



IMAT ACADEMY / RESEARCH LAB

IMAT 2026 Exam Performance Analysis

Statistical analysis of examination results from centres
outside Italy

EXAMINATION DATA ANALYSIS REPORT

10 OCTOBER 2026

imatacademy.org

IMAT 2026 | Exam Performance Analysis

Results from test centres outside Italy • 206-page source PDF • 10 October 2026

9,660

Exam records

50.27

Mean score / 90

90.00

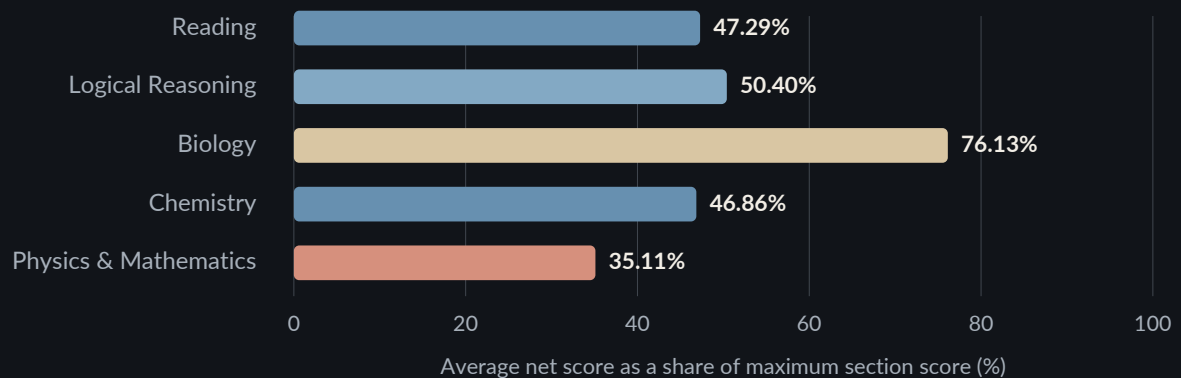
Highest score

1. Section-level results

Section	Questions	Maximum score	Average score	Share of maximum
Reading	4	6.0	2.84	47.29%
Logical Reasoning	5	7.5	3.78	50.40%
Biology	23	34.5	26.27	76.13%
Chemistry	15	22.5	10.54	46.86%
Physics & Mathematics	13	19.5	6.85	35.11%
TOTAL	60	90.0	50.27	55.86%

Since the sections contain different numbers of questions, performance is compared using the ratio of the average net score to the maximum possible section score. This ratio does not represent the percentage of correct answers.

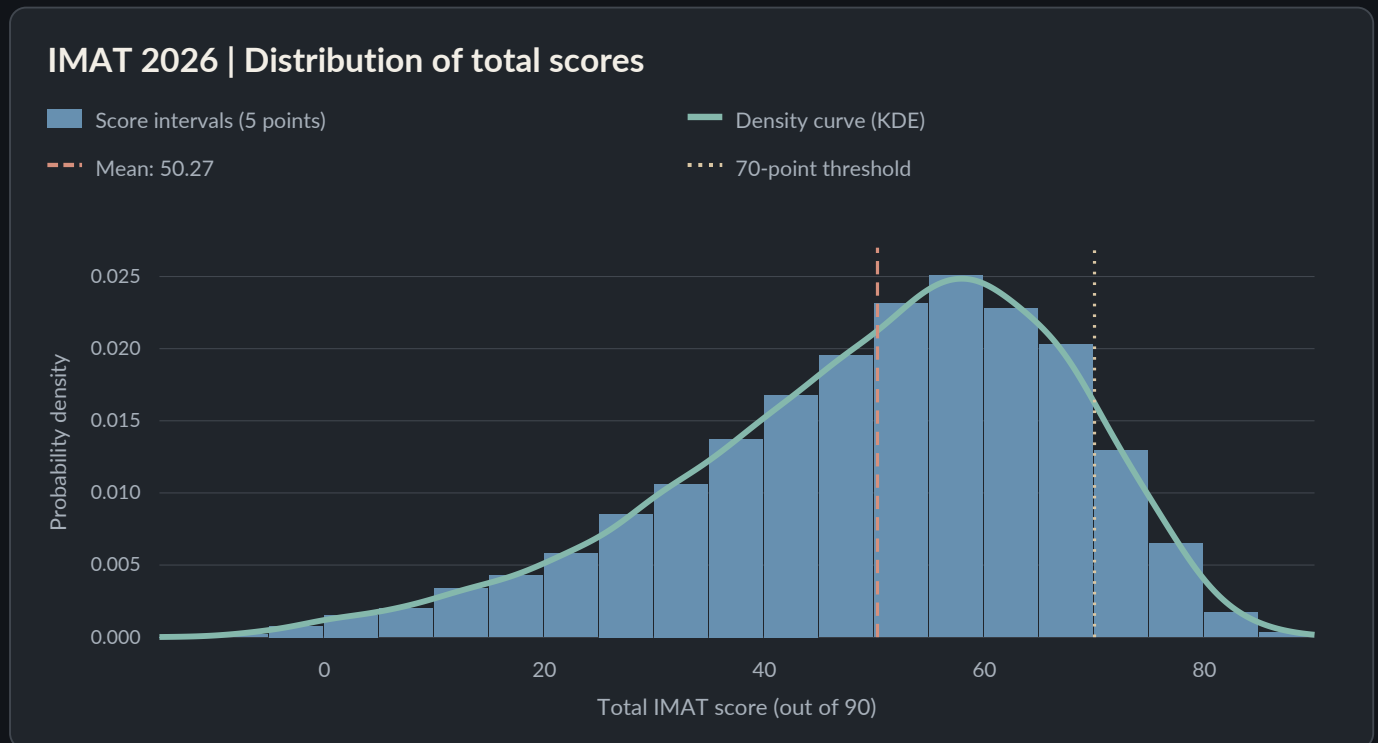
Relative performance across sections



Key finding: Biology recorded the highest relative mean net score at 76.13%, while Physics & Mathematics recorded the lowest at 35.11%.

