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 52 content areas assessed in 2020.

MOCA-Peds content areas

In 2020, MOCA-Peds—General Pediatrics consisted of questions from a total of 52 content areas, broken down as follows:

- 45 learning objectives¹ Each diplomate initially received one question from each of the 45 specific content areas drawn from the general pediatrics content outline.
- Four featured readings¹ Each diplomate also received two questions per featured reading (eg, clinical guidelines, journal articles) for a total of eight featured reading questions.
- Three emerging topics In 2020, diplomates also received three questions pertaining to timely or pressing clinical pediatric issues.

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 2020 according to the specifications described in the bulleted list above.

Understanding this report

This report provides a graphical summary of diplomate performance on each of the 52 content areas assessed in 2020. 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).



¹Each diplomate also received 15 "repeat" questions selected from their original subset of learning objective and featured reading questions. Performance on the repeat administrations is not included in this report.

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.

2020 Content Area Feedback Report General Pediatrics

		Percent Correct		400		
	Learning Objective	0	25 —	50 +	75 +	100 ——
1.	Clinical practice guideline for the management of infantile hemangiomas (Featured Reading)			•		-
2.	Plan the management of ADHD.				•	
3.	Evaluate an infant with suspected neonatal seizures.			_	•	-
4.	Recognize features of cyanotic congenital heart disease.			_	•	
5.	Clinical practice guideline: Maintenance intravenous fluids in children (Featured Reading)		- :		•	
6.	Evaluate a child with possible vertically transmitted infection.				•	
7.	Recognize and plan initial management of precocious puberty.				-	-
8.	Understand the factors that affect predictive value when utilizing a test.			_	•	
9.	Plan appropriate antibiotic therapy for a child with skin or soft–tissue infection.				•	_
10.	Recognize the presentation of acute flaccid myelitis (Emerging Topic)				•	
11.	Pediatric gastroesophageal reflux clinical practice guidelines: Joint recommendations of the North					
	American Society for Pediatric Gastroenterology, Hepatology, and Nutrition and the European Society for				-	-
	Pediatric Gastroenterology, Hepatology, and Nutrition (Featured Reading)					
	Understand the impact of systemic racism on health outcomes (Emerging Topic)				•	
13.	Evaluate and manage a patient with constipation.				-	-
14.	Plan the evaluation of a child with persistent lymphadenopathy.			-	•	_
15.	Evaluate and manage a patient with status asthmaticus.				•	
16.	Recognize patterns of bruising/bleeding that require hematologic evaluation.			-	•	_
17.	Evaluate and manage a neonate with bilious emesis.				•	
18.	Recognize patterns of e-cigarette use and associated health effects in adolescent patients (Emerging				_	
	Topic)					
19.	Evaluate the developmental status of children 3 to 5 years of age.			_	•	
20.	Recognize and manage ambiguous genitalia in a neonate.				•	
21.	Recognize the effect of child neglect on growth and development.				-	-
22.	Evaluate and manage a patient with obesity.				-	—
23.	Differentiate between food allergy and food sensitivity.				-	-
24.	Screen for medical complications related to eating disorders.				-)
25.	Identify the medical complications associated with Turner syndrome.				—) —
26.	Recognize the differences between sexual behavior, sexual identity, and gender identity.				_)
27.	Evaluate and manage a patient with hyponatremic dehydration.				-)
28.	Centers for Disease Control and Prevention guideline on the diagnosis and management of mild traumatic				4	_
	brain injury among children (Featured Reading)					_
	Evaluate and manage migraine.)
_	Evaluate and manage a febrile infant.					
31.	Recognize and diagnose celiac disease.					
32.	Evaluate a patient with new onset of fever and chemotherapy–induced neutropenia.					
33.	Identify risks associated with the use of social media.					
34.	Counsel parents on safe sleep environment for an infant.					
35.	Provide appropriate counseling regarding prevention of infectious diseases prior to international				_	•
	travel.					
36.	Manage a toddler with a limp.					•
37.	Recognize and manage conditions of oral health.				_	•
38.	Distinguish between drug allergy and drug side effects.					•
39.	Recognize and manage fungal skin infections.				-	•
40.	Recognize accidental and nonaccidental patterns of bruising.				_	•
41.	Recognize and plan the management of a child with diabetic ketoacidosis.					•
42.	Recognize and evaluate neurocutaneous disorders.					•
43.	Recognize and evaluate a patient with sleep–disordered breathing.					
44.	Evaluate and manage spontaneous pneumothorax.					•
45.	Recognize the clinical presentation of fragile X syndrome.					-
46.	Evaluate and manage a patient with type 1 diabetes.					•
47.	Evaluate a child with chronic fatigue.					
48.	Recognize the situations in which various immunizations may be contraindicated.					•
49.	•					•
50.	Recognize and apply ethical principles involving confidentiality.					•
51.	Recognize and manage obsessive–compulsive disorder.					
52.	Recognize and diagnose vasculitis in children.					•

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 = 14,000).