定を受けたアメリカ、カナダ以外の医学部学生または卒業生
- ✓ Step 3
 - 医学部卒業生、整骨医学校卒業生、同等の資格者
 - Steps 1と2合格者
 - ECFMG資格を得たアメリカ、カナダ以外の卒業生

USMLE 運営方針

- **身体障害のある受験生への配慮**
 - ✓ 例：受験時間延長、筆記者の付き添い、音声記録
- **USMLE受験回数**
 - ✓ 受験は6回まで；医師免許機関の要請で例外あり
- **受験間隔**
 - ✓ 12か月以内の受験回数は3回まで
 - ✓ 4回目受験後の再受験は少なくとも6か月開ける

試験問題配信ソフト、 問題フォーマット

試験問題配信ソフト

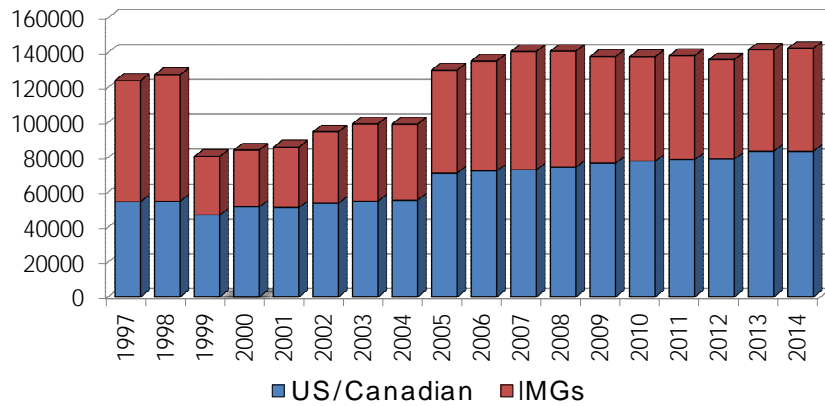
- 試験配信ソフトはNBMEが開発し、著作権もある。
- ✓ 2016年には拡大、反対色の新機能が導入される。
- 試験後のサーベイはSPSSソフトウェアで行う。

試験の関する フォーマットの提示

合否判定基準

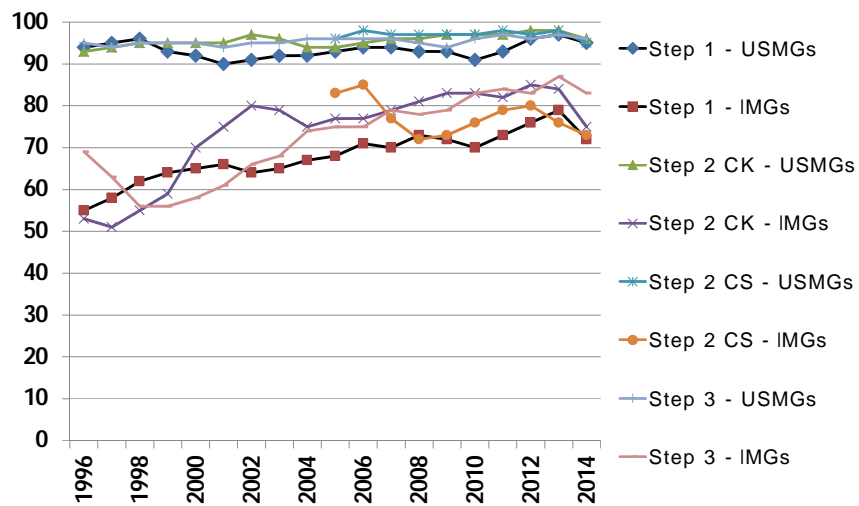
- 筆記試験とCBTは同じシステムである
- 基準判定を決定するグループの総括
 - ✓ 受験生のパフォーマンスの傾向
 - ✓ 調査を通してのステークホルダーの意見
 - ✓ Angoff法（修正アンゴフ法*1：試験の各設問ごとに、合否境界水準にある受験生のうち正解する者の割合を平均設定したものを、合議に基づき合否判定として設定する方法
 - ✓ 考えられる分類誤差の情報
- 合格最低レベルは3～4年毎に調査する

USMLE の受験者数の推移 (1997 ~ 2014)



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初回受験者の合格点 (1996 ~ 2014)



結果報告

- 受験生に対して
 - ✓ 総得点、推奨される合否基準、分野別試験問題の長所と短所

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UNITED STATES MEDICAL LICENSING EXAMINATION® STEP 2 CLINICAL KNOWLEDGE (CK) SCORE REPORT

This score report is provided for the use of the examinee.
Third party users of USMLE information are advised to rely solely on official USMLE transcripts.

