UNIVERSITY OF WATERLOO UNDERGRADUATE UNOFFICIAL TRANSCRIPT

Name: Kraemer,Stephen Baldwin

Student ID: 20344528   **Date Produced: Apr 28, 2014**

Ontario Education Nbr: 249899790

Winter 2014   4B   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		Units					
Course	Description	Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
ECE 417	Image Processing	0.50/0.50	93	Y	Y		
MTE 482	Mechatronics Engineering Project	0.50/0.50	NG	Y	N		
SYDE 372	Introduction to Pattern Recognition	0.50/0.00		Y	Y		
SYDE 522	Machine Intelligence	0.50/0.00		Y	Y		
WS 201	Images of Women in Popular Culture	0.50/0.50	71	Y	Y		

Term summary statistics available on May 21, 2014

Fall 2013   4A   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

| | | Units | | | | | |
Course	Description	Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
CS 343	Concurrent and Parallel Programming	0.50/0.50	88	Y	Y		
CS 456	Computer Networks	0.50/0.50	85	Y	Y		
ECE 484	Digital Control Applications	0.50/0.50	74	Y	Y		
MTE 481	Mechatronics Engineering Design Project	0.50/0.50	93	Y	Y		
RUSS 101	Elementary Russian I	0.50/0.50	94	Y	Y		
WKRPT 400	Work-term Report	0.13/0.13	65	Y	N	DRNA	

Term Avg	86.80	Term Units In Avg	2.50	Term Units Earned	2.63
Cumulative Avg	81.75	Total Units In Avg	19.00	Total Units Earned	20.39
Total Units Taken	19.13	Total Units Passed	19.00		
		Total Transfer Units	0.00		

Academic Standing: Excellent standing

Spring 2013   3B   Part-Time   Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

| | | Units | | | | | |
Course	Description	Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
COOP 6	Co-operative Work Term		CR	N	N		

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.00

Cumulative Avg		80.99	Total Units In Avg	16.50	Total Units Earned	17.76
Total Units Taken		16.63	Total Units Passed	16.50		
			Total Transfer Units	0.00		

Winter 2013   3B   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		Units					
Course	*Description*	*Attempt/Earn*	*Grade*	*Credit*	*InGPA*	*Desig*	*DesGrd*
HRM 200	Basic Human Resources Management	0.50/0.50	86	Y	Y		
ME 351	Fluid Mechanics 1	0.50/0.50	82	Y	Y		
MSCI 261	Engineering Economics: Financial Management for Engineers	0.50/0.50	77	Y	Y		
MTE 322	Electromechanical Machine Design	0.50/0.50	73	Y	Y		
MTE 360	Automatic Control Systems	0.50/0.50	77	Y	Y		
MTE 380	Mechatronics Engineering Design Workshop	0.50/0.50	81	Y	Y		

Term Avg	79.33	Term Units In Avg	3.00	Term Units Earned	3.00
Cumulative Avg	80.99	Total Units In Avg	16.50	Total Units Earned	17.76
Total Units Taken	16.63	Total Units Passed	16.50		
		Total Transfer Units	0.00		

Academic Standing: Good standing

Fall 2012   3A   Part-Time   Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

                                            Units

Course	*Description*	*Attempt/Earn*	*Grade*	*Credit*	*InGPA*	*Desig*	*DesGrd*
COOP 5	Co-operative Work Term		CR	N	N		
PD 6	Problem Solving	0.50/0.00	CR	N	N		

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.00
Cumulative Avg	81.35	Total Units In Avg	13.50	Total Units Earned	14.76
Total Units Taken	13.63	Total Units Passed	13.50		
		Total Transfer Units	0.00		

Spring 2012   3A   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

                                            Units

Course	*Description*	*Attempt/Earn*	*Grade*	*Credit*	*InGPA*	*Desig*	*DesGrd*
ECE 309	Introduction to Thermodynamics and Heat Transfer	0.50/0.50	80	Y	Y		
ECE 325	Microprocessor Systems and Interfacing for Mechatronics Engineering	0.50/0.50	79	Y	Y		

Course	Description	Units Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
ME 321	Kinematics and Dynamics of Machines	0.50/0.50	69	Y	Y		
MTE 320	Actuators & Power Electronics	0.50/0.50	85	Y	Y		
SYDE 351	Systems Models 1	0.50/0.50	68	Y	Y		
WKRPT 300	Work-term Report	0.13/0.13	65	Y	N	DRNA	

Term Avg	76.20	Term Units In Avg	2.50	Term Units Earned	2.63
Cumulative Avg	81.35	Total Units In Avg	13.50	Total Units Earned	14.76
Total Units Taken	13.63	Total Units Passed	13.50		
		Total Transfer Units	0.00		

Academic Standing: Good standing

Winter 2012   2B   Part-Time   Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

Course	Description	Units Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
COOP 4	Co-operative Work Term		CR	N	N		
PD 5	Project Management	0.50/0.00	CR	N	N		

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.00
Cumulative Avg	82.52	Total Units In Avg	11.00	Total Units Earned	12.13
Total Units Taken	11.13	Total Units Passed	11.00		
		Total Transfer Units	0.00		

Fall 2011   2B   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		Units				
		Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
Course	*Description*	*Attempt/Earn*	*Grade*	*Credit*	*InGPA*	*Desig*	*DesGrd*
MTE 203	Advanced Calculus	0.50/0.50	90	Y	Y		
MTE 204	Numerical Methods	0.50/0.50	87	Y	Y		
MTE 220	Sensors and Instrumentation	0.50/0.50	80	Y	Y		
MTE 241	Introduction to Computer Structures & Real-Time Systems	0.50/0.50	81	Y	Y		
SYDE 252	Linear Systems and Signals	0.50/0.50	83	Y	Y		
WKRPT 200	Work-term Report	0.13/0.13	75	Y	N	DRNA	

Term Avg	84.20	Term Units In Avg	2.50	Term Units Earned	2.63
Cumulative Avg	82.52	Total Units In Avg	11.00	Total Units Earned	12.13
Total Units Taken	11.13	Total Units Passed	11.00		
		Total Transfer Units	0.00		

Academic Standing: Excellent standing

Spring 2011   2A   Part-Time   Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

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                                 Units

Course      Description                 Attempt/Earn  Grade  Credit  InGPA  Desig  DesGrd

COOP 3      Co-operative Work Term                     CR            N       N

PD 3        Communication               0.50/0.00      CR            N       N


Term Avg                 0.00    Term Units In Avg    0.00    Term Units Earned    0.00

Cumulative Avg          82.03    Total Units In Avg   8.50    Total Units Earned   9.50

Total Units Taken        8.63    Total Units Passed   8.50

                                 Total Transfer Units 0.00
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Winter 2011   2A   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

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                                 Units

Course      Description                 Attempt/Earn  Grade  Credit  InGPA  Desig  DesGrd

ME 262      Introduction to             0.50/0.50     86      Y       Y

            Microprocessors and

            Digital Logic

MTE 201     Experimental Measurement    0.50/0.50     79      Y       Y

            & Statistical Analysis

MTE 202     Ordinary Differential       0.50/0.50     78      Y       Y

            Equations

MTE 219     Mechanics of Deformable     0.50/0.50     84      Y       Y

            Solids

STV 100     Society, Technology and     0.50/0.50     74      Y       Y

            Values: Introduction

SYDE 182    Physics 2 (Dynamics)        0.50/0.50     83      Y       Y
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Term Avg	80.67	Term Units In Avg	3.00	Term Units Earned	3.00
Cumulative Avg	82.03	Total Units In Avg	8.50	Total Units Earned	9.50
Total Units Taken	8.63	Total Units Passed	8.50
		Total Transfer Units	0.00

