

Student Performance Evaluation

Student Name:

Job Title:

Start Date:

End Date:

Program:

Company Name:

Supervisor:

INTEREST IN WORK <ul style="list-style-type: none"> <input type="checkbox"/> High interest in job. Very enthusiastic. <input type="checkbox"/> More than an average amount of interest in job. <input type="checkbox"/> Satisfactory amount of interest for job. <input type="checkbox"/> Occasionally enthusiastic about job. <input type="checkbox"/> Little interest or enthusiasm for job. 	INITIATIVE <ul style="list-style-type: none"> <input type="checkbox"/> Self-starter. Asks for new jobs or extra work. <input type="checkbox"/> Acts voluntarily in most matters. <input type="checkbox"/> Completes all assigned work. <input type="checkbox"/> Must be told what to do frequently. Hesitates. <input type="checkbox"/> Always waits to be told what to do next.
PLANNING & ORGANIZATION <ul style="list-style-type: none"> <input type="checkbox"/> Does an excellent job of planning and organizing. <input type="checkbox"/> Usually organizes and plans time adequately. <input type="checkbox"/> Does a normal amount of planning and organizing. <input type="checkbox"/> Often fails to plan and organize effectively. <input type="checkbox"/> Consistently fails to organize or plan work effectively. 	ABILITY TO LEARN <ul style="list-style-type: none"> <input type="checkbox"/> Exceptionally quick. <input type="checkbox"/> Quick to learn. <input type="checkbox"/> Average. <input type="checkbox"/> Slow to learn. <input type="checkbox"/> Very slow to learn.
QUALITY OF WORK <ul style="list-style-type: none"> <input type="checkbox"/> Very thorough with work and makes very few errors. <input type="checkbox"/> Usually thorough. Good work. Few errors. <input type="checkbox"/> Work passes review with a normal amount of errors. <input type="checkbox"/> More than average number of errors for a trainee. <input type="checkbox"/> Unsatisfactory. Frequent errors. 	QUANTITY OF WORK <ul style="list-style-type: none"> <input type="checkbox"/> Highly productive in comparison to other students. <input type="checkbox"/> More than expected when compared with others. <input type="checkbox"/> Expected amount of productivity for students. <input type="checkbox"/> Does less than the expected amount of work. <input type="checkbox"/> Performs minimal amount of work in allotted time.
JUDGEMENT <ul style="list-style-type: none"> <input type="checkbox"/> Exceptionally mature in decision making. <input type="checkbox"/> Usually has good common sense making decisions. <input type="checkbox"/> Decisions are satisfactory in routine situations. <input type="checkbox"/> Decisions are often made without a lot of analysis. <input type="checkbox"/> Decisions are not usually dependable. 	DEPENDABILITY <ul style="list-style-type: none"> <input type="checkbox"/> Can always be depended upon in any situation. <input type="checkbox"/> Can usually be depended upon in most situations. <input type="checkbox"/> Can be depended upon in routine situations. <input type="checkbox"/> Somewhat reliable. Frequently needs supervision. <input type="checkbox"/> Unreliable. Requires close supervision.
INTERPERSONAL: COLLEAGUE INTERACTION <ul style="list-style-type: none"> <input type="checkbox"/> Excellent team player that works well with all staff. <input type="checkbox"/> Congenial and helpful. Works well with associates. <input type="checkbox"/> Interaction is harmonious in normal situations. <input type="checkbox"/> Difficult to work with at times. Inappropriate. <input type="checkbox"/> Frequently quarrelsome and causes friction. 	SUPERVISION <ul style="list-style-type: none"> <input type="checkbox"/> Expresses appreciation, asks questions, takes action. <input type="checkbox"/> Willingly accepts / responds to constructive feedback <input type="checkbox"/> Satisfactorily accepts constructive feedback. <input type="checkbox"/> Reluctantly accepts constructive feedback. <input type="checkbox"/> Resents constructive feedback from supervisor.
COMMUNICATION – WRITTEN DOCUMENTATION <ul style="list-style-type: none"> <input type="checkbox"/> Exceptionally clear, well organized and concise. <input type="checkbox"/> Clear, organized, concise. <input type="checkbox"/> Satisfactory writing skills. <input type="checkbox"/> Sometimes encounters difficulty in writing clearly. <input type="checkbox"/> Inadequate writing skills. 	COMMUNICATION – SERVICE RECIPIENTS <ul style="list-style-type: none"> <input type="checkbox"/> Exceptional verbal expression; respectful, excellent rapport. <input type="checkbox"/> Clear and understandable, good rapport, responsive. <input type="checkbox"/> Satisfactory - moderately responsive to needs. <input type="checkbox"/> Sometimes encounters difficulty speaking clearly. <input type="checkbox"/> Inadequate verbal skills.

Student Performance Evaluation - continued

GROOMING <input type="checkbox"/> Appropriate <input type="checkbox"/> Inappropriate	ATTENDANCE <input type="checkbox"/> Regular <input type="checkbox"/> Irregular	PUNCTUALITY <input type="checkbox"/> Arrives early, stays when required <input type="checkbox"/> Arrives on time, stays when required <input type="checkbox"/> Frequently arrives late, rarely stays late
MAJOR STRENGTHS ARE: <div>①</div> <div>②</div> <div>③</div>		AREAS FOR IMPROVEMENT: <div>①</div> <div>②</div> <div>③</div>
OVERALL STUDENT PERFORMANCE RATING: Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
GENERAL COMMENTS: 		
RECOMMENDATIONS TO THE COLLEGE (skills & knowledge the student should have prior to placement, WIL process, etc.): 		

Name of Supervisor: _____ Date: _____

Signature: _____