

ATI RECOMMENDED CUT SCORES

RN CONCEPT-BASED ASSESSMENTS	CUT SCORES		
	LEVEL 1	LEVEL 2	LEVEL 3
ASSESSMENT			
Level 1 (100 items)	55.0%	68.0%	76.0%
Level 2 (110 items)	51.8%	60.0%	69.1%
Level 3 (110 items)	52.7%	62.7%	74.5%
Level 4 (110 items)	53.6%	64.5%	76.4%

RN CONCEPT-BASED ASSESSMENTS PROFICIENCY LEVEL DEFINITIONS*

BELOW LEVEL 1

A student not meeting the criterion for Proficiency Level 1:

- Does not yet demonstrate proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession.
- Needs substantial academic support in the assessed concepts and exemplars to ensure successful performance in subsequent curricular material.

LEVEL 1

A student meeting the criterion for Proficiency Level 1:

- Demonstrates a partial proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession.
- Needs additional academic support in the assessed concepts and exemplars to ensure successful performance in subsequent curricular material.

LEVEL 2

A student meeting the criterion for Proficiency Level 2:

- Demonstrates a proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession.
- Is prepared for successful performance in subsequent curricular material.

LEVEL 3

A student meeting the criterion for Proficiency Level 3:

- Demonstrates advanced proficiency in the knowledge and skills related to the assessed concepts and exemplars required to deliver safe, effective nursing care at the entry-level for the profession.
- Is well-prepared for successful performance in subsequent curricular material.

**Note that these definitions were based on expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN performance to performance on the Concept-Based Assessments, nor was any study conducted demonstrating a statistical relationship between Concept-Based Assessments performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.*