

EVALUATION REPORT & COUNSELING RECORD (E1 - E6)

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)				2. Rate		3. Desig		4. SSN	
5. ACT <input type="checkbox"/>		FTS <input type="checkbox"/>		INACT <input type="checkbox"/>		AT/ADSW/265 <input type="checkbox"/>		6. UIC	
7. Ship/Station				8. Promotion Status		9. Date Reported			
Occasion for Report		10. Periodic <input type="checkbox"/>		11. Detachment of Individual <input type="checkbox"/>		12. Promotion / Frocking <input type="checkbox"/>		13. Special <input type="checkbox"/>	
14. From:		15. To:		16. Not Observed Report <input type="checkbox"/>		17. Regular <input type="checkbox"/>		18. Concurrent <input type="checkbox"/>	
20. Physical Readiness		21. Billet Subcategory (if any)		22. Reporting Senior (Last, FI MI)		23. Grade		24. Desig	
25. Title		26. UIC		27. SSN		28. Command employment and command achievements			
29. Primary/Collateral/Watchstanding duties. (Enter Primary duty abbreviation in box.) <div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
For Mid-term Counseling Use. (When completing EVAL Enter 30 and 31 from counseling worksheet sign 32.)				30. Date Counseled		31. Counselor		32. Signature of Individual Counseled	
PERFORMANCE TRAITS: 1.0 – Below standards / not progressing or UNSAT in any one standard; 2.0 – Does not yet meet all 3.0 standards; 3.0 – Meets all 3.0 standards; 4.0 – Exceeds most 3.0 standards; 5.0 – Meets overall criteria and most of the specific standards for 5.0. Standards are not all inclusive.									
PERFORMANCE TRAITS		1.0* Below Standards		2.0 Pro- gressing		3.0 Meets Standards		4.0 Above Standards	
5.0 Greatly Exceeds Standards		33. PROFESSIONAL KNOWLEDGE: Technical knowledge and practical application.		- Marginal knowledge of rating, specialty or job. - Unable to apply knowledge to solve routine problems. - Fails to meet advancement/PQS requirements.		- Strong working knowledge of rating, specialty and job. - Reliably applies knowledge to accomplish tasks. - Meets advancement/PQS requirements on time.		- Recognized expert, sought out by all for technical knowledge. - Uses knowledge to solve complex technical problems. - Meets advancement/PQS requirements early/with distinction.	
NOB <input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
34. QUALITY OF WORK: Standard of work; value of end product.		- Needs excessive supervision. - Product frequently needs rework. - Wasteful of resources.		- Needs little supervision. - Produces quality work. - Few errors and resulting rework. - Uses resources efficiently.		- Needs no supervision. - Always produces exceptional work. - No rework required. - Maximizes resources.		NOB <input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
35. COMMAND OR ORGANIZATIONAL CLIMATE/EQUAL OPPORTUNITY: Contributing to growth and development, human worth, community.		- Actions counter to Navy's retention/reenlistment goals. - Uninvolved with mentoring or professional development of subordinates. - Actions counter to good order and discipline and negatively affect Command/Organizational climate. - Demonstrates exclusionary behavior. - Fails to value differences from cultural diversity.		- Positive leadership supports Navy's increased retention goals. Active in decreasing attrition. - Actions adequately encourage/support subordinates' personal/professional growth. - Demonstrates appreciation for contributions of Navy personnel. Positive influence on Command climate. - Values differences as strengths. - Fosters atmosphere of acceptance/inclusion per EO/EEO policy.		- Measurably contributes to Navy's increased retention and reduced attrition objectives. - Proactive leader/exemplary mentor. Involved in subordinates' personal development leading to professional growth/sustained commitment. - Initiates support programs for military, civilian, and families to achieve exceptional Command and Organizational climate. - The model of achievement. Develops unit cohesion by valuing differences as strengths.		NOB <input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
36. MILITARY BEARING/ CHARACTER: Appearance, conduct, physical fitness, adherence to Navy Core Values.		- Consistently unsatisfactory appearance. - Poor self-control; conduct resulting in disciplinary action. - Unable to meet one or more physical readiness standards. - Fails to live up to one or more Navy Core Values: HONOR, COURAGE, COMMITMENT.		- Excellent personal appearance. - Excellent conduct, conscientiously complies with regulations. - Complies with physical readiness program. - Always lives up to Navy Core Values: HONOR, COURAGE, COMMITMENT.		- Exemplary personal appearance. - Model of conduct, on and off duty. - A leader in physical readiness. - Exemplifies Navy Core Values: HONOR, COURAGE, COMMITMENT.		NOB <input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
37. PERSONAL JOB ACCOMPLISHMENT/ INITIATIVE: Responsibility, quantity of work.		- Needs prodding to attain qualification or finish job. - Prioritizes poorly. - Avoids responsibility.		- Productive and motivated. Completes tasks and qualifications fully and on time. - Plans/prioritizes effectively. - Reliable, dependable, willingly accepts responsibility.		- Energetic self-starter. Completes tasks or qualifications early, far better than expected. - Plans/prioritizes wisely and with exceptional foresight. - Seeks extra responsibility and takes on the hardest jobs.		NOB <input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

