# MOCA-Peds—General Pediatrics
# 2019 Content Area Feedback Report

## Purpose of this report

The purpose of this report is to provide feedback to the general pediatrics community regarding content areas of strength and weakness, information which may be useful for identifying potential gaps in knowledge and guiding the development of educational materials. Using data from the American Board of Pediatrics' (ABP) Maintenance of Certification Assessment for Pediatrics (MOCA-Peds), this report summarizes diplomate performance on the questions within each of the 49 content areas assessed in 2019.

## MOCA-Peds content areas

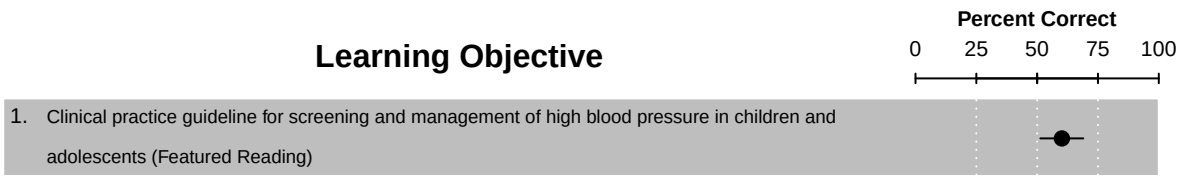
In 2019, *MOCA-Peds—General Pediatrics* consisted of questions from a total of 49 content areas, broken down as follows:

- *45 learning objectives* — Each diplomate received a total of 60 questions associated with the set of 45 specific content areas drawn from the general pediatrics content outline. Those 60 questions consisted of 45 "new" questions (one for each learning objective) and 15 identical "repeat" questions selected from the original set of 45 new questions.
- *3 featured readings* — Each diplomate also received 6 questions (2 questions per featured reading) associated with the 3 featured readings (eg, clinical guidelines, journal articles).
- *1 emerging topic* — Diplomates also received 1 question pertaining to a timely or pressing clinical pediatric issue (eg, Zika, measles outbreak).

It is important to note that a pool of questions was developed for each learning objective and for each featured reading. Questions were then drawn from the pool and administered to diplomates throughout 2019, adhering to the specifications described above (1 new question per learning objective, 2 new questions per featured reading, 15 repeat questions).

## Understanding this report

This report provides a graphical summary of diplomate performance on each of the 49 content areas assessed in 2019. Within the graphic and in the example below, the point ( • ) reflects the average percent correct for all questions within that learning objective or featured reading. The bar (—) reflects the range of percent correct values for the questions within that learning objective or featured reading. More specifically, the bar's lower endpoint indicates the most difficult question (ie, answered correctly by the lowest percentage of diplomates) and the bar's upper endpoint indicates the easiest question (ie, answered correctly by the highest percentage of diplomates).



# A note of caution

Many factors (eg, specific content of the question, wording of the question, plausibility of the incorrect answers) can impact diplomate performance on any question. It is thus difficult to determine if poor performance on a single question, or small set of questions, within a given content area reflects a true gap in diplomate knowledge or if the question(s) associated with that content area were difficult for other reasons (or some combination of both). Collectively, the entire set of MOCA-Peds questions (across all content areas) constitutes a psychometrically valid assessment of the diplomate's overall level of knowledge. Performance within a given content area is based on fewer questions, however, and is therefore less useful for making inferences about diplomate knowledge in that specific content area.

It is important to note again that for security reasons, a pool of questions was developed for each content area so that each diplomate received a unique set of questions. In addition, the number of questions can vary from one content area to the next. In cases where a content area had a relatively large pool of questions, the number of diplomates who answered each question was reduced, which diminished the statistical precision of each question's percent correct value. In cases where a content area had a relatively small number of questions, each question was answered by a larger number of diplomates, but the overall breadth of the content being assessed within that content area was constrained, which limits the generalizability of the results.

In other words, MOCA-Peds was designed to assess individual diplomates with respect to their overall level of knowledge in general pediatrics. It was not designed to provide the pediatric community with diagnostic feedback pertaining to specific content areas within general pediatrics. The results within this report may be informative and useful for that secondary purpose, but they should be interpreted with a degree of caution.

# Additional notes

- To protect the security of the content of the assessment, the questions themselves, along with information about the number of questions in the pool for any particular learning objective or featured reading, are not provided in this report.
- This report contains data aggregated across many diplomates participating in the MOCA-Peds program and cannot be used to make inferences or draw conclusions regarding any particular diplomate.

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Sample: Included in the sample were all diplomates who currently have a Part 3 (exam) requirement that could be fulfilled through MOCA−Peds and answered at least one question in 2019 (N = 3,575).