Academic Standing: Excellent standing

Fall 2010   1B   Part-Time   Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

		Units					
Course	*Description*	*Attempt/Earn*	*Grade*	*Credit*	*InGPA*	*Desig*	*DesGrd*
COOP 2	Co-operative Work Term		CR	N	N		
PDENG 25	Professional Development	0.50/0.50	CR	Y	N		
	– Critical Analysis						

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.50
Cumulative Avg	82.77	Total Units In Avg	5.50	Total Units Earned	6.50
Total Units Taken	5.63	Total Units Passed	5.50
		Total Transfer Units	0.00

Spring 2010   1B   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		Units					
Course	Description	Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
MATH 118	Calculus 2 for Engineering	0.50/0.50	83	Y	Y		
MTE 111	Structure and Properties of Materials	0.50/0.50	84	Y	Y		
MTE 119	Statics	0.50/0.50	77	Y	Y		
MTE 120	Circuits	0.75/0.75	79	Y	Y		
MTE 140	Algorithms and Data Structures	0.50/0.50	79	Y	Y		
WKRPT 100	Work-term Report	0.13/0.00	38	N	N	SUPP	S

Term Avg   80.27   Term Units In Avg   2.75   Term Units Earned   2.75

Cumulative Avg   82.77   Total Units In Avg   5.50   Total Units Earned   6.00

Total Units Taken   5.63   Total Units Passed   5.50

                              Total Transfer Units   0.00

Academic Standing: Promotion Granted

Winter 2010   1A   Part-Time   Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

		Units					
Course	Description	Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
COOP 1	Co-operative Work Term		CR	N	N		
PDENG 15	Professional Development – Overview	0.50/0.50	CR	Y	N		

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.50
Cumulative Avg	85.27	Total Units In Avg	2.75	Total Units Earned	3.25
Total Units Taken	2.75	Total Units Passed	2.75		
		Total Transfer Units	0.00		

Fall 2009   1A   Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		Units					
Course	Description	Attempt/Earn	Grade	Credit	InGPA	Desig	DesGrd
CHE 102	Chemistry for Engineers	0.50/0.50	84	Y	Y		
GENE 121	Digital Computation	0.50/0.50	92	Y	Y		
MATH 115	Linear Algebra for Engineering	0.50/0.50	84	Y	Y		
MATH 116	Calculus 1 for Engineering	0.50/0.50	86	Y	Y		
MTE 100	Mechatronics Engineering	0.75/0.75	82	Y	Y		

Term Avg	85.27	Term Units In Avg	2.75	Term Units Earned	2.75
Cumulative Avg	85.27	Total Units In Avg	2.75	Total Units Earned	2.75
Total Units Taken	2.75	Total Units Passed	2.75		
		Total Transfer Units	0.00		

Academic Standing: Excellent standing

Non-Course Milestones

English Proficiency	Completed	September 28, 2009
Work Report 1	Completed	August 30, 2010
Work Report 2	Completed	December 30, 2011
Work Report 3	Completed	August 30, 2012
Work Report 4	Completed	December 30, 2013
Work Term 1	Completed	April 30, 2010
Work Term 2	Completed	December 30, 2010
Work Term 3	Completed	August 30, 2011
Work Term 4	Completed	April 30, 2012
Work Term 5	Completed	December 30, 2012
Work Term 6	Completed	August 30, 2013
Workplace Hazardous Materials	Completed	November 12, 2009

Scholarships & Awards

2009-2010	University of Waterloo President's Scholarship
2013-2014	Mechatronics Design Symposium Award

- - - - -   **End of Transcript**   - - - - -

Student ID: 20344528 Kraemer,Stephen Baldwin

CECA Contact: 00000078 **Name:** Henderson,Luke
Telephone 855 533-4473 **Ext** 31826
Email l6hender@uwaterloo.ca

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	Term	Academic Career	Form Of Study	Academic Level	Academic Group	Academic Plan	Academic Load	Work Term Status	Employer Name	Performance Evaluation	Work Report Evaluation
1	Fall 2009	UG	ENRL	1A	ENG	Mechatronics Engineering	F				
2	Winter 2010	UG	COOP	1A	ENG	Mechatronics Engineering	P	EI	University of Waterloo	Outstanding	
3	Spring 2010	UG	ENRL	1B	ENG	Mechatronics Engineering	F				
4	Fall 2010	UG	COOP	1B	ENG	Mechatronics Engineering	P	ER	University of Waterloo	Outstanding	
5	Winter 2011	UG	ENRL	2A	ENG	Mechatronics Engineering	F				
6	Spring 2011	UG	COOP	2A	ENG	Mechatronics Engineering	P	ES	Netkeepers	Excellent	
7	Fall 2011	UG	ENRL	2B	ENG	Mechatronics Engineering	F				
8	Winter 2012	UG	COOP	2B	ENG	Mechatronics Engineering	P	EI	Avvasi Inc	Very Good	
9	Spring 2012	UG	ENRL	3A	ENG	Mechatronics Engineering	F				
10	Fall 2012	UG	COOP	3A	ENG	Mechatronics Engineering	P	EI	Autodesk Canada Co	Excellent	
11	Winter 2013	UG	ENRL	3B	ENG	Mechatronics Engineering	F				
12	Spring 2013	UG	COOP	3B	ENG	Mechatronics Engineering	P	EI	Oracle	Outstanding	
13	Fall 2013	UG	ENRL	4A	ENG	Mechatronics Engineering	F				
14	Winter 2014	UG	ENRL	4B	ENG	Mechatronics Engineering	F				
15	Spring 2014	UG	ENRL	4B	ENG	Mechatronics Engineering	N				
16	Fall 2014	UG	ENRL	4B	ENG	Mechatronics Engineering	N				

WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

Kraemer,Stephen Baldwin
20344528
Spring 2013
3B Mechatronics Engineering
Oracle

Job Title: Software Engineering

Job Description: *NOTE FROM CECA RE: EMPLOYMENT BASED IN THE USA*
This work opportunity will be based in the USA; therefore all applicants must determine whether they are eligible to
eligibility please go to https://uwaterloo.ca/co-operative-education/working-abroad/finding-international-job-opportu
work-abroad and read the information listed in its entirety before you apply for this job. For specific information on t
co-op employment, please refer to http://uwaterloo.ca/co-operative-education/working-abroad/work-permits-interna
/usa-work-permitj-1-visa

Endeca Technologies, a leading provider of search and data discovery tools, was purchased by Oracle in October 2
behind it, the Endeca brand is poised to continue to grow and add to its already impressive list of customers. Ended
quarter of Fortune 100 companies, working behind the scenes to enable companies like Nike and IBM to "search sr
people around the world access information via Endeca solutions implemented for clients including: Best Buy, Dell,
Intelligence Agency, IBM, John Deere, the Library of Congress, Toyota, Texas Instruments, and Target.com.

