

NCLEX-RN 2017: Canadian and International Results

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Message from the President

The core mandate of nursing regulators is to protect the public. We accomplish this through a number of avenues, including: registering nurses, setting standards of practice, assessing education programs, and addressing complaints. The NCLEX-RN plays an equally important role in meeting our shared mandate, by assisting us in evaluating whether an individual is sufficiently competent to provide safe care.

The attached report provides data for the three years in which the NCLEX-RN exam has been administered. With three years of data available to us, we are seeing some interesting trends:

- 10,625 individuals wrote the exam for the first time in 2017, a 7.2% increase over 2016.
- The national first-attempt pass rate for Canadian-educated exam writers continued to trend upwards, reaching 82.1% in 2017, compared to 79.9% in 2016.
- The overall first-attempt pass rate saw a slight increase as well – from 79.1% to 80.0%.
- The first-attempt pass rate for internationally-educated exam writers dropped to 59.1% compared with 65.4% in 2016. It is useful to note that the number of internationally-educated exam writers nearly doubled year-over-year, and so in absolute terms the actual number of successful first-time writers in this category has increased considerably: from 375 in 2016 to 571 in 2017.
- By the end of 2017, 95.4% of the 2016 cohort had passed the NCLEX-RN.
- By the end of 2017, 93.4% of the 2015 cohort had passed the NCLEX-RN.

Cynthia Johansen, President
Canadian Council of Registered Nurse Regulators

Background of the NCLEX-RN in Canada

The role of Canada's provincial nursing regulators

Registered nursing is a self-regulated profession in Canada. Each province or territory has its own regulator, and all of these regulatory bodies are members of the Canadian Council of Registered Nurse Regulators (CCRNR).

Through provincial and territorial legislation, Canada's Registered Nurse (RN) regulators are accountable to the public for ensuring RNs are safe, competent and ethical practitioners within their province or territory.

Regulators achieve their mandate by taking responsibility for such activities as:

- registering and licensing RNs,
- overseeing reviews of professional conduct,
- setting standards that govern RN nursing education and how RNs perform their work,
- identifying the competencies needed by RNs entering the profession,
- implementing an entry exam that tests for specific skills Canadian RNs need in order to practise safely, and
- monitoring the exam results to identify trends and areas for improvement.

The purpose of the regulators' nursing exam

When an RN starts their first day of nursing practice, the public needs to feel confident they have the skills, knowledge and judgment to provide safe care. For example, can the RN:

- assess and respond to a person's vital signs?
- evaluate a person's need for pain management?
- administer medications?
- maintain a client's confidentiality and respect their privacy?

Legislation gives Canada's regulators the responsibility to ensure RN applicants have these abilities before they start practising nursing. This means that, before an applicant can be licensed/registered to practise as an RN in Canada, they must pass a regulator-selected registration exam.

In 10 of Canada's 12 provinces and territories,^{1,2} RN applicants are required to successfully complete the National Council Licensure Examination (NCLEX-RN).³ The NCLEX-RN is a computer-adaptive test administered by the National Council of State Boards of Nursing (NCSBN). NCSBN has administered the NCLEX-RN as a registration exam for licensure

¹ Yukon Registered Nurses Association processes applicants via endorsement from other Canadian provinces or territories.

² The Northwest Territories and Nunavut have a combined nursing regulator.

³ Applicants for RN licensure in Québec complete the Ordre des infirmières et infirmiers du Québec's professional examination.

in the United States since 1982 and in Canada since 2015. NCSBN is an independent, not-for-profit organization whose members include boards of nursing in the 50 states, the District of Columbia, four U.S. territories, and 24 associate members (including all members of CCRNR).⁴

The groundwork leading up to the new nursing registration exam

Throughout the early 2000s, Canada's RN regulators reviewed and discussed best practices for an entry-to-practice exam. This review resulted in 10 of Canada's RN regulators (excluding Québec and Yukon) choosing the NCLEX-RN as the best exam to test applicants' readiness to enter the practice of nursing.

In late 2011, regulators informed Canada's RN educators and other stakeholders that they would be launching the NCLEX-RN on January 1, 2015. NCSBN gave educators access to resources to help prepare students for the exam. These resources included: webinars, teleconferences, FAQs, a quarterly NCLEX-RN newsletter, conferences organized by NCSBN, information about computer-adaptive testing (CAT) and links to test plans. These resources continue to be updated and accessible.

Developing the NCLEX-RN for Canada

Developing the test questions⁵

Canadian RNs in the 10 provinces and territories using the NCLEX-RN participated in developing the test questions. NCSBN did not use questions the Canadian RNs deemed unsuitable for Canadian writers. NCSBN also modified all questions to include metric measurements and generic drug names familiar to Canadian writers. Canadian RNs continue to ensure it meets the needs of Canadian writers.

French translation process

NCSBN used Canadian translation standards to translate NCLEX-RN questions from English to French. Then a translation panel consisting of three to six Canadian bilingual RNs reviewed the translated questions. NCSBN required these RNs to be practising in a bilingual facility or setting and have their nursing regulators approve their participation in the process. NCSBN removed questions not approved by the translation panel from both the French and English versions of the NCLEX-RN exam.⁶

Topics covered on the exam

NCSBN divides the content of the NCLEX-RN exam (referred to as the test plan) into four categories, with two of the categories having sub-categories.⁷ The NCLEX-RN asks exam writers questions from each category. The breakdown of the amount of questions asked within each category and subcategory is in Table 1.

⁴ Visit [ncsbn.org/about](https://www.ncsbn.org/about) for more information on the National Council of State Boards of Nursing (NCSBN).

⁵ Visit [ncsbn.org/9011.htm](https://www.ncsbn.org/9011.htm) for more information on NCLEX-RN exam development.

⁶ Visit the Canadian French Translation section of [ncsbn.org/1213.htm](https://www.ncsbn.org/1213.htm) for more information on the NCLEX-RN translation process.

⁷ Visit [ncsbn.org/testplans.htm](https://www.ncsbn.org/testplans.htm) for more information about the NCLEX-RN's test plan.

Table 1. NCLEX-RN exam categories

Category	% of questions asked from each category
<p>Safe and effective care environment The nurse promotes achievement of client outcomes by providing and directing nursing care that enhances the care delivery setting to protect clients and health care personnel:</p> <ul style="list-style-type: none"> Management of care <ul style="list-style-type: none"> • Providing and directing nursing care that enhances the care delivery setting to protect clients and health care personnel. Safety and infection control <ul style="list-style-type: none"> • Protecting clients and health care personnel from health and environmental hazards. 	<p>17–23%</p> <p>9–15%</p>
<p>Health promotion and maintenance The nurse provides and directs nursing care of the client that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.</p>	6–12%
<p>Psychosocial integrity The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.</p>	6–12%
<p>Physiological integrity The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations:</p> <ul style="list-style-type: none"> Basic care and comfort <ul style="list-style-type: none"> • Providing comfort and assistance in the performance of activities of daily living. Pharmacological and parenteral therapies <ul style="list-style-type: none"> • Providing care related to the administration of medications and parenteral therapies. Reduction of risk potential <ul style="list-style-type: none"> • Reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures. Physiological adaptation <ul style="list-style-type: none"> • Managing and providing care for clients with acute, chronic or life-threatening physical health conditions. 	<p>6–12%</p> <p>12–18%</p> <p>9–15%</p> <p>11–17%</p>

The format of the NCLEX-RN

Computer-adaptive testing (CAT)

The NCLEX-RN is a computer-adaptive test.⁸ A computer-adaptive test is different from a traditional pen-and-paper exam in the way it presents the questions, how the exam writer responds to the questions and how the test determines a pass.

Typically, with a pen-and-paper exam, all writers receive the same questions and the same number of questions. Some questions are easy and others are more difficult. In the end, a percentage of correct responses on the test indicates the candidate's ability and whether they pass or fail. An exam writer with a high level of ability will have to answer all the questions, even the easy ones. Having to do this is an inefficient way to test someone's level of ability.

On a pen-and-paper exam, multiple-choice questions can also make the results of a lower-ability writer seem higher than they are. For example, if the writer can choose from one of four answers to a question, they can guess at an answer. This gives them a 25% chance of getting the answer right, even if they did not know the answer. Therefore, the question is not measuring their ability.

⁸ Visit [ncsbn.org/356.htm](https://www.ncsbn.org/356.htm) for more information on computer-adaptive tests (CAT).

In contrast, a computer-adaptive test uses computer technology and measurement theory to provide a more efficient and effective means of assessing a writer's ability.

With the NCLEX-RN, writers must answer questions covering several categories. As the exam proceeds, the computer selects each question from its question bank. NCSBN has classified each question by its level of difficulty.

After the writer answers the question, the computer calculates an *ability estimate* based on all of the writer's previous answers. The computer selects the next question from its question bank based on this ability estimate. It selects a question with a level of difficulty that should give the writer a 50% chance of answering the question correctly. That way, the question will not be too difficult or too easy for the writer.

If the writer answers the question correctly, the next question they see will be more difficult than the previous one. If they answer the question incorrectly, the next question will be slightly easier. The exam repeats this process for each question and across each category, recalculating the writer's ability estimate each time. This process creates an exam tailored to the writer's ability. Two writers in the same examination room will not get the same exam.⁹

The exam continues until the computer determines if the writer has passed or failed.

