



The PREview® Professional Readiness Exam

Enriching holistic review with professionalism insights.

The PREview exam is designed to measure the full range of professional competencies identified by medical schools as important to medical student success.

Personal Competencies

(how people conduct themselves)



Reliability and dependability



Resilience and adaptability



Commitment to learning and growth



Ethical responsibility to self and others

Relational Competencies

(how people relate to others)



Interpersonal skills



Teamwork and collaboration



Cultural awareness



Cultural humility



Empathy and compassion

Using PREview Scores in Admissions

- **Pre-screening**, as a compliment to academic metrics.
- **Screening**, along with other application information at interview selection.
- **Admission selection**, along with application information and interview scores.
- **Complement** other application information.
- Use as a **“plus factor”** to strengthen an application.
- **Compare** with other information about premedical professional readiness.

About the PREview Exam

Proctored, online exam

186 questions

75 minute maximum exam time

Individuals can retest twice per year, 4 times in their lifetime

Each registration allows score release to unlimited medical schools*

AAMC Fee Assistance Program
recipients receive discounted registration pricing*

*Please refer to the PREview website for current pricing and AAMC Fee Assistance Program policies: aamc.org/preview



PREview Exam Design

The PREview exam is a situational judgment test that presents hypothetical scenarios based on real-life situations in education, health care, and social or similar contexts.

Each scenario set is composed of a **short scenario**

and a list of **possible behavioral responses** to each scenario.

Examinees **rate the effectiveness** of each response using a 4-point scale ranging from very ineffective to very effective. The scoring key is developed by the medical education community.

Scenario 1

Your faculty instructor has assigned you the role of group leader for a discussion. Your course syllabus specifies that each student will receive a participation grade based on these discussions. During the discussion, you notice one student is starting to dominate the conversation. Other students seem to be frustrated that they cannot contribute.

RESPONSES

1. Impose a time limit on how long a person can talk at a given time.
2. Ask the student to allow others the opportunity to talk.
3. After the discussion, ask the student to limit their participation in future discussions.
4. Let the student know you appreciate their contributions but would like to hear from others as well.
5. Ask your faculty instructor to intervene the next time the student speaks up.

Very Ineffective (1)	Ineffective (2)	Effective (3)	Very Effective (4)
The response will cause additional problems or make the situation worse.	The response will not improve the situation or may cause a problem.	The response could help but will not significantly improve the situation.	The response will significantly improve the situation.

There are **186 total ratings** per exam.

PREview total scores are reported on **a scale of 1 to 9** with percentile ranks and confidence bands. Scores are comparable within and across testing years.

Learn more about the PREview exam on the PREview for Admissions Hub: aamc.org/previewadmissions

Contact us at preview@aamc.org