At the top of our product stack we have sophisticated Web and Mobile interfaces that drive Information Discovery tl
search and type-ahead, guided navigation and drill-down, as well as data analysis and comparison. The experience
schema-less, columnar database engine that blazes through complex analytical queries and provides a rich set of c
(called the MDEX Engine) was recognized by Oracle as extremely important and different from its traditional transa

Oracle-Endeca engineering is a stimulating environment full of fun and forward-thinking individuals. We are looking
levels of our software stack. As a co-op, you will be working with teams that face challenging problems every day w
development life-cycle. You will get the tools and hands-on experience to help you understand how to approach an
challenges. We believe we can offer something to everyone (from Linux hackers to visual design gurus as well as a

An ideal co-op candidate should demonstrate excellent teamwork skills and strong technical capabilities. Responsil
the software development life cycle, including definition, design, implementation, testing and delivery.

Qualifications:
- Ability to work in a collaborative environment
- Excellent communication skills
- Familiarity with software development principles and methods
- Exposure to Object Oriented design and development
- An overall academic average of 70% or greater

Preferred Experience:
- Java
- C++
- Distributed systems
- Search Engine / Application Development
- Agile Development methodology
- Experience leveraging and developing web services. SOAP- and REST-based APIs a strong plus
- Experience with Front End Web Technologies such as: HTML5, CSS3, JavaScript a plus

- Experience with other programming languages a plus

Our offices are located in Kendall Square in vibrant Cambridge, Massachusetts, an emerging technology center and hotspot for y
located just a stone's throw from central Boston, Harvard, and MIT. The office's social atmosphere will ensure that you have plent
your co-op term.

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1. Interest in Work. The degree to which the student pursues goals with commitment and takes pride in accomplishments.

1	2	3	4	5	6 (●)	7	Not Observed

Developing Performance	Good Performance	Superior Performance
• Shows little enthusiasm for assigned work, infrequently requests additional tasks	• Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks	• Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities

2. Ability to Learn. The extent to which the student becomes proficient with job duties and work processes.

1	2	3	4	5	6 (●)	7	Not Observed

Developing Performance	Good Performance	Superior Performance
• Sometimes slow to become proficient at new tasks or work processes	• Quick to become proficient at new tasks	• Exceeds expectations in the complexity and difficulty of work they are able to successfully complete

3. Quality of Work. The ability of the student to set high standards for own personal performance; strive for quality work; put forth extra effort to ensure quality work.

1	2	3	4	5	6	7 (●)	Not Observed

Developing Performance	Good Performance	Superior Performance
• Work does not meet expectations, has more than the expected number of errors	• Work is usually very thorough and well done, few errors	• Work is always very thorough and of excellent quality, few if any errors

4. Quantity of Work. The volume of work produced by the student, along with his or her speed and consistency of output.

1	2	3	4	5	6	7 (●)	Not Observed

Developing Performance	Good Performance	Superior Performance
• Does not always complete work within time limits	• Completes the majority of work within specified deadlines	• Consistently completes work ahead of schedule; seeks additional tasks

5. Problem Solving. The student's demonstrated ability to analyze problems or procedures, evaluate alternatives, and select the best course of action.

1	2	3	4	5	6 (●)	7	Not Observed

Developing Performance	Good Performance	Superior Performance
• Can make routine decisions but needs guidance and checking	• Can be relied upon to make good decisions, requires limited guidance	• Independently manages complex tasks and makes good decisions for work without guidance

6. Teamwork. The degree to which the student works well in a team setting.

1	2	3	4	5	6	7	Not Observed
					●		

Developing Performance	Good Performance	Superior Performance
• Sometimes uncooperative; or experiences difficulty relating to others	• Frequently cooperative, good team worker	• Consistently cooperative, proactively seeks to improve working relationships

7. Dependability. The manner in which the student conducts his or herself in the working environment.

1	2	3	4	5	6	7	Not Observed
					●		

Developing Performance	Good Performance	Superior Performance
• Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues	• Displays a strong work ethic and is present at work and meetings in a reliable and timely manner	• Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands

8. Response to Supervision. The manner in which the student responds to direction and constructive criticism.

1	2	3	4	5	6	7	Not Observed
					●		

Developing Performance	Good Performance	Superior Performance
• Sometimes disregards direction and feedback from supervisor	• Integrates feedback from supervisor into their work to improve productivity & efficiency	• Takes the initiative to follow through on all feedback from supervisor and to continuously improve upon their daily tasks and approach to work

9. Reflection. The student's demonstrated ability to learn and adapt from previous experience.

1	2	3	4	5	6	7	Not Observed
					●		

Developing Performance	Good Performance	Superior Performance
• Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance	• Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance	• Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work

10. Resourcefulness. The student's demonstrated ability to develop innovative solutions and display flexibility in unique or demanding circumstances.

1	2	3	4	5	6	7	Not Observed
					●		

Developing Performance	Good Performance	Superior Performance
• Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances	• Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance	• Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances

11. Ethical Behaviour. The extent to which the student's behaviour demonstrates integrity and ethics in work and relationships.

1	2	3	4	5	6	7	Not Observed
				●			

Developing Performance	Good Performance	Superior Performance
• Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests	• Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests	• Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues

12. Appreciation of Diversity. The degree to which the student shows understanding and sensitivity to needs and differences of others (i.e. ethnicity, religion, language, etc.)

1	2	3	4	5	6	7	Not Observed
				●			

Developing Performance	Good Performance	Superior Performance
• Has difficulty interacting with others due to individual differences	• Has positive interactions with others and is respectful of individual differences	• Demonstrates leadership in promoting positive interactions and encouraging others to work together despite individual differences

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13. Entrepreneurial Orientation. The student's demonstrated ability to take informed risks that demonstrate creativity and add value to the company.

1	2	3	4	5	6	7	Not Observed
					●		

Developing Performance	Good Performance	Superior Performance
• Has difficulty evaluating alternative ideas and making choices that enhance the department or organization	• Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization	• Able to effectively evaluate alternative ideas and independently makes choices that enhance the department or organization

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14. Written Communication. The extent to which the student demonstrates effective written communication.

1	2	3	4	5	6	7	Not Observed
				●			

Developing Performance	Good Performance	Superior Performance
• Not consistently clear and concise or requires frequent checking and editing	• Normally clear, well organized and understandable and needs only moderate checking and editing	• Always clear, well organized and easily understandable; rarely requires checking and editing

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15. Oral Communication. The extent to which the student demonstrates effective oral communication.

1	2	3	4	5	6	7	Not Observed
				●			

Developing Performance	Good Performance	Superior Performance
• Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking	• Normally clear, well organized, understandable, and persuasive, good public speaker	• Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker

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16. Interpersonal Communication. The extent to which the student effectively listens, conveys, and receives ideas, information, and direction.

1	2	3	4	5	6	7	Not Observed
					●		

Developing Performance	Good Performance	Superior Performance
• Displays inconsistent listening skills and is reluctant to seek input from others	• Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others	• Interactions with others demonstrate exceptional active listening skills and the ability to proactively seek the opinions, ideas, and expertise of others

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OVERALL PERFORMANCE RATING

Outstanding Performance
- The student has significantly exceeded all behavioural and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments
- This rating is **reserved for only those few students** who have distinguished themselves by their unique contribution or exceptional performance

Your written comments are required below in order to register the rating of Outstanding.
comments included

Excellent Performance
- The student has exceeded all performance expectations in respect to output, quality standards, delivery of goals and assignments
- Receiving this rating means the manager is delighted with this student's performance

Very Good Performance
- The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments
- Receiving this rating means the manager is very pleased with this student's performance

Good Performance
- The student meets performance expectations in respect to output, quality standards, delivery of goals and assignments
- Receiving this rating means the manager is pleased with this student's performance

Satisfactory Performance
- The student has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments
- Receiving this rating means the manager is mostly satisfied with the student's performance

Marginal Performance
- Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory
- Receiving this rating means the manager is displeased with this student's performance

Unsatisfactory Performance
- The student did not meet performance requirements

Supervisor's Comments - Please comment on the student's overall job performance.