Doe, Jane
USMLE ID: 0-000-000-0

Test Date: July 1, 2010

The USMLE is a single examination program consisting of three Steps designed to assess an examinee's understanding of and ability to apply concepts and principles that are important in health and disease and that constitute the basis of safe and effective patient care. Step 2 is designed to assess whether an examinee can apply medical knowledge, skills, and understanding of clinical science essential for the provision of patient care under supervision, including emphasis on health promotion and disease prevention. The inclusion of Step 2 in the USMLE sequence is intended to ensure that due attention is devoted to principles of clinical sciences and basic patient-centered skills that provide the foundation for the safe and competent practice of medicine. There are two components to Step 2: a Clinical Knowledge (CK) examination and a Clinical Skills (CS) examination. This report represents results for the Step 2 CK examination only. Results of the examination are reported to medical licensing authorities in the United States and its territories for use in granting an initial license to practice medicine. The two numeric scores shown below are equivalent; each state or territory may use either score in making licensing decisions. These scores represent your results for the administration of Step 2 CK on the test date shown above.

PASS

This result is based on the minimum passing score recommended by USMLE for Step 2 CK. Individual licensing authorities may accept the USMLE-recommended pass/fail result or may establish a different passing score for their own jurisdictions.

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This score is determined by your overall performance on Step 2 CK. For recent administrations, the mean and standard deviation for first-time examinees from U.S. and Canadian medical schools are approximately 229 and 23, respectively, with most scores falling between 140 and 260. A score of 189 is set by USMLE to pass Step 2 CK. The standard error of measurement (SEM) for this scale is seven points.

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INFORMATION PROVIDED FOR EXAMINEE USE ONLY
 The Performance Profile below is provided solely for the benefit of the examinee.
 These profiles are developed as self-assessment tools for examinees only and will not be reported or verified to any third party.

USMLE STEP 2 CK PERFORMANCE PROFILE

	Lower Performance	Baseline Performance	Higher Performance
PHYSICIAN TASK PROFILE			
Preventive Medicine & Health Maintenance		XXXXXXXXXXXXXXXXXXXX	
Understanding Mechanisms of Disease	XXXXXXXXXXXX		
Diagnosis			XXXXXXXXXXXX
Principles of Management			XXXXXXXXXXXX
NORMAL CONDITIONS & DISEASE CATEGORY PROFILE			
Normal Growth & Development; Principles of Care		XXXXXXXXXXXXXXXXXXXX	
Immunologic Disorders		XXXXXXXXXXXXXXXXXXXX	
Diseases of Blood & Blood Forming Organs		XXXXXXXXXXXXXXXXXXXX	
Mental Disorders		XXXXXXXXXXXXXXXXXXXX	
Diseases of the Nervous System & Special Senses		XXXXXXXXXXXXXXXXXXXX	
Cardiovascular Disorders		XXXXXXXXXXXXXXXXXXXX	
Diseases of the Respiratory System		XXXXXXXXXXXXXXXXXXXX	
Nutritional & Digestive Disorders		XXXXXXXXXXXXXXXXXXXX	
Gynecologic Disorders		XXXXXXXXXXXXXXXXXXXX	
Renal, Urinary & Male Reproductive Systems	XXXXXXXXXXXX		
Disorders of Pregnancy, Childbirth & Puerperium			XXXXXXXXXXXXXXXXXXXX
Musculoskeletal, Skin & Connective Tissue Diseases			XXXXXXXXXXXXXXXXXXXX
Endocrine & Metabolic Disorders			XXXXXXXXXXXXXXXXXXXX
DISCIPLINE PROFILE			
Medicine		XXXXXXXXXXXX	
Obstetrics & Gynecology		XXXXXXXXXXXXXXXXXXXX	
Pediatrics		XXXXXXXXXXXX	
Psychiatry		XXXXXXXXXXXXXXXXXXXX	
Surgery		XXXXXXXXXXXX	

The above Performance Profile is provided to aid in self-assessment. The shaded area defines a baseline level of performance for each content area; baseline performance is comparable to a HIGH FAIL/LOW PASS on the total test.

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. The band width for a given content area is the same for all examinees. An asterisk indicates that your performance band extends beyond the displayed portion of the scale. 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. Because Step 2 CK is designed to be integrative, many items contribute to more than one content area. As a consequence, caution should be used when interpreting differences in performance across content areas.

This profile should not be compared to those from other Step 2 CK administrations.

Additional information concerning the topics covered in each content area can be found in the USMLE Step 2 CK Content Descriptions and Sample Test Materials.