How is a pass or fail determined?

The computer decides whether a writer has passed or failed the NCLEX-RN using one of three rules:

95% confidence interval rule¹⁰: The exam will stop once the computer has calculated with 95% certainty that the writer's ability is clearly above or below the passing standard. This is the most commonly applied rule.

Maximum-length exam rule¹¹: When a writer's ability is very close to the passing standard, the computer continues to give questions until the writer reaches the maximum number of questions (265). At this point, the computer disregards the 95% confidence rule and decides whether the writer has passed or failed based on their final ability estimate.

Run-out-of-time rule¹²: When a writer runs out of time before reaching the maximum number of questions and the computer has not been able to determine whether they passed or failed with 95% certainty, the computer has to use an alternative rule to determine if the writer has passed or failed. If the writer hasn't answered the minimum number of questions (75), then they will fail. However, if the writer has answered at least the minimum number of questions, the computer will review the last 60 ability estimates. If the writer's last 60 ability estimates were above the *passing standard*, then they will pass. However, if their ability dropped below the passing standard, even once, during their last 60 questions, then they will fail. This does not mean the writer must have answered the last 60 questions correctly; the computer bases each ability estimate on all the previous items the writer has answered.

Each time the computer estimates the writer's ability, the estimate becomes more precise. The test measures this ability against a passing standard that reflects the amount of nursing ability an RN needs when they start in their profession.

⁹ Visit [ncsbn.org/5906.htm](https://www.ncsbn.org/5906.htm) for more information on the question selection process.

¹⁰ Visit [ncsbn.org/5908.htm](https://www.ncsbn.org/5908.htm) for more information on the 95% confidence rule.

¹¹ Visit [ncsbn.org/5910.htm](https://www.ncsbn.org/5910.htm) for more information on the maximum-length exam rule.

¹² Visit [ncsbn.org/5912.htm](https://www.ncsbn.org/5912.htm) for more information on the run-out-of-time rule.

What is a passing standard?

The passing standard is a cut point along an ability range that marks the minimum ability requirement. For the NCLEX-RN, it is the minimum ability required to safely and effectively practise nursing at the entry-level.

Since the skills and knowledge needed by RNs change over time, the passing standard must reflect these changes. To ensure the passing standard remains accurate, NCSBN reviews it at least once every three years.¹³ The exam reviewers look at information such as:

- the results of a survey in which NCSBN asks employers and educators for their opinions on the competency of the current cohort of nurses entering the profession
- a historical record of candidate performance on the NCLEX-RN since it was started.

The current passing standard is set at 0.00 *logits*. NCSBN does not alter the passing standard to set a maximum number of writers who are successful on the exam.

What is a logit?

A logit is a unit of measurement used to report relative differences between a writer's ability estimates and the difficulty of the questions.

Because the exam questions vary in their level of difficulty, there is no linear way to measure the writer's performance on the exam. The computer has to factor in the level of difficulty of the questions each writer received and the writer's ability estimates. The logit puts ability estimates and question difficulty on the same measurement scale. If the writer keeps answering questions correctly, their ability estimate will increase as the difficulty of the questions increases.

The logit scale ranges from negative infinity to positive infinity, with most of the ability distribution being within the range of -3.0 to 3.0 logits.

¹³ Visit [ncsbn.org/2630.htm](https://www.ncsbn.org/2630.htm) to learn more about the current passing standard.

Introduction to the report

Who is included in this report?

This report provides statistics on the performance of people who wrote the NCLEX-RN in 2015, 2016 and 2017 as part of their registration/licensure application to one of the 10 provinces or territories where regulators require nursing graduates to successfully complete the NCLEX-RN.

Most Québec-educated nursing graduates write the *Ordre des infirmières et infirmiers du Québec's* professional examination and do not write the NCLEX-RN. They are not included in this report. However, some Québec-educated nursing graduates choose to write the NCLEX-RN as part of their application to one of the 10 provinces or territories where the regulators require the successful completion of the NCLEX-RN. They are included in this report. When this report refers to *Canadian-educated writers*, this term includes writers from the above 10 provinces or territories and Québec.

Nursing graduates educated outside of Canada and applying to one of the above 10 provinces or territories are also included in this report as *internationally-educated writers*.

What is a cohort?

This report separates exam writers into cohorts based on the first year in which they wrote the NCLEX-RN. By using *cohorts*, the reader can follow a group of writers every year in which they attempt the NCLEX-RN.

Pass rates by cohort and attempt

Table 2. Pass rates by attempt and location of nursing education for the 2017 cohort

Attempt	Canadian-educated writes*	Pass rate	Internationally-educated writes	Pass rate	All writes	Pass rate
First	9,659	82.1%	966	59.1%	10,625	80.0%
Second	1,105	63.3%	170	45.9%	1,275	60.9%
Third	142	52.8%	38	28.9%	180	47.8%
Fourth or more	21	42.9%	10	20.0%	31	35.5%
Final write pass rate by the end of 2017	9,659	90.2%	966	68.5%	10,625	88.2%

* Canadian-educated writers include writers educated in Québec who wrote the NCLEX-RN. Please see the section *Who is included in this report?* for more information.

Table 3. Pass rates by attempt and location of nursing education for the 2016 cohort

Attempt	Canadian-educated writes*	Pass rate	Internationally-educated writes	Pass rate	All writes	Pass rate
First	9,338	79.9%	573	65.4%	9,911	79.1%
Second	1,775	64.7%	139	51.8%	1,914	63.7%
Third	507	53.6%	34	41.2%	541	52.9%
Fourth or more	266	40.6%	14	50.0%	280	41.1%
Final write pass rate by the end of 2017	9,338	96.3%	573	81.7%	9,911	95.4%

* Canadian-educated writers include writers educated in Québec who wrote the NCLEX-RN. Please see the section *Who is included in this report?* for more information.

Table 4. Pass rates by attempt and location of nursing education for the 2015 cohort

Attempt	Canadian-educated writes*	Pass rate	Internationally-educated writes	Pass rate	All writes	Pass rate
First	9,074	69.7%	746	49.7%	9,820	68.2%
Second	2,604	64.6%	249	45.8%	2,853	63.0%
Third	774	60.9%	86	53.5%	860	60.1%
Fourth or more	334	42.5%	30	53.3%	364	43.4%
Final write pass rate by the end of 2017	9,074	95.0%	746	73.3%	9,820	93.4%

* Canadian-educated writers include writers educated in Québec who wrote the NCLEX-RN. Please see the section *Who is included in this report?* for more information.

First-attempt pass rates by location of nursing education

The table below shows the first-attempt pass rates of writers broken down by the Canadian province of education or by the country of education. The top five international countries are displayed in descending order of total number of writes from 2015 to 2017.

Table 5. First-attempt pass rates by location of nursing education

Location of nursing education	2015		2016		2017	
	Writers	First-attempt pass rate	Writers	First-attempt pass rate	Writers	First-attempt pass rate
Alberta	1,633	69.1%	1,568	78.1%	1,500	84.5%
British Columbia	1,282	80.2%	1,482	87.0%	1,502	89.7%
Manitoba	489	74.2%	466	85.8%	494	87.2%
New Brunswick	322	50.3%	321	60.4%	287	63.4%
Newfoundland and Labrador	251	78.9%	223	87.9%	226	91.6%
Northwest Territories and Nunavut	19	84.2%	16	68.8%	14	92.9%
Nova Scotia	393	75.8%	382	77.5%	399	79.2%
Ontario	4,021	67.7%	4,216	80.1%	4,506	79.5%
Prince Edward Island	62	66.1%	66	87.9%	72	86.1%
Québec*	53	66.0%	53	67.9%	77	59.7%
Saskatchewan	549	60.5%	545	69.2%	582	80.8%
Canada	9,074	69.7%	9,338	79.9%	9,659	82.1%
India	311	35.7%	214	56.1%	486	47.5%
Philippines	169	66.9%	173	73.4%	253	72.7%
Jamaica	54	44.4%	21	61.9%	19	68.4%
United Kingdom	33	51.5%	23	56.5%	33	63.6%
Australia	30	56.7%	17	70.6%	30	63.3%
All other countries	149	59.7%	125	72.0%	145	71.0%
International	746	49.7%	573	65.4%	966	59.1%

* Most graduates of Québec nursing programs write the Ordre des infirmières et infirmiers du Québec's professional examination and are not included here. This Québec category only includes Québec-educated graduates who wrote the NCLEX-RN. Please see the section *Who is included in this report?* for more information.

First-attempt pass rates for the French NCLEX-RN

Table 6. First-attempt pass rates for writers who wrote in French

	2015		2016		2017	
	Writers	First-attempt pass rate	Writers	First-attempt pass rate	Writers	First-attempt pass rate
Writers who wrote in French*	145	26.9%	91	35.2%	64	29.7%

* Less than five internationally-educated writers wrote in French between 2015 and 2017.

Exam duration statistics

Exam duration statistics provide a look at how close writers are to passing or failing.¹⁴

Average exam duration: This number is generally longer if a writer:

- passes but is close to failing or
- fails but is close to passing.