Student's Comments - Please comment on your overall performance including your ability to achieve learning objectives and your future employment expectations.

Supervisor's Recommendations - Please provide your recommendations for the student's personal and/or professional development (optional).

* required fields

*Did you review the completed evaluation form with the student? Please ensure the student has a copy.

◉ Yes   ○ No

*Do you wish to have the student return for the next work term?

○ Yes   ○ No   ◉ Not Applicable

*If yes, have you offered to re-employ the student for the next work term?

○ Yes   ○ No   ○ To be determined

If yes, was your offer:

○ Accepted   ○ Declined

If the student accepted, please confirm the work term dates:

○ Dates   ○ To be determined

Co-operative Education will contact you to confirm new job details.

Supervisor:
Title:

Management/Human Resources:
Title:

Student Performance Evaluation

BUILDING A TALENT TRUST

Kraemer,Stephen Baldwin
20344528
Fall 2012
3A Mechatronics Engineering
Autodesk Canada Co

Job Title: Software Developer - Alias

Job Description: Autodesk, Inc., is a leader in 3D design, engineering and entertainment software. Customers across the manufacturing, architecture, building, construction, and media and entertainment industries - including the last 16 Academy Award winners for Best Visual Effects use Autodesk software to design, visualize, and simulate their ideas before they're ever built or created. From blockbuster visual effects and buildings that create their own energy to electric cars and the batteries that power them, the work of our 3D software customers is everywhere you look.

Since its introduction of AutoCAD software in 1982, Autodesk continues to develop the broadest portfolio of state-of-the-art 3D software for global markets.

http://www.autodesk.com/

This is a unique opportunity to work in the very high end software industry and support a global operation. We are looking for a creative Software Developer to internship with our Alias team: Autodesk® Alias® industrial design software powers creative design process with a range of innovative sketching, modeling, surfacing, and visualization tools that can help the creation of compelling designs faster than ever.

See more information about our Alias products on: http://usa.autodesk.com/alias/

Responsibilities may include:
* Design and implement software used for the creation, manipulation, animation and visualization of 3d models

* Maintain, debug, and update existing software
* Evaluate current software and implement enhancements as required
* Work as part of a team of software developers, expert users, QA specialists
* Contribute to user level and technical documentation

Desired Experience:
* Currently enrolled in undergraduate or graduate studies (Comp Sci, SW Eng, Comp Eng etc.)
* Some knowledge in computer graphics programming
* Object oriented design and C++ coding skills
* Experience with Windows, Macintosh OS X
* Interest in user interface design
* Ability to quickly learn new languages
* Self-Motivated

Download FREE (full-feature) versions of these products for students at http://students.autodesk.com/

The office is located downtown in the St. Lawrence Market area, easily reached by TTC, and walking distance from Union Station for GO Transit. There is also a secure bike room.

Interest

| ☐ High Interest. Very Enthusiastic. Takes pride in doing work well. | ☑ More than average amount of interest and enthusiasm. | ☐ Satisfactory amount of interest and enthusiasm. | ☐ Little interest or enthusiasm shown. | ☐ Not Applicable. |

Initiative

| ☑ Self-starter. Asks for additional work. | ☐ Displays initiative consistently. | ☐ Acts voluntarily in routine situations. | ☐ Lacks initiative. Must be told frequently what to do. | ☐ Not Applicable. |

Planning and Organizing

| ☐ Does an outstanding job of planning and organizing work and time. | ☑ Plans and organizes work and time effectively. | ☐ Does average amount of planning and organizing. | ☐ Fails to plan and organize work and time effectively. | ☐ Not Applicable. |

Setting Goals

☐ Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.	☐ Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.	☐ Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.	☐ No evidence that the student set goals for the term.	☑ Not Applicable/ Not Evaluated.

Ability to Learn

☑ Excellent.	☐ Above Average.	☐ Average.	☐ Below Average.	☐ Not Applicable.

Quality of Work

☐ Excellent: very few errors.	☑ Good: few errors.	☐ Satisfactory: has normal number of errors.	☐ Unsatisfactory: frequent errors.	☐ Not Applicable.

Quantity of Work

☑ Excellent productivity.	☐ Good productivity.	☐ Satisfactory productivity.	☐ Unsatisfactory productivity.	☐ Not Applicable.

Creativity

☐ Continually offers new ideas; extremely imaginative.	☑ Frequently offers new ideas; imaginative.	☐ Has average imagination and a reasonable number of new ideas.	☐ Rarely offers new ideas; limited imagination.	☐ Not Applicable.

Reflection and Integration from Prior Learning

☑ Frequently shows evidence of thinking deeply or reflecting in order to link previous	☐ Sometimes shows evidence of thinking deeply or reflecting in order to link previous	☐ Rarely shows evidence of thinking deeply or reflecting in order to link previous learning	☐ Shows no evidence of thinking deeply or reflecting in order to link previous learning	☐ Not Applicable/ Not Evaluated.

learning experiences (from school or work) with current workplace activity.	learning experiences (from school or work) with current workplace activity.	experiences (from schoool or work) with current workplace activity.	experiences (from school or work) with current workplace activity.	

Judgment

☐ Decisions always based on thorough analysis of the situation.	☑ Usually makes good decisions.	☐ Decisions are satisfactory in routine situations.	☐ Decisions often based on inadequate analysis of the situation.	☐ Not Applicable.

Problem Solving Skills

☑ Highly adept and innovative.	☐ Adept at solving problems.	☐ Satisfactory problem solving abilities.	☐ Exhibits inadequate problem solving abilities.	☐ Not Applicable.

Dependability

☐ Reliable in any situation.	☑ Reliable in most situations.	☐ Reliable in routine situations.	☐ Unreliable; requires close supervision.	☐ Not Applicable.

Interpersonal Behaviour

☐ Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness.	☐ Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony.	☑ Relations with others are harmonious under normal circumstances.	☐ Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on group.	☐ Not Applicable.

Handling Conflict

☐ Effectively and consistently handles interpersonal conflict in most	☑ Handles interpersonal conflict adequately when absolutely necessary.	☐ Rarely handles interpersonal conflict appropriately.	☐ Shows no evidence of ability to handle interpersonal conflict.	☐ Not Applicable/ Not Evaluated.

situations.

Response to Supervision

☐ Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded.	☐ Willingly accepts suggestions and feedback from supervisor.	☑ Accepts suggestions and feedback from supervisor in a satisfactory manner.	☐ Often responds negatively to suggestions and feedback from supervisor.	☐ Not Applicable.

Communication - Written (including work reports, if applicable)

☐ Exceptionally clear, well organized and concise.	☑ Clear, organized and concise.	☐ Satisfactory writing skills.	☐ Inadequate writing skills	☐ Not Applicable.