結果報告

- **受験生に対して**
 - ✓ **総得点、推奨合格基準、試験の長所と短所**
- **もし受験生から以下のような要望がきたら**
 - ✓ **免許交付の決定における合格基準**
 - ✓ **医科大学に進級/卒業判定と悪いところの改善**
 - ✓ **卒後プログラムに対する入学基準の情報**

結果報告- 2

- 医科大学の全学生のデータ
 - ✓ 総数と合格率
 - ✓ 試験項目の長所と短所

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NBME 2014年初受験でのパフォーマンス

Medical School:
School ID Number:

	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	102	22392	4	454
Number Passing	97	21474	4	352
Percent Passing	95	96	100	78
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Total Test	224 (20)	229 (20)	205 (7)	199 (14)

This 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 2014. The performance of first-time examinees who failed Step 1 in 2014 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 2014 Step 1 administrations was 192.

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 2014.

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.

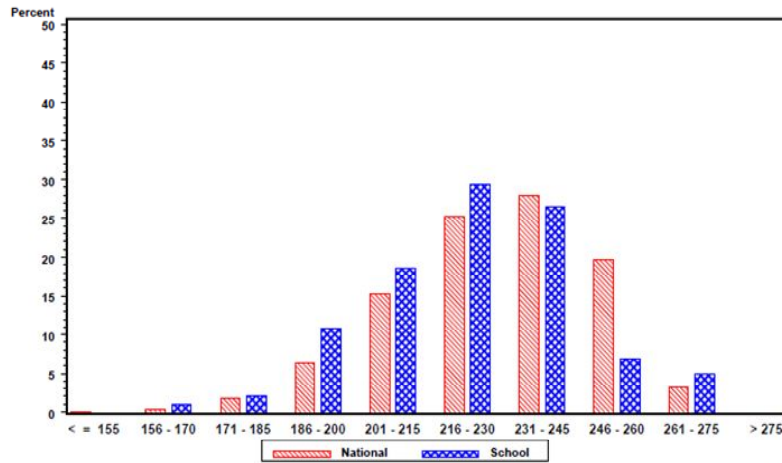
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総得点の分布

2014年に初めてUSMLEを受験した学生

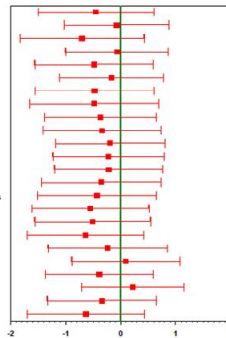
Medical School:



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NBME2014年初受験でのパフォーマンス

- 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

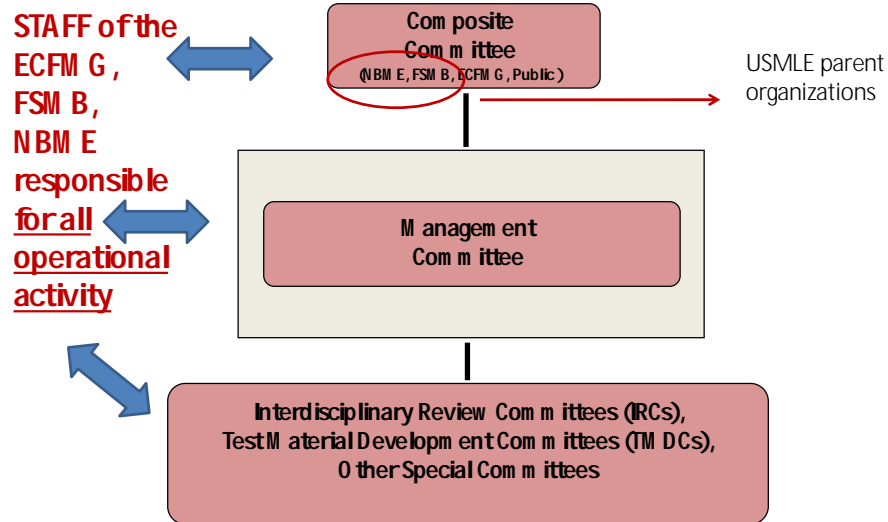


The above graph provides information regarding the score distribution of first takers from your medical school relative to the distribution for all U.S./Canadian first takers in each discipline and organ system. All scores are scaled in standard score units based on the performance of U.S./Canadian first 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.

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USMLEの管理システム



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受験料 (2015) (米国ドル)

試験	米国学生	米国/カナダ以外
Step 1	590	850
Step 2 CK	590	850
Step 2 CS	1,250	1,480
Step 3	815	815

****米国やカナダ以外の地域で受験する場合には地域により別途料金がかかる**

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USMLEに関する情報

- USMLE Website (www.usmle.org)
 - ✓ 試験に関する情報、試験サンプル、運営規則、試験に関するデータ、解釈のガイド、引用