Average number of questions answered: This number is generally larger if a writer:

- passes but is close to failing or
- fails but is close to passing.

Percentage of writers answering the minimum number of questions: This number is generally higher if the writers are:

- strongly passing or
- strongly failing.

Percentage of writers answering the maximum number of questions: This number is generally higher if the writers are:

- close to failing or
- close to passing.

Canadian-educated writers

Table 7. Canadian-educated writers: Average exam duration of their first attempt (in hours)

Average exam duration	By writers who passed	By writers who failed	By all writers
2017	2:00	3:09	2:12
2017: Total number of first attempts	7,926	1,733	9,659
2016	2:02	3:04	2:15
2016: Total number of first attempts	7,460	1,878	9,338
2015	2:13	3:00	2:27
2015: Total number of first attempts	6,325	2,749	9,074

Maximum test time: 6 hours

¹⁴ See the section *How is a pass or fail determined?* for more information.

Table 8. Canadian-educated writers: Average number of questions answered on their first attempt

Average number of questions answered	By writers who passed	By writers who failed	By all writers
2017	109	173	121
2017: Total number of first attempts	7,926	1,733	9,659
2016	107	168	119
2016: Total number of first attempts	7,460	1,878	9,338
2015	120	165	134
2015: Total number of first attempts	6,325	2,749	9,074

Number of questions: minimum of 75 and maximum of 265

Table 9. Canadian-educated writers: Percentage of writers answering the minimum number of questions on their first attempt

Percentage of writers answering minimum number of questions:	By writers who passed	By writers who failed	By all writers
2017	59.2%	21.8%	52.5%
2017: Total number of first attempts	7,926	1,733	9,659
2016	60.6%	22.9%	53.1%
2016: Total number of first attempts	7,460	1,878	9,338
2015	49.5%	25.0%	42.1%
2015: Total number of first attempts	6,325	2,749	9,074

Minimum of 75 questions

Table 10. Canadian-educated writers: Percentage of writers answering the maximum number of questions on their first attempt

Percentage of writers answering maximum number of questions:	By writers who passed	By writers who failed	By all writers
2017	9.9%	34.6%	14.3%
2017: Total number of first attempts	7,926	1,733	9,659
2016	8.8%	30.5%	13.2%
2016: Total number of first attempts	7,460	1,878	9,338
2015	13.8%	30.4%	18.8%
2015: Total number of first attempts	6,325	2,749	9,074

Maximum of 265 questions

Internationally-educated writers

Table 11. Internationally-educated writers: Average exam duration of their first attempt (in hours)

Average exam duration:	By writers who passed	By writers who failed	By all writers
2017	2:32	3:00	2:43
2017: Total number of first attempts	571	395	966
2016	2:32	3:14	2:46
2016: Total number of first attempts	375	198	573
2015	2:42	2:57	2:50
2015: Total number of first attempts	371	375	746

Maximum test time: 6 hours

Table 12. Internationally-educated writers: Average number of questions answered on their first attempt

Average number of questions answered:	By writers who passed	By writers who failed	By all writers
2017	110	134	120
2017: Total number of first attempts	571	395	966
2016	109	143	121
2016: Total number of first attempts	375	198	573
2015	113	128	121
2015: Total number of first attempts	371	375	746

Number of questions: minimum of 75 and maximum of 265

Table 13. Internationally-educated writers: Percentage of writers answering the minimum number of questions on their first attempt

Percentage of writers answering minimum number of questions:	By writers who passed	By writers who failed	By all writers
2017	58.5%	42.3%	51.9%
2017: Total number of first attempts	571	395	966
2016	59.7%	36.9%	51.8%
2016: Total number of first attempts	375	198	573
2015	53.9%	46.1%	50.0%
2015: Total number of first attempts	371	375	746

Minimum of 75 questions

Table 14. Internationally-educated writers: Percentage of writers answering the maximum number of questions on their first attempt

Percentage of writers answering maximum number of questions:	By writers who passed	By writers who failed	By all writers
2017	9.6%	12.2%	10.7%
2017: Total number of first attempts	571	395	966
2016	8.8%	17.7%	11.9%
2016: Total number of first attempts	375	198	573
2015	11.6%	10.7%	11.1%
2015: Total number of first attempts	371	375	746

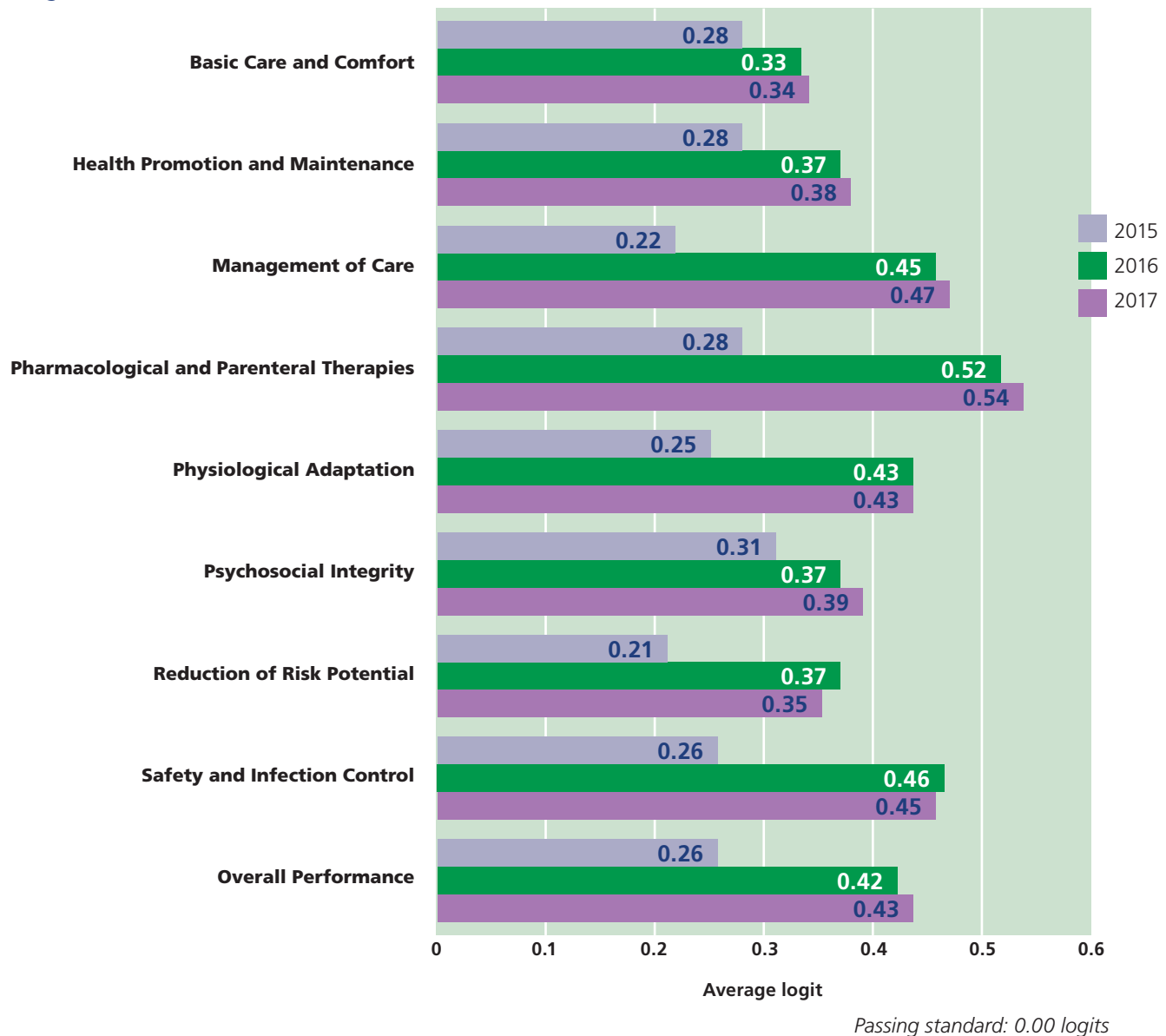
Maximum of 265 questions

Test plan performance

To pass the NCLEX-RN, the writers must exceed the passing standard, which is set at 0.00 logits. Higher numbers indicate better performance.¹⁵