Communication - Oral

☐ Exceptional oral communication; clear, well organized and easily understood.	☑ Clear and understandable.	☐ Satisfactory oral communication.	☐ Inadequate oral communication.	☐ Not Applicable.

Leadership Qualities

☐ Excellent ability to motivate and direct others.	☐ Very good.	☑ Exhibits average leadership skills.	☐ Presently lacks the ability to motivate and direct others.	☐ Not Applicable.

Adaptation to Formal Organizations, Rules and Policies

☐ Fully adaptable to recognized organizational structures, rules and policies.	☑ Adapts well to recognized organizational structures, rules and policies.	☐ Satisfactory adaptation to recognized organizational structures, rules and policies.	☐ Adapts poorly to recognized organizational structures, rules and policies.	☐ Not Applicable.

Areas of Strength   **Areas for Development**

Supervisor's Comments

Overall Performance Evaluation

☐ **Outstanding** (exceptional performance or unique contribution)

☑ **Excellent** (exceeded job requirements in all areas)

☐ **Very Good** (exceeded job requirements in one or more key areas)

☐ **Good** (met all job requirements)

☐ **Satisfactory** (need for improvement identified in one or more key areas)

☐ **Marginal** (needs improvement in may key areas)

☐ **Unsatisfactory** (did not meet job requirements)

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

☑ Yes   ☐ No

Next Work Term
Do you wish to have the student return for the next work term?

☑ Yes   ☐ No   ☐ Not Applicable

If yes, have you offered to re-employ the student for the next work term?

☐ Yes   ☐ No   ☑ To Be Determined

If yes, was your offer:

☐ Accepted ☐ Declined

Student's Comments

Supervisor:
Title:

Management/Human Resources:
Title:

Student Performance Evaluation

BUILDING A TALENT TRUST

Kraemer,Stephen Baldwin
20344528
Winter 2012
2B Mechatronics Engineering
Avvasi Inc

Job Title: Software Design Engineer, Media Processing (C++)

Job   Online video like YouTubeTM and Netflix® will soon account for the majority of
Description: network traffic for mobile devices like the iPhone, iPad, Android and
Blackberry Smartphones and tablets. Mobile service providers are working
with Avvasi to meet this growing demand and we are looking for ambitious and
achievement-oriented engineers to join our team! We are a game-changing,
dynamic company focused on providing cutting-edge software and hardware
video solutions to mobile network operators. Our challenge is to make
high-performance media processing products that are both exciting and
unique. So, if you are passionate about streaming technologies and next
generation mobile devices, uphold a firm belief in designing --not hacking--and
are determined to develop efficient and well-tested software then we want to
meet you! Bring your potential. Opportunity: You will be a contributor to the
development of the Avvasi's media processing engine, which is
application-level software that runs on Avvasi's carrier-grade platform. This
software concurrently processes a very large number of streams of mobile
video traffic, optimizing the user's experience based on network conditions.
You will help to plan, design, implement and test features that are driven by a
real customer need, contributing to shipping products that impact how
customer experience mobile video. Relevant technologies for this position
include: o C++, C, Python o Coding for high performance o Object-oriented
software design o Embedded/DSP software development and cross-platform

development environments o Linux O/S o Video streaming protocols used by sites like YouTubeTM and Netflix® to deliver video to laptops, tablets and smartphones: HTTP-PD, HTTP-Live Streamings, RTSP, and RTMP, etc. o Media containers: MP4/MOV/3GP, FLV, and WebM o Digital video and audio codecs such as H.264, MPEG-4, MPEG-2, AAC, MP3, etc. Benefits: Avvasi is an award-winning company that is helping service providers to assure, improve and monetize video streaming on their networks. At Avvasi we value diversity, intelligence and creativity; and we foster this in a culture of honesty, encouragement and fun! Here are some of the benefits of joining Avvasi: o Casual work environment o Flexible working hours o Excellent salaries o Free beverages, snacks and weekly lunches o Work on state-of-the-art technologies, with mentoring from top-notch developers o Contribute directly to shipping product o Gain valuable start-up experience; see the whole business o Shape the future of mobile video Your level of responsibility will be shaped by your abilities, drive, and ambition. If you feel you have the ability and motivation to play a key role in a visionary technology start-up, considered the thought-leaders in a rapidly-growing market, we'd love to talk to you. Come and help us build a great company together! To Apply: Please follow the UW JobMine application process. If you require additional information, please send a note to careers@avvasi.com

Interest

| ☐ High Interest. Very Enthusiastic. Takes pride in doing work well. | ☑ More than average amount of interest and enthusiasm. | ☐ Satisfactory amount of interest and enthusiasm. | ☐ Little interest or enthusiasm shown. | ☐ Not Applicable. |

Initiative

| ☑ Self-starter. Asks for additional work. | ☐ Displays initiative consistently. | ☐ Acts voluntarily in routine situations. | ☐ Lacks initiative. Must be told frequently what to do. | ☐ Not Applicable. |

Planning and Organizing

| ☐ Does an outstanding job of planning and organizing work and | ☑ Plans and organizes work and time effectively. | ☐ Does average amount of planning and organizing. | ☐ Fails to plan and organize work and time effectively. | ☐ Not Applicable. |

time.

Setting Goals

☐ Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.	☐ Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.	☐ Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.	☐ No evidence that the student set goals for the term.	☑ Not Applicable/ Not Evaluated.

Ability to Learn

☐ Excellent.	☑ Above Average.	☐ Average.	☐ Below Average.	☐ Not Applicable.

Quality of Work

☐ Excellent: very few errors.	☑ Good: few errors.	☐ Satisfactory: has normal number of errors.	☐ Unsatisfactory: frequent errors.	☐ Not Applicable.

Quantity of Work

☐ Excellent productivity.	☑ Good productivity.	☐ Satisfactory productivity.	☐ Unsatisfactory productivity.	☐ Not Applicable.

Creativity

☐ Continually offers new ideas; extremely imaginative.	☑ Frequently offers new ideas; imaginative.	☐ Has average imagination and a reasonable number of new ideas.	☐ Rarely offers new ideas; limited imagination.	☐ Not Applicable.

Reflection and Integration from Prior Learning

☐ Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☑ Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from schoool or work) with current workplace activity.	☐ Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Not Applicable/ Not Evaluated.

Judgment

☐ Decisions always based on thorough analysis of the situation.	☑ Usually makes good decisions.	☐ Decisions are satisfactory in routine situations.	☐ Decisions often based on inadequate analysis of the situation.	☐ Not Applicable.

Problem Solving Skills

☑ Highly adept and innovative.	☐ Adept at solving problems.	☐ Satisfactory problem solving abilities.	☐ Exhibits inadequate problem solving abilities.	☐ Not Applicable.

Dependability

☑ Reliable in any situation.	☐ Reliable in most situations.	☐ Reliable in routine situations.	☐ Unreliable; requires close supervision.	☐ Not Applicable.