EVALUATION REPORT & COUNSELING RECORD (E1 - E6) (cont'd)

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)				2. Rate		3. Desig		4. SSN	
PERFORMANCE TRAITS		1.0* Below Standards		2.0 Pro- gressing	3.0 Meets Standards		4.0 Above Standards	5.0 Greatly Exceeds Standards	
38. TEAMWORK: Contributions to team building and team results. NOB <input type="checkbox"/>		- Creates conflict, unwilling to work with others, puts self above team. - Fails to understand team goals or teamwork techniques. - Does not take direction well. <input type="checkbox"/>		<input type="checkbox"/>	- Reinforces others' efforts, meets commitments to team. - Understands goals, employs good teamwork techniques. - Accepts and offers team direction. <input type="checkbox"/>		<input type="checkbox"/>	- Team builder, inspires cooperation and progress. - Focuses goals and techniques for teams. - The best at accepting and offering team direction. <input type="checkbox"/>	
39. LEADERSHIP: Organizing, motivating and developing others to accomplish goals. NOB <input type="checkbox"/>		- Neglects growth/development or welfare of subordinates. - Fails to organize, creates problems for subordinates. - Does not set or achieve goals relevant to command mission and vision. - Lacks ability to cope with or tolerate stress. - Inadequate communicator. - Tolerates hazards or unsafe practices. <input type="checkbox"/>		<input type="checkbox"/>	- Effectively stimulates growth/development in subordinates. - Organizes successfully, implementing process improvements and efficiencies. - Sets/achieves useful, realistic goals that support command mission. - Performs well in stressful situations. - Clear, timely communicator. - Ensures safety of personnel and equipment. <input type="checkbox"/>		<input type="checkbox"/>	- Inspiring motivator and trainer, subordinates reach highest level of growth and development. - Superb organizer, great foresight, develops process improvements and efficiencies. - Leadership achievements dramatically further command mission and vision. - Perseveres through the toughest challenges and inspires others. - Exceptional communicator. - Makes subordinates safety-conscious, maintains top safety record. - Constantly improves the personal and professional lives of others. <input type="checkbox"/>	
40. Individual Trait Average. Total of trait scores divided by number of graded traits.		41. I recommend this individual for (maximum of two): Assignment in Rating, Sea Special Programs, Shore Special Programs, Commissioning Programs, Special Warfare Programs, Rating Instructor Duty, Other. (Be specific.)				42. Signature of Rater (Typed Name & Rate): I have evaluated this member against the above performance standards and have forwarded written explanation of marks of 1.0 and 5.0. Date:			
43. COMMENTS ON PERFORMANCE. *All 1.0 marks, three 2.0 marks, and 2.0 marks in Block 37 must be specifically substantiated in comments. Comments must be verifiable. Font must be 10 or 12 pitch (10 to 12 point) only. Use upper and lower case.									
44. QUALIFICATIONS/ACHIEVEMENTS - Education, awards, community involvement, etc., during this period.									
Promotion Recommendation	NOB	Significant Problems	Progressing	Promotable	Must Promote	Early Promote	47. Retention : Not Recommended <input type="checkbox"/> Recommended <input type="checkbox"/>		
45. INDIVIDUAL							48. Reporting Senior Address		
46. SUMMARY	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto; transform: rotate(45deg); transform-origin: center;">X</div>								
49. Signature of Senior Rater (Typed Name & Grade/Rate): I have reviewed the evaluation of this member against these performance standards and have provided written explanation to support marks of 1.0 and 5.0. Date:					50. Signature of Reporting Senior Date:				
					Summary Group Average: <input style="width: 100px;" type="text"/>				
51. Signature of individual evaluated. "I have seen this report, been apprised of my performance, and understand my right to make a statement." I intend to submit a statement <input type="checkbox"/> do not intend to submit a statement <input type="checkbox"/> Date:					52. Typed name, grade, command, UIC, and signature of Regular Reporting Senior on Concurrent Report Date:				