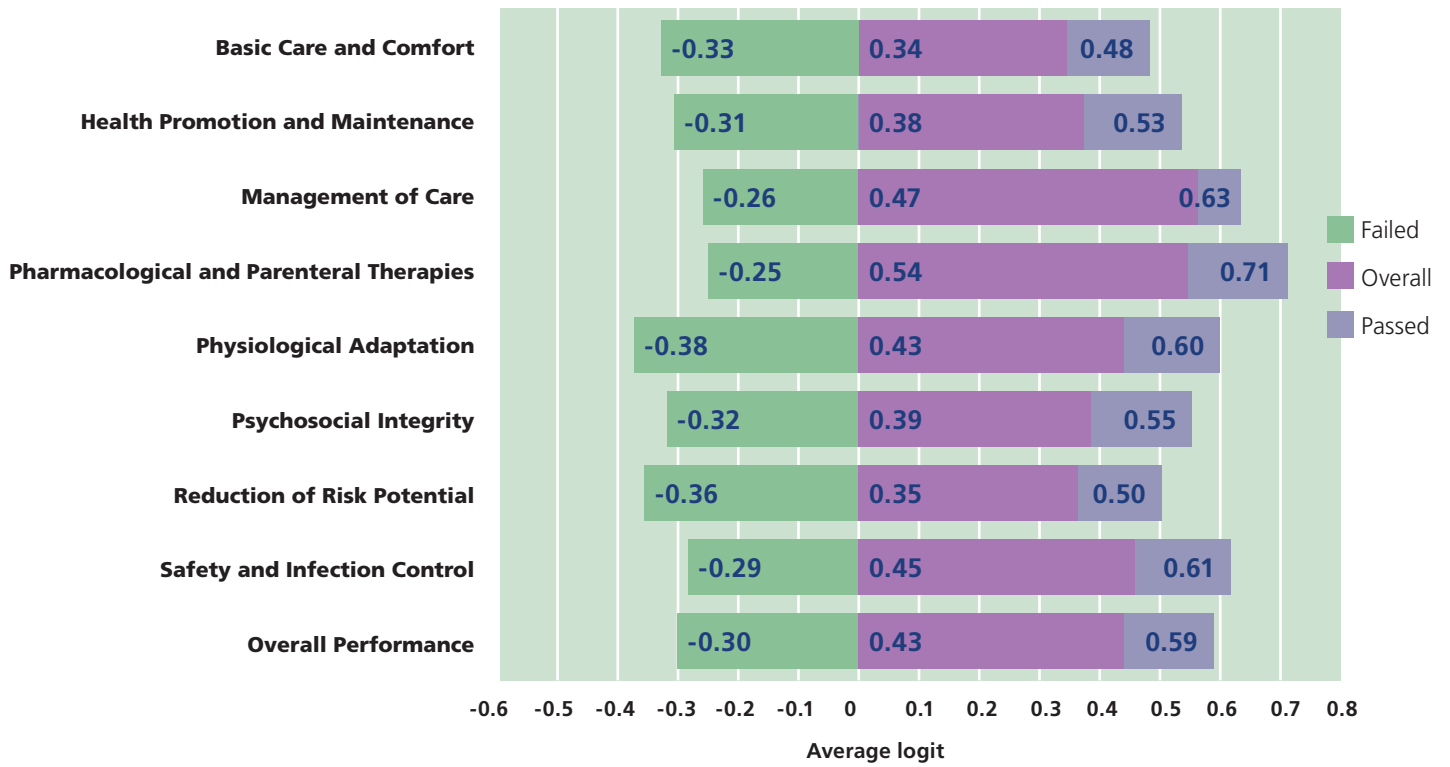
Canadian-educated writers

Figure 1. Canadian-educated writers: Average first-attempt performance in each category (in logits)



¹⁵ See the section *What is a passing standard?* for more information.

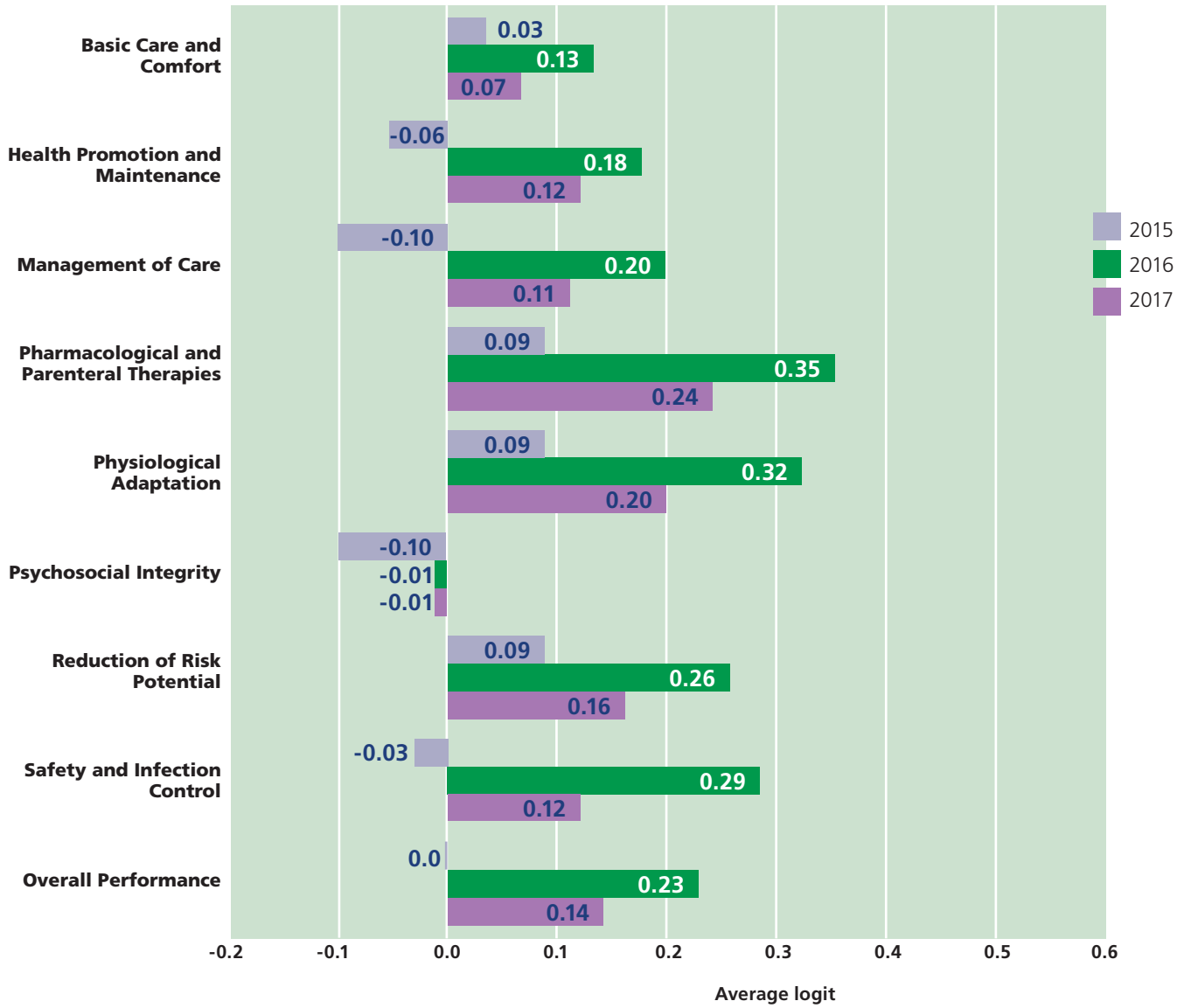
Figure 2. Canadian-educated writers: Average first-attempt performance in each category in 2017 in logits (presented separately for those who passed and those who failed)