Interpersonal Behaviour

☐ Always works in harmony with others. An excellent	☑ Congenial and helpful. Works well with associates.	☐ Relations with others are harmonious under normal circumstances.	☐ Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to	☐ Not Applicable.

| team worker. Contributes to group relationships and effectiveness. | Seen as an asset in furthering co-operation and group harmony. | | the point of having an adverse effect on group. |

Handling Conflict

| ☐ Effectively and consistently handles interpersonal conflict in most situations. | ☐ Handles interpersonal conflict adequately when absolutely necessary. | ☐ Rarely handles interpersonal conflict appropriately. | ☐ Shows no evidence of ability to handle interpersonal conflict. | ☑ Not Applicable/ Not Evaluated. |

Response to Supervision

| ☑ Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded. | ☐ Willingly accepts suggestions and feedback from supervisor. | ☐ Accepts suggestions and feedback from supervisor in a satisfactory manner. | ☐ Often responds negatively to suggestions and feedback from supervisor. | ☐ Not Applicable. |

Communication - Written (including work reports, if applicable)

| ☐ Exceptionally clear, well organized and concise. | ☑ Clear, organized and concise. | ☐ Satisfactory writing skills. | ☐ Inadequate writing skills | ☐ Not Applicable. |

Communication - Oral

| ☐ Exceptional oral communication; clear, well organized and easily understood. | ☑ Clear and understandable. | ☐ Satisfactory oral communication. | ☐ Inadequate oral communication. | ☐ Not Applicable. |

Leadership Qualities

- ☐ Excellent ability to motivate and direct others.
- ☑ Very good.
- ☐ Exhibits average leadership skills.
- ☐ Presently lacks the ability to motivate and direct others.
- ☐ Not Applicable.

Adaptation to Formal Organizations, Rules and Policies

- ☐ Fully adaptable to recognized organizational structures, rules and policies.
- ☑ Adapts well to recognized organizational structures, rules and policies.
- ☐ Satisfactory adaptation to recognized organizational structures, rules and policies.
- ☐ Adapts poorly to recognized organizational structures, rules and policies.
- ☐ Not Applicable.

Areas of Strength

1. C++ technical knowledge

2. Enthusiasm and work ethic

Areas for Development

1. Be more proactive in finding the "right" solution

2. Write clean, maintainable code the first time

Supervisor's Comments

Stephen was very helpful this term, taking on a handful of features independently. He researched the problem domain, designed solutions, and implemented his work in a timely and efficient manner, and responded well to feedback. He was always eager to find additional tasks and we had trouble keeping up with him at times. Sometimes, it might have been better if he could seek out problems and offer to find solutions instead of asking his supervisor for new work, but his motivation was well appreciated regardless. In the future, Stephen should also focus on thinking about the maintainability of his code all the way through the design process. Overall, he was definitely an asset and a solid addition to our team.

Overall Performance Evaluation

- ☐ **Outstanding** (exceptional performance or unique contribution)
- ☐ **Excellent** (exceeded job requirements in all areas)
- ☑ **Very Good** (exceeded job requirements in one or more key areas)
- ☐ **Good** (met all job requirements)
- ☐ **Satisfactory** (need for improvement identified in one or more key areas)

☐ **Marginal** (needs improvement in may key areas)

☐ **Unsatisfactory** (did not meet job requirements)

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

☑ Yes ☐ No

Next Work Term

Do you wish to have the student return for the next work term?

☐ Yes ☐ No ☑ Not Applicable

If yes, have you offered to re-employ the student for the next work term?

☐ Yes ☐ No ☐ To Be Determined

If yes, was your offer:

☐ Accepted ☐ Declined

Student's Comments

Supervisor: Kevin Goertz
Title: Director, Design Engineering

Management/Human Resources: Jacqueline Roberts
Title: Director, Human Resources

Student Performance Evaluation

BUILDING A TALENT TRUST

Kraemer,Stephen Baldwin
20344528
Spring 2011
2A Mechatronics Engineering
Netkeepers

Job Title: Technical Support Analyst

Job Description: 12. Provide your job description. Provide information that would be similar to what your employer would post if advertised. The Technical Support Analyst is responsible for helping clients with computer-related issues, as well as maintaining software and data. This involves professional communication with clients, creation and analysis of technical documents, and a strong technological background. 13. What will your duties be in this job? List a minimum of 5 different duties. a. Fix/Install hardware/software on Laptops and PCs via telephone support, remote login and onsite when required. b. Help answer all trouble calls/emails and enters work orders into corporate tracking software. c. Assists in administering and maintaining local and web-based versions of our tracking software. d. Interact with clients to resolve basic help desk issues; communicates with clients in a professional manner maintaining confidentiality. e. Backup management for our customer base. f. Remote software upgrades and remote software technical support. g. Troubleshooting and solving application/network connectivity issues in a workstation/server environment. h. Spyware and virus removal. i. Creation of new users and setting user permissions in Active Directory. 14. What skills will you gain from this work experience? List a minimum of 5 different duties. a. In-depth knowledge of networking structure, application, and use. b. Ability to solve problems in a quick and efficient manner. c. Professional communication with clients and co-workers, both oral and written. d. Knowledge of internet

protocols, servers, and remote access software. e. Ability to create and maintain technical documents and diagrams. f. Working knowledge of using Windows Server operating systems. g. Ability to install and fix software and hardware on servers. 15. How did you find and arrange this employment? I contacted my uncle, Shaul Swartz, CEO and Vice President of NetKeepers. He then gave me the contact information for his co-worker, Eric Bogatie, CTO and President; to whom I submitted my resume and was interviewed by.

Interest

☑ High Interest. Very Enthusiastic. Takes pride in doing work well.	☐ More than average amount of interest and enthusiasm.	☐ Satisfactory amount of interest and enthusiasm.	☐ Little interest or enthusiasm shown.	☐ Not Applicable.

Initiative

☐ Self-starter. Asks for additional work.	☑ Displays initiative consistently.	☐ Acts voluntarily in routine situations.	☐ Lacks initiative. Must be told frequently what to do.	☐ Not Applicable.

Planning and Organizing

☐ Does an outstanding job of planning and organizing work and time.	☑ Plans and organizes work and time effectively.	☐ Does average amount of planning and organizing.	☐ Fails to plan and organize work and time effectively.	☐ Not Applicable.

Setting Goals

☐ Developed goals for the work term early and made excellent progress in working towards them;	☑ Developed goals for the work term early and showed some effort in working towards them; did not often	☐ Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.	☐ No evidence that the student set goals for the term.	☐ Not Applicable/ Not Evaluated.

referred back to goals and evaluated progress at various points during the term.	revisit goals or evaluate progress during the term.

Ability to Learn

☑ Excellent.	☐ Above Average.	☐ Average.	☐ Below Average.	☐ Not Applicable.

Quality of Work

☑ Excellent: very few errors.	☐ Good: few errors.	☐ Satisfactory: has normal number of errors.	☐ Unsatisfactory: frequent errors.	☐ Not Applicable.

Quantity of Work

☐ Excellent productivity.	☑ Good productivity.	☐ Satisfactory productivity.	☐ Unsatisfactory productivity.	☐ Not Applicable.

Creativity

☐ Continually offers new ideas; extremely imaginative.	☑ Frequently offers new ideas; imaginative.	☐ Has average imagination and a reasonable number of new ideas.	☐ Rarely offers new ideas; limited imagination.	☐ Not Applicable.

Reflection and Integration from Prior Learning

☑ Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with	☐ Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with	☐ Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from schoool or	☐ Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current	☐ Not Applicable/ Not Evaluated.

current workplace activity.	current workplace activity.	work) with current workplace activity.	workplace activity.	

