

**CRITERION-REFERENCED STANDARDS OF CLINICAL PERFORMANCE**  
(Krichbaum et al., 1994)

Criteria	1 Unsatisfactory	2 Provisional	3 Assisted	4 Supervised	5 Independent
<b>Effectiveness</b> (accuracy, purposefulness of nursing actions)	Unable to complete task despite continuous cues. Unable to identify or apply principles.	Not always accurate; requires <i>continuous cues</i> . Identifies fragments of principles or applies them inappropriately.	Performs behaviors accurately with <i>frequent</i> supportive or directive cues. Identifies principles but needs help applying them.	Performs behaviors accurately with occasional supportive or directive cues. Applies theoretical knowledge with occasional cues.	Performs behaviors purposefully and accurately, reflecting a sound theoretical base each time behavior is observed.
<b>Affect</b> (student's ability to relate to patients during interactions)	Focuses <i>entirely</i> on own behavior. Appears <i>frozen</i> ; unable to move.	Focuses <i>entirely</i> on task or own behavior, not on patient. Appears anxious, flustered.	Focuses <i>primarily</i> on task or on own behavior. Appears anxious, fidgety.	Focuses on patient <i>initially</i> ; <i>as complexity increases, tends to focus on task</i> . Appears generally relaxed and confident; occasional anxiety may be observable.	<i>Focuses on the patient while giving care</i> . Appears relaxed and confident.
<b>Safety</b> (potential for action of student to harm the patient)	Performs in an <i>unsafe</i> manner or unable to demonstrate behavior.	Performs <i>safely under supervision</i> only.	Performs behaviors <i>safely each time</i> observed.	Performs behaviors <i>safely each time</i> observed.	Performs behaviors <i>safely each time</i> observed.
<b>Initiative</b> (number of supportive or directive cues)	Requires <i>continuous directive and supportive cues</i> . Instructors may need to complete activity	Requires <i>frequent directive</i> and continuous supportive cues to complete activity.	Requires <i>frequent</i> supportive cues and occasional directive cues to accomplish task.	Requires <i>occasional</i> supportive or directive cues to accomplish task.	Requires <i>no directive cues</i> from the instructor.
<b>Efficiency</b> (dexterity; time expenditure; energy expenditure)	Performs in an unskilled manner; disorganized. Unable to complete activity.	Demonstrates <i>lack of skill; uncoordinated</i> in majority of behavior. <i>Wastes energy</i> due to incompetence. Activities are disrupted or omitted; performed with considerable delays.	Demonstrated partial lack of skill and/or dexterity in part of activity; awkward movements. <i>Wastes energy</i> due to poor planning, repeated behaviors.	Demonstrates dexterity, but uses some unnecessary energy to complete activity. Spends reasonable time on task.	Demonstrates dexterity; spends <i>minimal time on task</i> .

Developed by K. Krichbaum, University of Minnesota School of Nursing, from K. Bondy (1983). Criterion-referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education*, 22(9), 376-82.

Krichbaum, K., Rowan, M., Duckett, L., Ryden, M., & Savik, K. (1994). The Clinical Evaluation Tool: A measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education*, 33(9), 395-404.