Passing standard: 0.00 logits

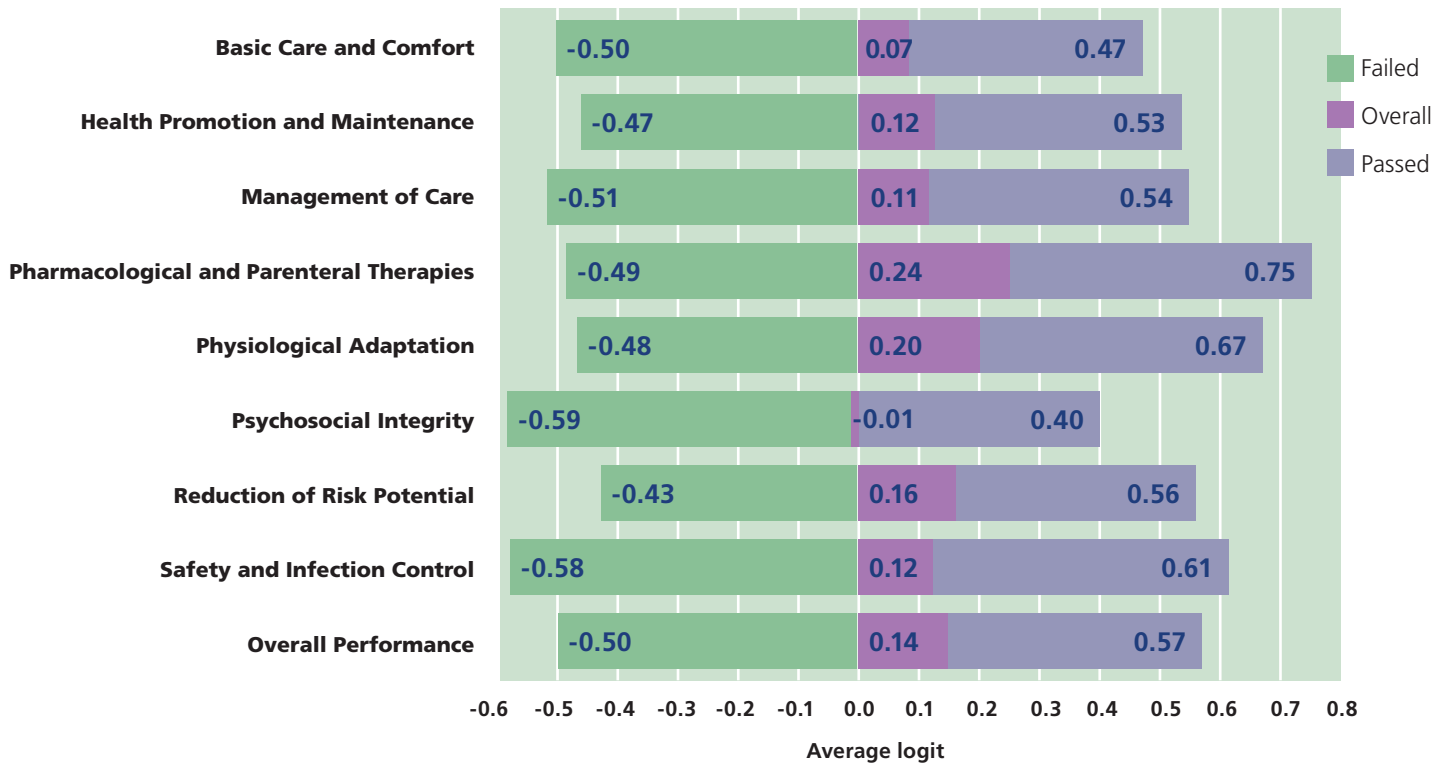
Internationally-educated writers

Figure 3. Internationally-educated writers: Average first-attempt performance in each category (in logits)



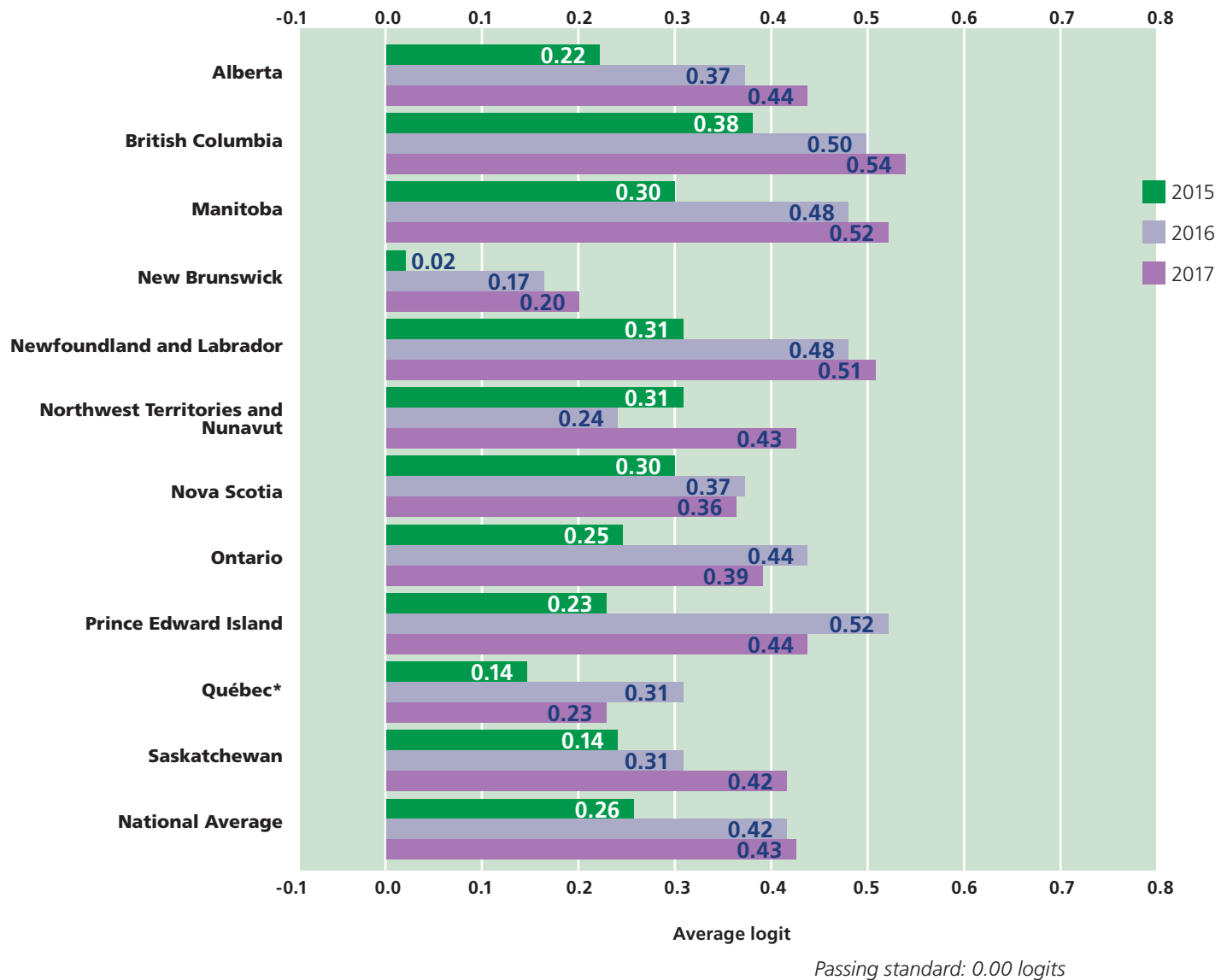
Passing standard: 0.00 logits

Figure 4. Internationally-educated writers: Average first-attempt performance in each category in 2017 in logits (presented separately for those who passed and those who failed)



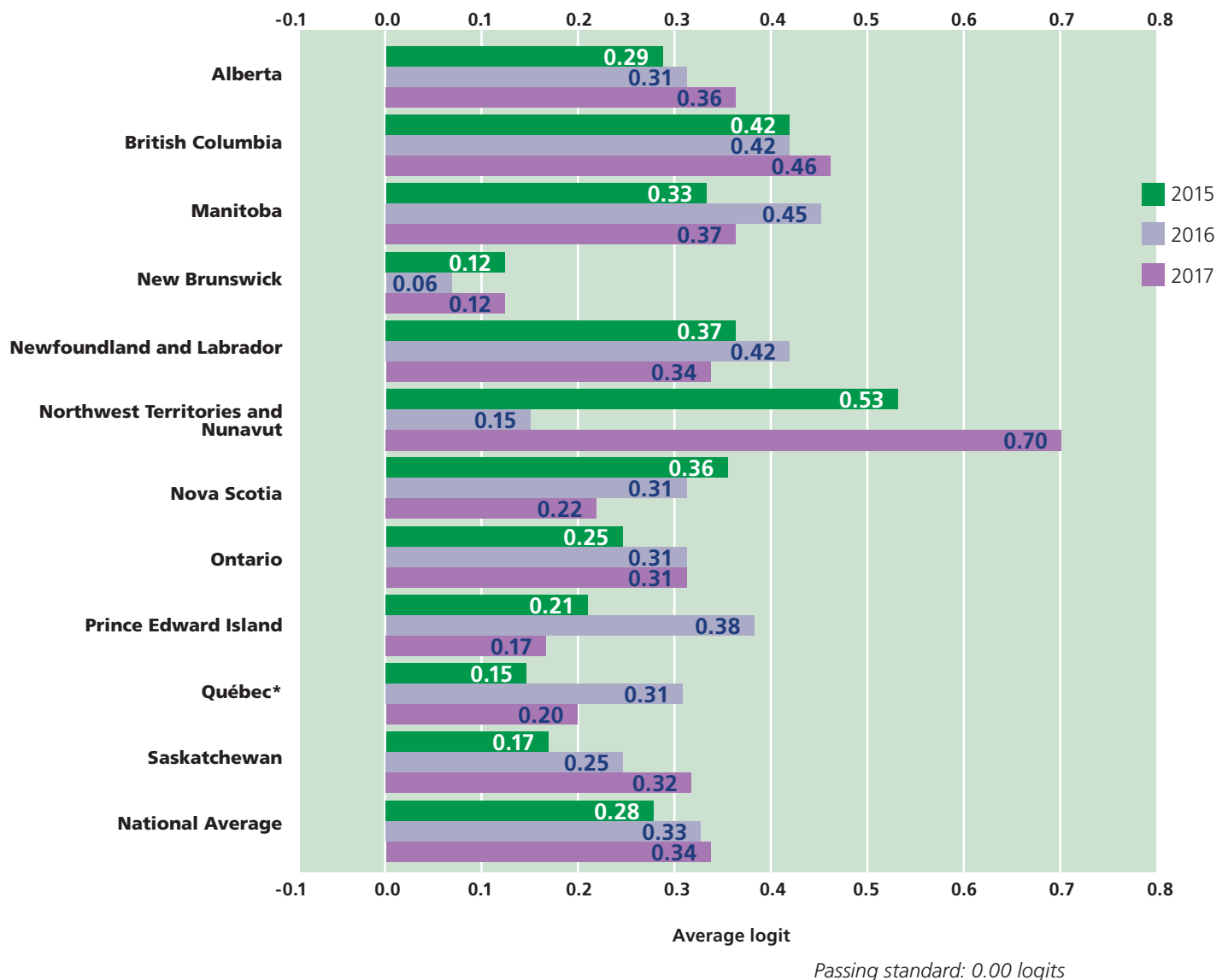
Appendix: Provincial and territorial test plan breakdown