2. Overall score distribution

The density curve shows where students cluster in terms of total scores. The histogram represents the concentration of results in each five-point interval.



Statistic	Score (out of 90)
Arithmetic mean	50.27
Median	52.90
Lowest score	-12.20
Highest score	90.00
Standard deviation	17.19
Lower quartile (25%)	39.70
Upper quartile (75%)	63.10

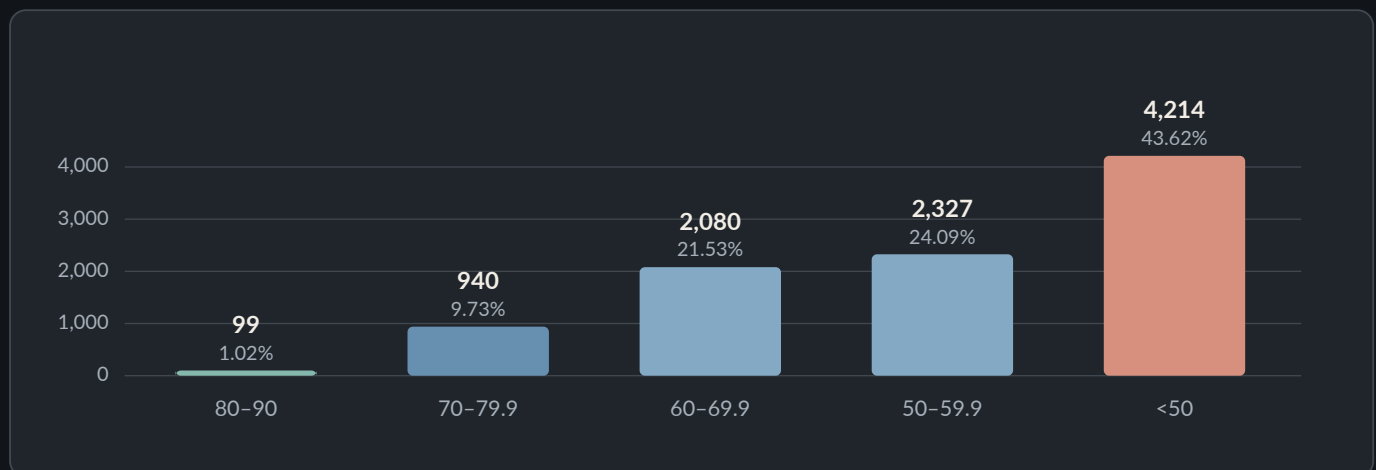
The median is 52.90. The middle 50% of students scored approximately between 39.70 and 63.10 points. Negative net scores are possible because of the penalty for wrong answers; 49 results are below zero.

3. Score thresholds and achievement levels

The following thresholds are cumulative: scores of 80 or more are also included in the 70+, 60+ and 50+ groups.

Threshold	Students	Share of total
80 or above	99	1.02%
70 or above	1,039	10.76%
60 or above	3,119	32.29%
50 or above	5,446	56.38%
Below 50	4,214	43.62%

Non-overlapping score bands



4. High – medium – low achievement distribution

Achievement level / definition	Students	Share
High (70-90)	1,039	10.76%
Medium (50-69.9)	4,407	45.62%
Low (<50)	4,214	43.62%

5. Assessment and methodology notes

- Overall profile: 5,446 results (56.38%) are at or above 50 points, while 4,214 (43.62%) are below 50.
- High achievement: Only 10.76% of results are at or above 70 points; 99 students (1.02%) reached 80 points or higher.
- Imbalance across sections: Relative average performance is high in Biology but substantially lower in Physics & Mathematics. This describes relative net-score performance and does not, on its own, establish question difficulty.
- Source integrity: Across all 206 pages of the source PDF, 9,660 score rows were identified. The sum of the five section scores matches the reported total score on every row. There are no duplicate barcodes among barcode-bearing rows.
- Identity verification note: Two results are marked with an asterisk (*) instead of a barcode; the source indicates that their identity information is awaiting verification. Both results are included in the main calculations. Excluding them does not change the rounded averages or overall interpretation.
- Achievement-level thresholds: High = 70–90; Medium = 50–69.9; Low = below 50. These are operational groupings defined for this analysis and must not be interpreted as official IMAT eligibility or admission categories.
- Scoring: Each correct answer earns +1.5 points, each wrong answer earns –0.4 points, and unanswered questions earn 0. Reading contains 4 questions; Logic 5; Biology 23; Chemistry 15; Physics & Mathematics 13. Scores are drawn from the net scores reported in the source results file.
- Scope: The research is limited with the candidates who took the exam outside of Italy.

Overall interpretation

The most common score band is 50–59.9 points. Relatively few students reach the highest score ranges. In a general academic strategy to improve outcomes, Physics & Mathematics net performance and Chemistry results merit particular attention; however, student-level or item-level evidence would be needed before making programme-specific interventions.