Judgment

☐ Decisions always based on thorough analysis of the situation.	☑ Usually makes good decisions.	☐ Decisions are satisfactory in routine situations.	☐ Decisions often based on inadequate analysis of the situation.	☐ Not Applicable.

Problem Solving Skills

☑ Highly adept and innovative.	☐ Adept at solving problems.	☐ Satisfactory problem solving abilities.	☐ Exhibits inadequate problem solving abilities.	☐ Not Applicable.

Dependability

☑ Reliable in any situation.	☐ Reliable in most situations.	☐ Reliable in routine situations.	☐ Unreliable; requires close supervision.	☐ Not Applicable.

Interpersonal Behaviour

☑ Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness.	☐ Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony.	☐ Relations with others are harmonious under normal circumstances.	☐ Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on group.	☐ Not Applicable.

Handling Conflict

☑ Effectively and consistently handles	☐ Handles interpersonal conflict adequately	☐ Rarely handles interpersonal conflict	☐ Shows no evidence of ability to handle	☐ Not Applicable/ Not Evaluated.

| interpersonal conflict in most situations. | when absolutely necessary. | appropriately. | interpersonal conflict. | |

Response to Supervision

| ☑ Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded. | ☐ Willingly accepts suggestions and feedback from supervisor. | ☐ Accepts suggestions and feedback from supervisor in a satisfactory manner. | ☐ Often responds negatively to suggestions and feedback from supervisor. | ☐ Not Applicable. |

Communication - Written (including work reports, if applicable)

| ☐ Exceptionally clear, well organized and concise. | ☑ Clear, organized and concise. | ☐ Satisfactory writing skills. | ☐ Inadequate writing skills | ☐ Not Applicable. |

Communication - Oral

| ☐ Exceptional oral communication; clear, well organized and easily understood. | ☑ Clear and understandable. | ☐ Satisfactory oral communication. | ☐ Inadequate oral communication. | ☐ Not Applicable. |

Leadership Qualities

| ☐ Excellent ability to motivate and direct others. | ☑ Very good. | ☐ Exhibits average leadership skills. | ☐ Presently lacks the ability to motivate and direct others. | ☐ Not Applicable. |

Adaptation to Formal Organizations, Rules and Policies

| ☑ Fully adaptable to | ☐ Adapts well to recognized | ☐ Satisfactory adaptation to | ☐ Adapts poorly to recognized | ☐ Not Applicable. |

| recognized organizational structures, rules and policies. | organizational structures, rules and policies. | recognized organizational structures, rules and policies. | organizational structures, rules and policies. |

Areas of Strength

1. Excellent ability to learn and follow process

2. Identifid challenges and offers recommendation

Areas for Development

1.

2.

Supervisor's Comments

Since the start of Stephen's work term with NetKeepers, he has always shown a great deal of enthusiasm in his day to day work. I am certain that all staff at NetKeepers were happy to have Stephen as a team member - he is a quick learner and was eager to take on new tasks assigned to him.

Overall Performance Evaluation

☐ **Outstanding** (exceptional performance or unique contribution)

☑ **Excellent** (exceeded job requirements in all areas)

☐ **Very Good** (exceeded job requirements in one or more key areas)

☐ **Good** (met all job requirements)

☐ **Satisfactory** (need for improvement identified in one or more key areas)

☐ **Marginal** (needs improvement in may key areas)

☐ **Unsatisfactory** (did not meet job requirements)

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

☐ Yes   ☑ No

Next Work Term

Do you wish to have the student return for the next work term?

☑ Yes   ☐ No   ☐ Not Applicable

If yes, have you offered to re-employ the student for the next work term?

☑ Yes   ☐ No   ☐ To Be Determined

If yes, was your offer:

☐ Accepted   ☑ Declined

Student's Comments

Supervisor: Ruby Khaira
Title: Project / Operations Manager

Management/Human Resources: Shaul Swartz
Title: President

Student Performance Evaluation

Kraemer,Stephen Baldwin
20344528
Fall 2010
1B Mechatronics Engineering
University of Waterloo

Job Title:	Teaching Assistant
Job Description:	Provide information that would be similar to what your employer would post if advertised. To assist in lectures and tutorials for classes, and to help students on a one-on-one basis.

Duties include:
- Marking
- Lecturing
- Mentoring
- Creating assignments
- Creating solution sets to assignments
- Proctoring and grading midterms and final exams

Skills you will gain:
- communication, specifically in public speaking
- conflict resolution
- interpersonal
- leadership
- teamwork

Interest

☑ High Interest. Very	☐ More than average	☐ Satisfactory amount of	☐ Little interest or	☐ Not Applicable.

Enthusiastic. Takes pride in doing work well.	amount of interest and enthusiasm.	interest and enthusiasm.	enthusiasm shown.	

Initiative

☑ Self-starter. Asks for additional work.	☐ Displays initiative consistently.	☐ Acts voluntarily in routine situations.	☐ Lacks initiative. Must be told frequently what to do.	☐ Not Applicable.

Planning and Organizing

☑ Does an outstanding job of planning and organizing work and time.	☐ Plans and organizes work and time effectively.	☐ Does average amount of planning and organizing.	☐ Fails to plan and organize work and time effectively.	☐ Not Applicable.

Setting Goals

☐ Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.	☐ Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.	☐ Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.	☐ No evidence that the student set goals for the term.	☑ Not Applicable/ Not Evaluated.

Ability to Learn

☑ Excellent.	☐ Above Average.	☐ Average.	☐ Below Average.	☐ Not Applicable.

Quality of Work

☑ Excellent: very few errors.	☐ Good: few errors.	☐ Satisfactory: has normal number of errors.	☐ Unsatisfactory: frequent errors.	☐ Not Applicable.

Quantity of Work

☑ Excellent productivity.	☐ Good productivity.	☐ Satisfactory productivity.	☐ Unsatisfactory productivity.	☐ Not Applicable.

Creativity

☑ Continually offers new ideas; extremely imaginative.	☐ Frequently offers new ideas; imaginative.	☐ Has average imagination and a reasonable number of new ideas.	☐ Rarely offers new ideas; limited imagination.	☐ Not Applicable.

Reflection and Integration from Prior Learning

☑ Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from schoool or work) with current workplace activity.	☐ Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Not Applicable/ Not Evaluated.

Judgment

☑ Decisions always based on thorough analysis of the situation.	☐ Usually makes good decisions.	☐ Decisions are satisfactory in routine situations.	☐ Decisions often based on inadequate analysis of the situation.	☐ Not Applicable.

Problem Solving Skills

☑ Highly adept and innovative.	☐ Adept at solving problems.	☐ Satisfactory problem solving abilities.	☐ Exhibits inadequate problem solving abilities.	☐ Not Applicable.

Dependability

☑ Reliable in any situation.	☐ Reliable in most situations.	☐ Reliable in routine situations.	☐ Unreliable; requires close supervision.	☐ Not Applicable.

Interpersonal Behaviour

☑ Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness.	☐ Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony.	☐ Relations with others are harmonious under normal circumstances.	☐ Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on group.	☐ Not Applicable.

Handling Conflict

☑ Effectively and consistently handles interpersonal conflict in most situations.	☐ Handles interpersonal conflict adequately when absolutely necessary.	☐ Rarely handles interpersonal conflict appropriately.	☐ Shows no evidence of ability to handle interpersonal conflict.	☐ Not Applicable/ Not Evaluated.