Figure A1. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Overall performance



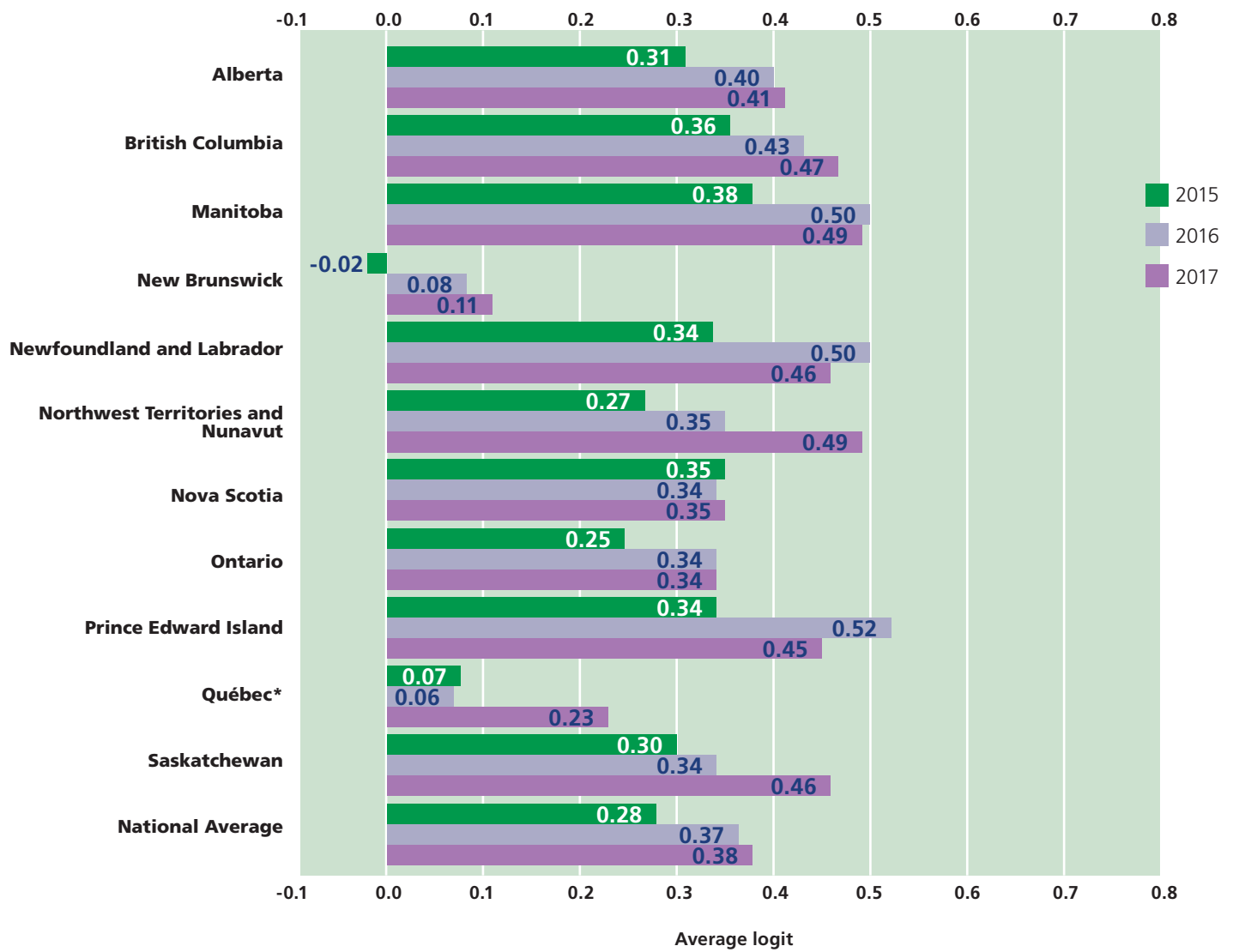
* Most graduates of Québec nursing programs write the Ordre des infirmières et infirmiers du Québec's professional examination and are not included here. This Québec category only includes Québec-educated graduates who wrote the NCLEX-RN. Please see the section *Who is included in this report?* for more information.

Figure A2. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Basic care and comfort



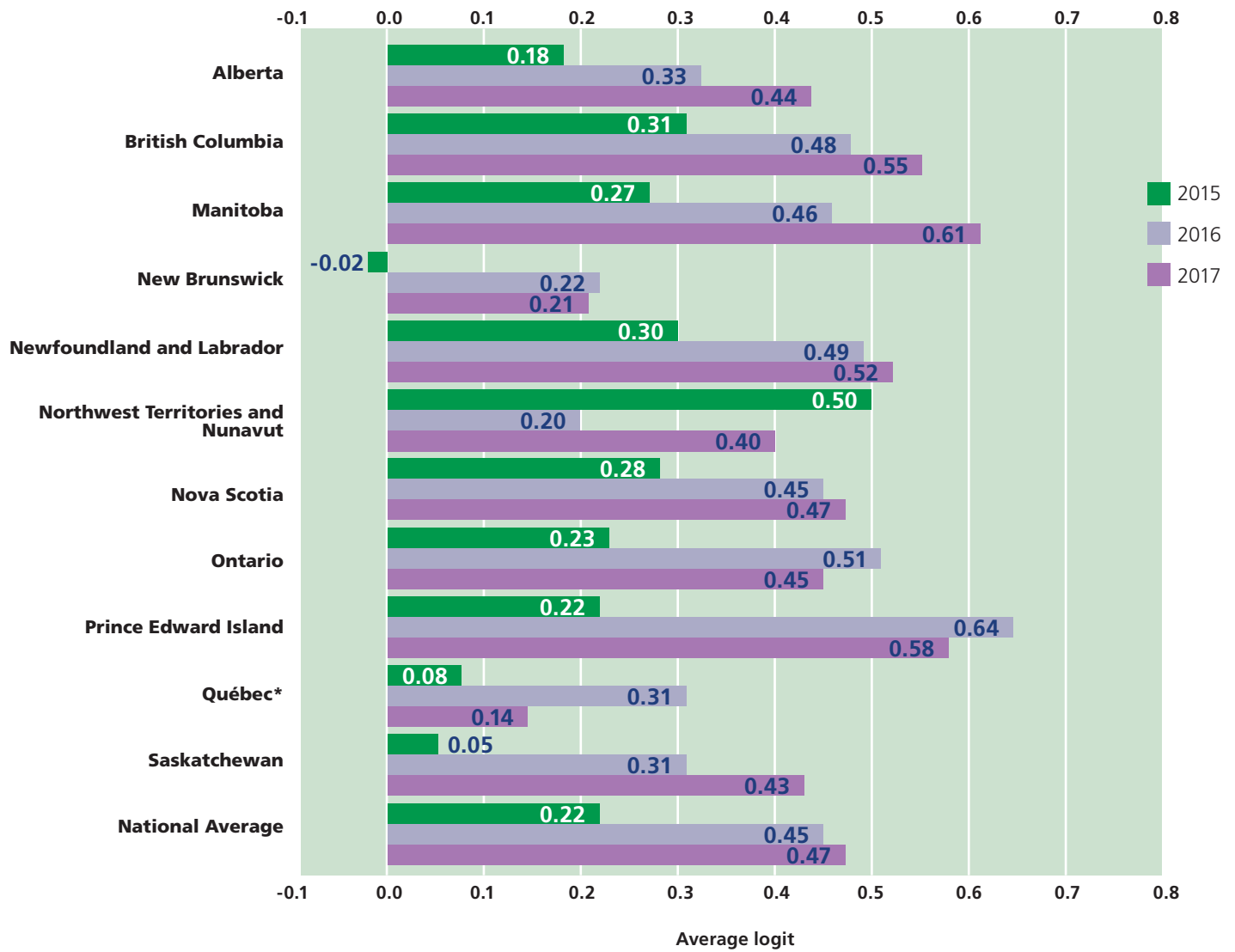
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Figure A3. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Health promotion and maintenance



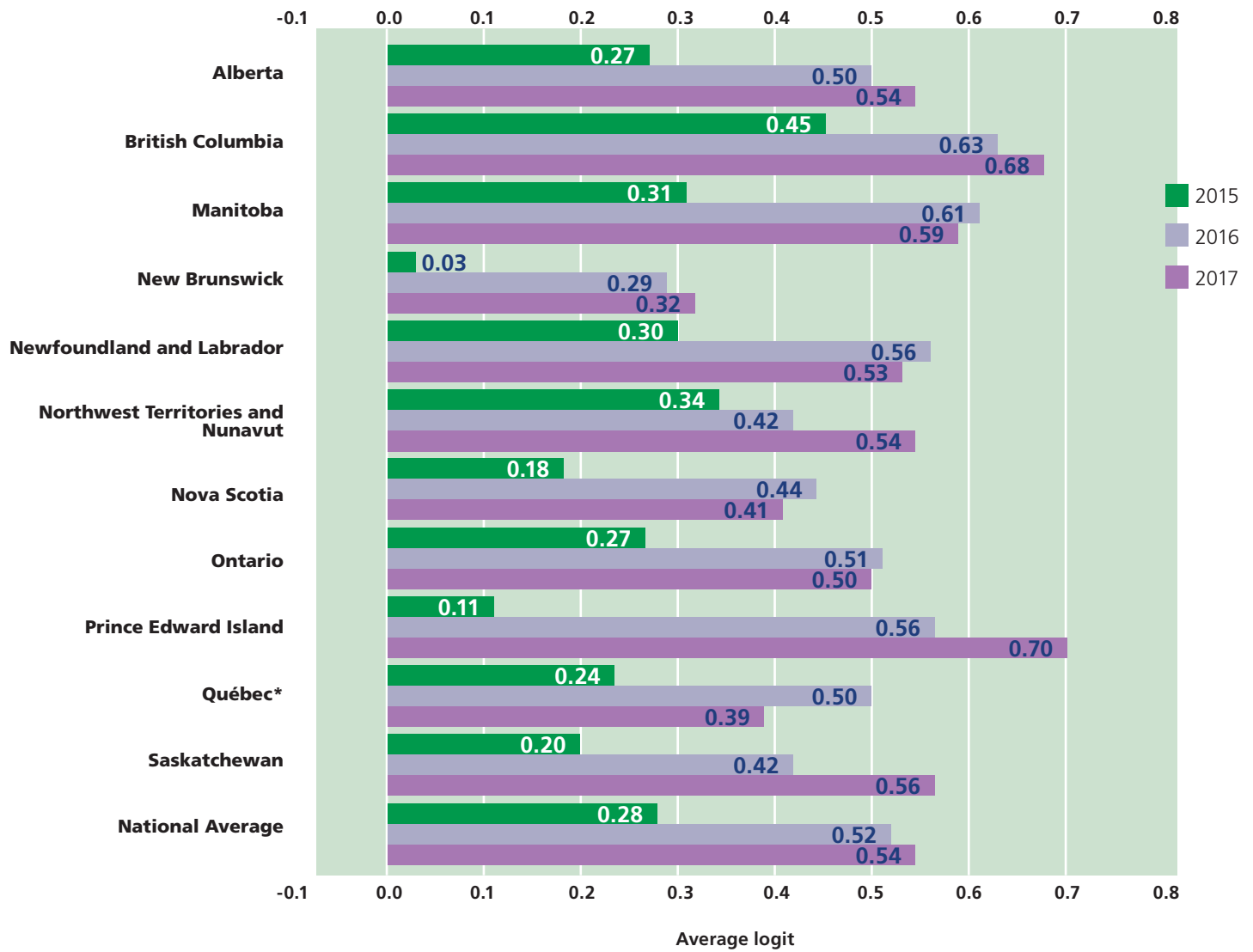
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Figure A4. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Management of care



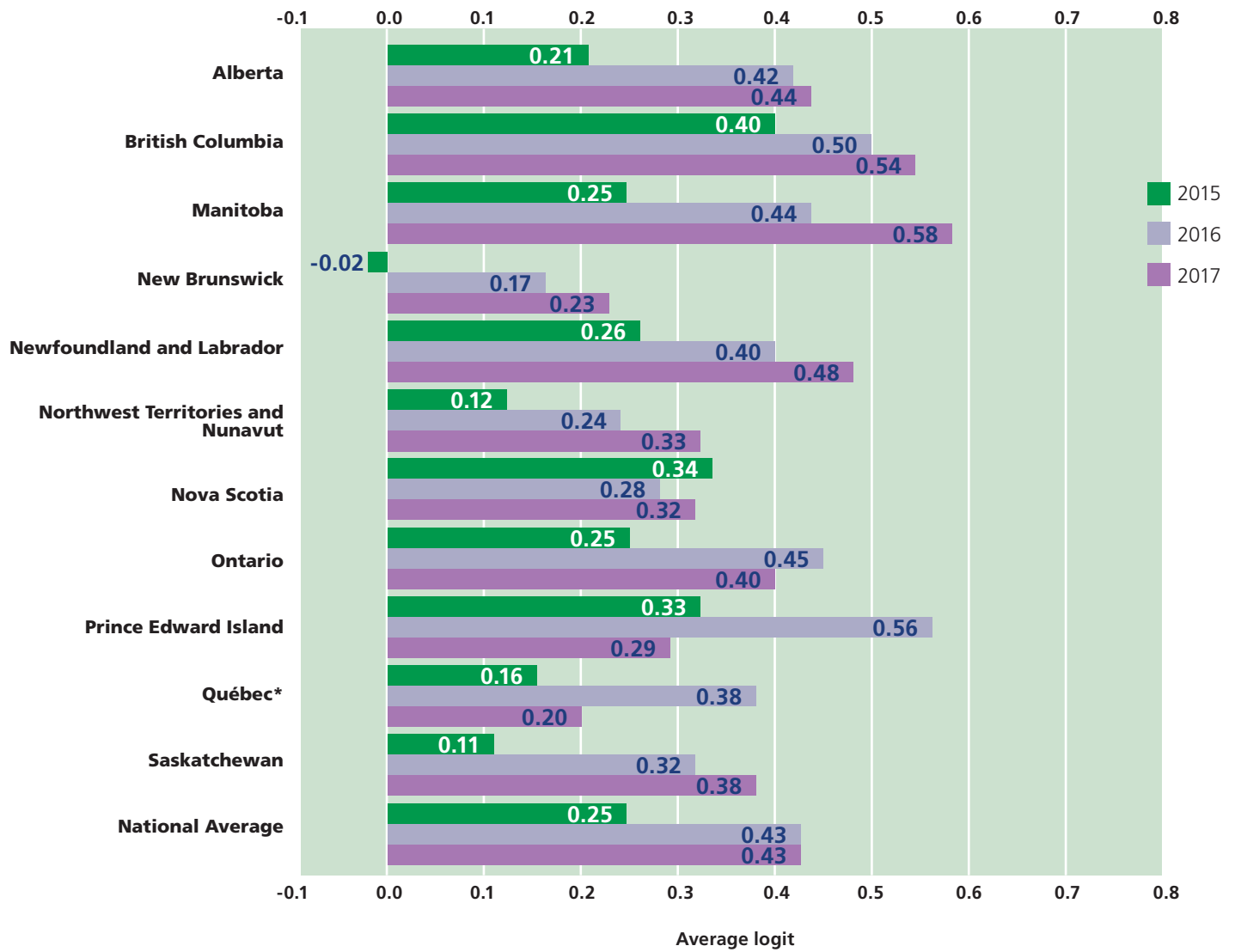
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Figure A5. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Pharmacological and parenteral therapies



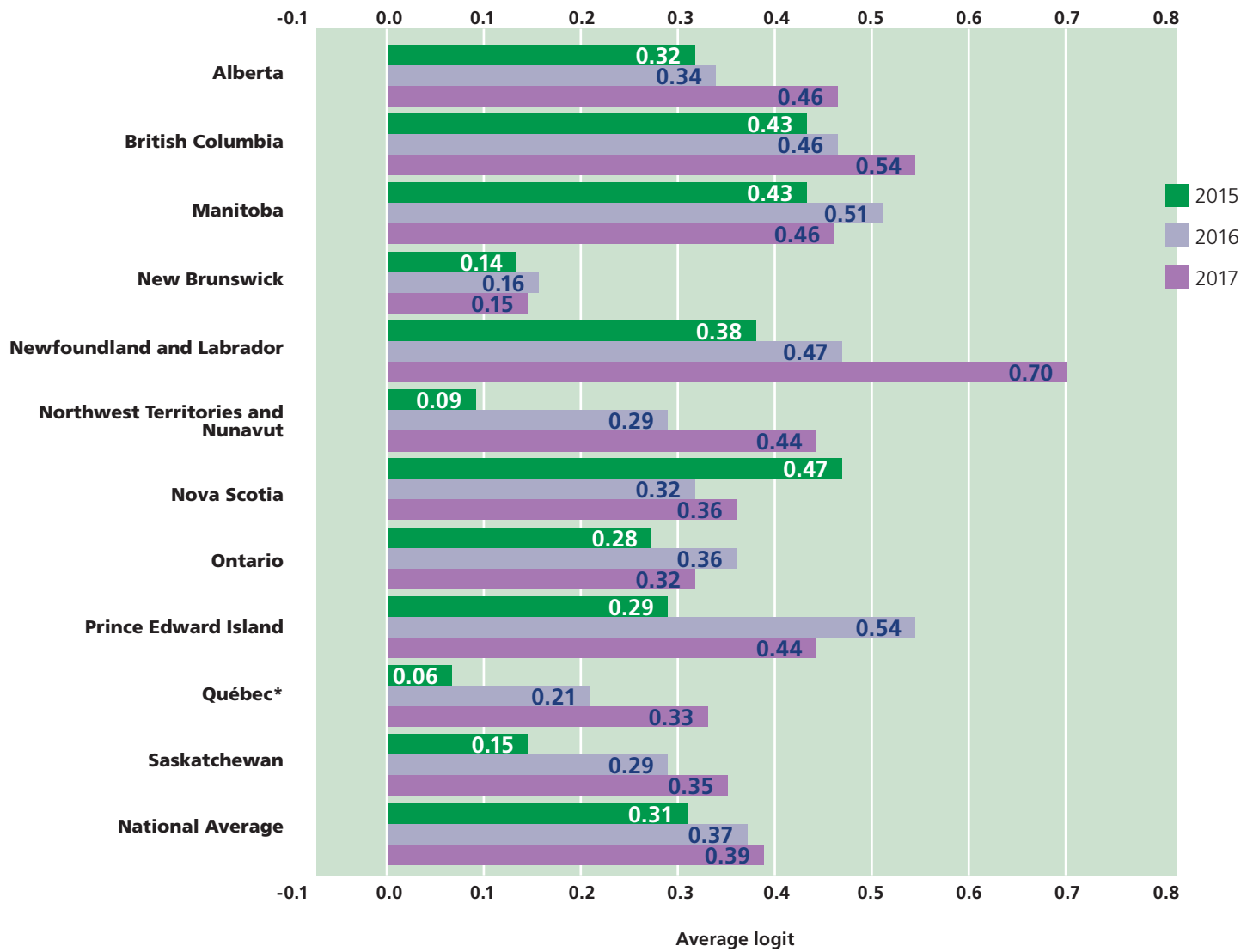
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Figure A6. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Physiological adaptation



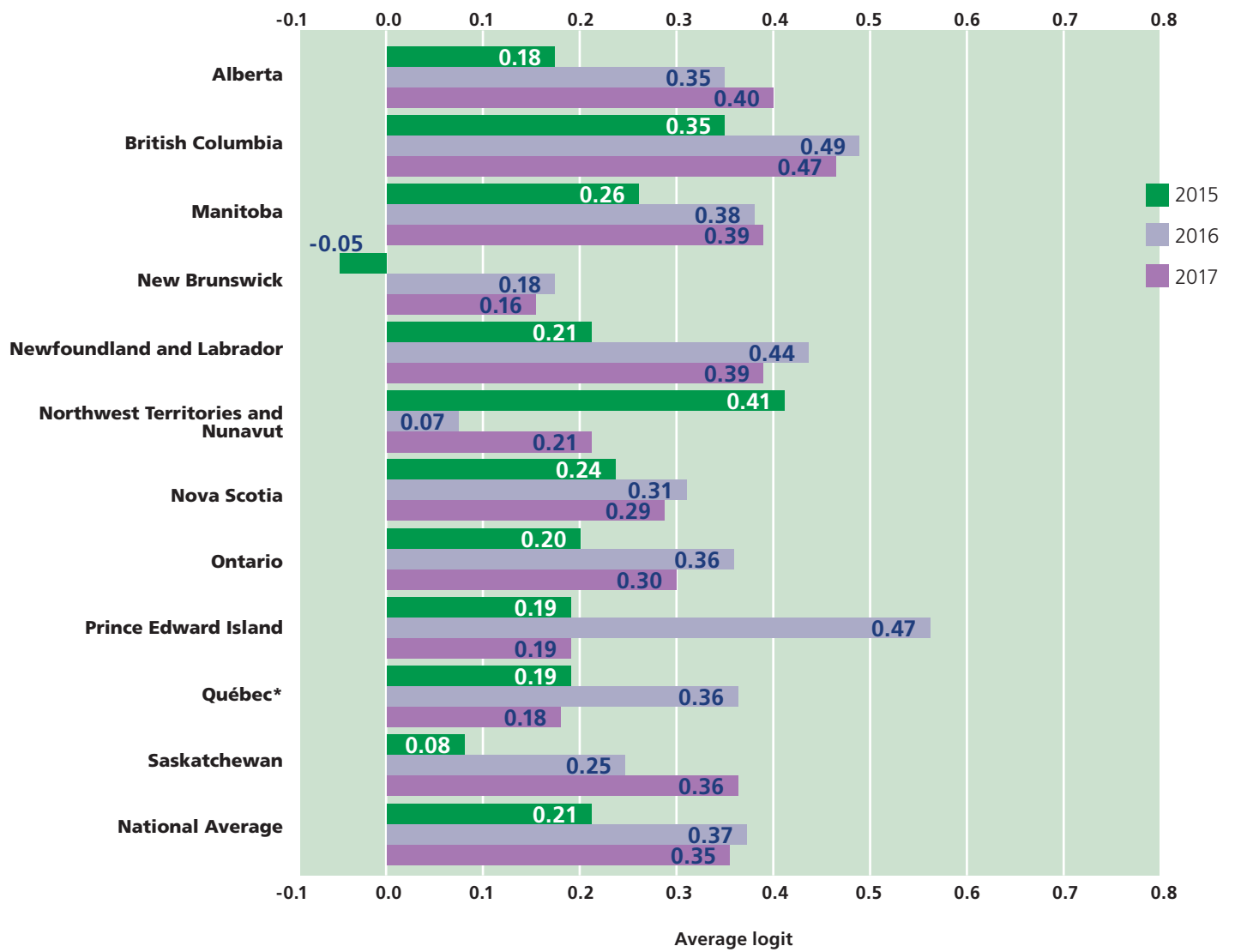
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Figure A7. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Psychosocial integrity



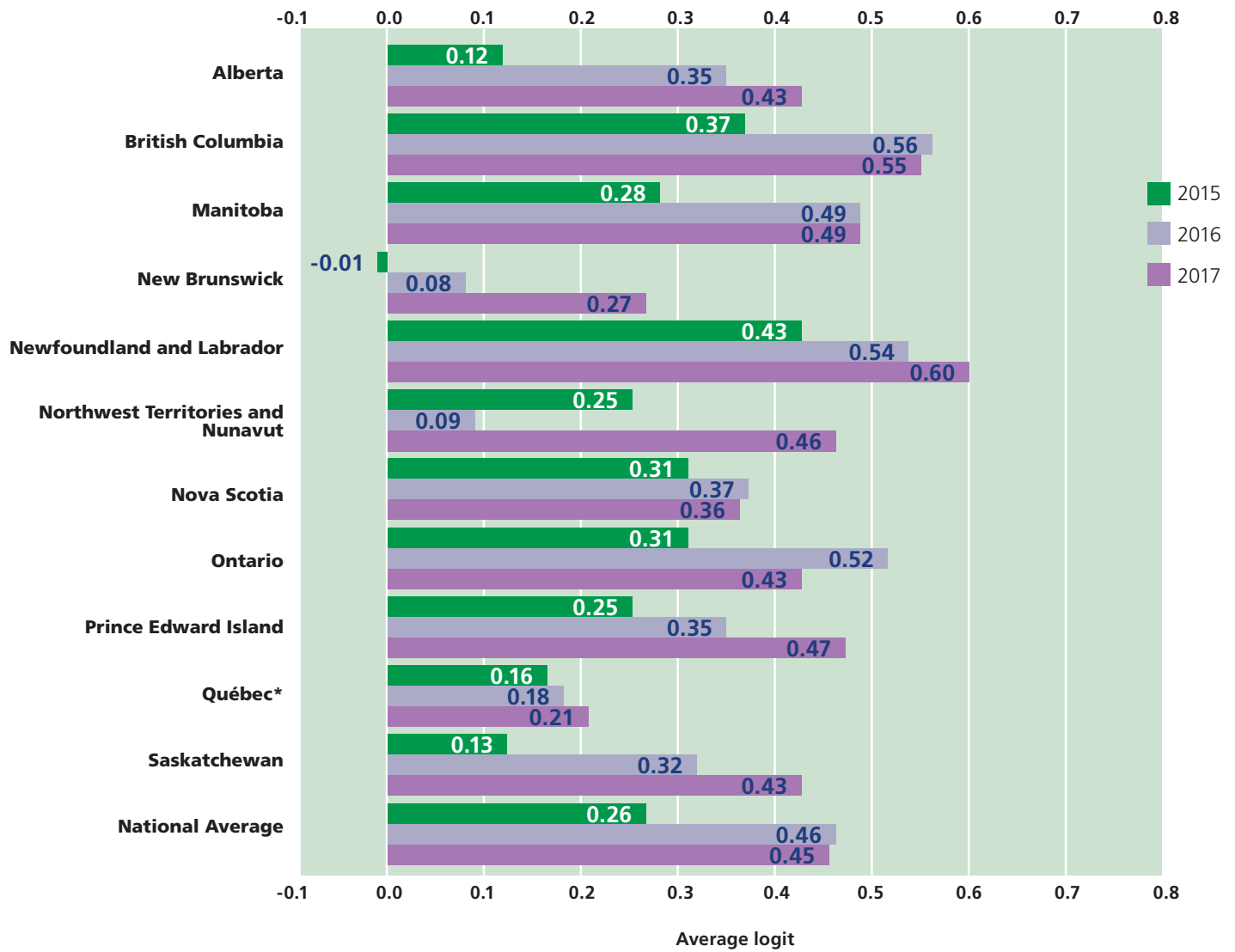
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Figure A8. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Reduction of risk potential



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Figure A9. Canadian-educated writers: Average first-attempt test plan performance by province or territory of education – Safety and infection control



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