Response to Supervision

☑ Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded.	☐ Willingly accepts suggestions and feedback from supervisor.	☐ Accepts suggestions and feedback from supervisor in a satisfactory manner.	☐ Often responds negatively to suggestions and feedback from supervisor.	☐ Not Applicable.

Communication - Written (including work reports, if applicable)

☐ Exceptionally clear, well organized and concise.	☐ Clear, organized and concise.	☐ Satisfactory writing skills.	☐ Inadequate writing skills	☑ Not Applicable.

Communication - Oral

☑ Exceptional oral communication; clear, well organized and easily understood.	☐ Clear and understandable.	☐ Satisfactory oral communication.	☐ Inadequate oral communication.	☐ Not Applicable.

Leadership Qualities

- ☐ Excellent ability to motivate and direct others.
- ☑ Very good.
- ☐ Exhibits average leadership skills.
- ☐ Presently lacks the ability to motivate and direct others.
- ☐ Not Applicable.

Adaptation to Formal Organizations, Rules and Policies

- ☑ Fully adaptable to recognized organizational structures, rules and policies.
- ☐ Adapts well to recognized organizational structures, rules and policies.
- ☐ Satisfactory adaptation to recognized organizational structures, rules and policies.
- ☐ Adapts poorly to recognized organizational structures, rules and policies.
- ☐ Not Applicable.

Areas of Strength   **Areas for Development**

Supervisor's Comments

Overall Performance Evaluation

- ☑ **Outstanding** (exceptional performance or unique contribution) comments included.
- ☐ **Excellent** (exceeded job requirements in all areas)
- ☐ **Very Good** (exceeded job requirements in one or more key areas)
- ☐ **Good** (met all job requirements)
- ☐ **Satisfactory** (need for improvement identified in one or more key areas)
- ☐ **Marginal** (needs improvement in may key areas)
- ☐ **Unsatisfactory** (did not meet job requirements)

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

- ☐ Yes
- ☑ No

Next Work Term
Do you wish to have the student return for the next work term?

☑ Yes   ☐ No   ☐ Not Applicable

If yes, have you offered to re-employ the student for the next work term?
☐ Yes   ☑ No   ☐ To Be Determined

If yes, was your offer:
☐ Accepted   ☐ Declined

Student's Comments

Supervisor:
Title:

Management/Human Resources:
Title:

Student Performance Evaluation

Kraemer,Stephen Baldwin
20344528
Winter 2010
1A Mechatronics Engineering
University of Waterloo

Job Title: WEEFTA and Lab Developer for GENE 121

Job Description: The Department of Mechanical and Mechatronics Engineering and the First Year Engineering office would like to hire a teaching assistant for the Winter 2010 offering of GENE 121. Some of the duties will involve typical TA tasks such as helping students during lab or tutorial sessions, holding office hours, proctoring exams, and marking. In addition, since GENE 121 is being extensively revised and updated for the winter term, the position will involve development of course assignments, and an end-of-term project, using Lego NXT robots programmed using RobotC.

Candidates should have an interest in teaching first year students, excellent knowledge of C++, good debugging skills, experience with Lego RCX and/or Lego NXT robots, and good communication skills.

Interest

☑ High Interest. Very Enthusiastic. Takes pride in doing work well.	☐ More than average amount of interest and enthusiasm.	☐ Satisfactory amount of interest and enthusiasm.	☐ Little interest or enthusiasm shown.	☐ Not Applicable.

Initiative

☑ Self-starter.	☐ Displays	☐ Acts	☐ Lacks	☐ Not

Asks for additional work.	initiative consistently.	voluntarily in routine situations.	initiative. Must be told frequently what to do.	Applicable.

Planning and Organizing

☑ Does an outstanding job of planning and organizing work and time.	☐ Plans and organizes work and time effectively.	☐ Does average amount of planning and organizing.	☐ Fails to plan and organize work and time effectively.	☐ Not Applicable.

Setting Goals

☐ Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.	☐ Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.	☐ Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.	☐ No evidence that the student set goals for the term.	☑ Not Applicable/ Not Evaluated.

Ability to Learn

☑ Excellent.	☐ Above Average.	☐ Average.	☐ Below Average.	☐ Not Applicable.

Quality of Work

☑ Excellent: very few errors.	☐ Good: few errors.	☐ Satisfactory: has normal number of errors.	☐ Unsatisfactory: frequent errors.	☐ Not Applicable.

Quantity of Work

☑ Excellent productivity.	☐ Good productivity.	☐ Satisfactory productivity.	☐ Unsatisfactory productivity.	☐ Not Applicable.

Creativity

☑ Continually offers new ideas; extremely imaginative.	☐ Frequently offers new ideas; imaginative.	☐ Has average imagination and a reasonable number of new ideas.	☐ Rarely offers new ideas; limited imagination.	☐ Not Applicable.

Reflection and Integration from Prior Learning

☑ Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from schoool or work) with current workplace activity.	☐ Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity.	☐ Not Applicable/ Not Evaluated.

Judgment

☑ Decisions always based on thorough analysis of the situation.	☐ Usually makes good decisions.	☐ Decisions are satisfactory in routine situations.	☐ Decisions often based on inadequate analysis of the situation.	☐ Not Applicable.

Problem Solving Skills

☑ Highly adept and innovative.	☐ Adept at solving problems.	☐ Satisfactory problem solving abilities.	☐ Exhibits inadequate problem solving abilities.	☐ Not Applicable.

Dependability

☑ Reliable in any situation.	☐ Reliable in most situations.	☐ Reliable in routine situations.	☐ Unreliable; requires close supervision.	☐ Not Applicable.

Interpersonal Behaviour

☑ Always works in harmony with others. An excellent	☐ Congenial and helpful. Works well with	☐ Relations with others are harmonious under normal	☐ Frequently quarrelsome, causes friction. Uncommunicative	☐ Not Applicable.

team worker. Contributes to group relationships and effectiveness.	associates. Seen as an asset in furthering co-operation and group harmony.	circumstances.	and withdrawn to the point of having an adverse effect on group.	

Handling Conflict

☑ Effectively and consistently handles interpersonal conflict in most situations.	☐ Handles interpersonal conflict adequately when absolutely necessary.	☐ Rarely handles interpersonal conflict appropriately.	☐ Shows no evidence of ability to handle interpersonal conflict.	☐ Not Applicable/ Not Evaluated.

Response to Supervision

☑ Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded.	☐ Willingly accepts suggestions and feedback from supervisor.	☐ Accepts suggestions and feedback from supervisor in a satisfactory manner.	☐ Often responds negatively to suggestions and feedback from supervisor.	☐ Not Applicable.

Communication - Written (including work reports, if applicable)

☐ Exceptionally clear, well organized and concise.	☐ Clear, organized and concise.	☐ Satisfactory writing skills.	☐ Inadequate writing skills	☑ Not Applicable.

Communication - Oral

☑ Exceptional oral communication; clear, well organized and easily understood.	☐ Clear and understandable.	☐ Satisfactory oral communication.	☐ Inadequate oral communication.	☐ Not Applicable.

Leadership Qualities

☐ Excellent ability to motivate and	☐ Very good.	☐ Exhibits average leadership	☐ Presently lacks the ability to	☑ Not Applicable.

| direct others. | | skills. | | motivate and direct others. |

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Areas of Strength   **Areas for Development**

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Comments included.

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Title:

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Title: