**Performance Review Form – Page 1**

Student Name: Duties:

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| 1 | **Ability to Get Things Done.** |
| + | They always get things done on time and by when it needs to be done (or make appropriate arrangements). |
| ✓ | They get most things done on time, but sometimes they fell behind when it could have been avoided. |
| - | They repeatedly missed a deadline or needed extra time. |
| 2 | **Dependability.** |
| + | They are dependable - if asked to do something, they always get it done without a second request. |
| ✓ | They are usually dependable; occasionally they needed a reminder but it was rare. |
| - | Repeated reminders were needed throughout this experience. |
| 3 | **Intrinsic Motivation.** |
| + | They are motivated - they take initiative every time and always do more than what is asked. |
| ✓ | They are pretty motivated; they did what was needed to be done, and sometimes a little more. |
| - | They sometimes lacked motivation; they only did what was asked and nothing more. |
| 4 | **Work Ethic.** |
| + | They have a strong work ethic - they always seem busy. They're always on the job. They find things to do. |
| ✓ | They usually had a strong work ethic; they maybe needed a reminder once or twice to find work or didn't seek extra work. |
| - | They often needed reminders to get back on task in order to finish on time and/or to meet expectations. |
| 5 | **Problem Solving.** |
| + | They are problem solvers - they always find a way to make their objectives happen regardless of obstacles. |
| ✓ | They can figure things out when obstacles occur, but they may need help or intervention. |
| - | When obstacles occur, they are not always likely to find a solution. |
| 6 | **Real-world Application of Math.** |
| + | When they encounter a problem in which math is needed, they can always find a solution. |
| ✓ | They can solve problems using math but may need assistance or extra encouragement. |
| - | They avoid the usage of math to solve problems or may not effectively use it. |
| 7 | **Communication.** |
| + | They can communicate effectively in multiple formats; confusion from either party is rare because of this. |
| ✓ | They can effectively communicate but sometimes there may be miscommunication on rare occasions. |
| - | Their communication often requires multiple attempts or clarifying questions to determine the actual message. |
| 8 | **Written Communication.** |
| + | Their writing always has perfect spelling, punctuation, capitalization, and grammar. |
| ✓ | Their writing usually has perfect spelling, punctuation, capitalization, and grammar. |
| - | Their writing often lacks perfect spelling, punctuation, capitalization, and grammar. |
| 9 | **Verbal Instructions.** |
| + | They have no trouble with verbal instructions - they can follow them and/or ask appropriate questions. |
| ✓ | They can effectively respond to verbal instructions but may need repeats occasionally and/or may not ask clarifying questions. |
| - | Verbal instructions have posed problems in the past for this individual. Re-clarification has been needed on occasion. |
| 10 | **Social Skills.** |
| + | They always work well with others and have demonstrated they can effectively obtain help from people they don’t know. |
| ✓ | They work well with others but have had an occasional issue and/or may be reluctant to seek help from people they don't know. |
| - | They have had more than one social problem and/or will not seek help from others unless encouraged to do so by another. |

**Performance Review Form – Page 2**

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| 11 | **Demeanor.** |
| + | They are never disrespectful and can handle adversity with a calm demeanor. |
| ✓ | They have been disrespectful, terse, or noticeably annoyed on one or two occasions. |
| - | They have been disrespectful, terse, or noticeably annoyed on multiple occasions. |
| 12 | **Use of Technology.** |
| + | They have actively sought opportunities to improve their performance using appropriate technology. |
| ✓ | They use appropriate technology but may need encouragement or reminders from time to time. |
| - | They need regular encouragement or reminders to seek technology to make their work more efficient. |
| 13 | **Optimism.** |
| + | They are always optimistic and pleasant; they are always a joy to be around and make any situation more pleasant. |
| ✓ | They are usually optimistic and pleasant; on occasion they are negative or pessimistic. |
| - | They have been negative or pessimistic on multiple occasions. |
| 14 | **Perfection of Work.** |
| + | They are a perfectionist when it comes to their work without compromising their ability to finish on time. |
| ✓ | They are mostly a perfectionist but may cut or a corner or two without realizing it. |
| - | They have missed opportunities to improve the caliber of their performance on multiple occasions. |
| 15 | **Likelihood of Promotion & Retainment.** |
| + | Based on their performance, an employer would likely go out of their way to ensure they kept this individual. |
| ✓ | Based on their performance, an employer would hire them but wouldn't necessarily pay extra to keep them. |
| - | Based on their performance, an employer would hire them but might find reason to replace them if the opportunity arose. |
| 16 | **Professionalism.** |
| + | This individual has always been professional in the manner in which they speak, act, dress, and conduct themselves. |
| ✓ | This individual has almost always been professional in the manner in which they speak, act, dress, and conduct themselves. |
| - | This individual has usually been professional in the manner in which they speak, act, dress, and conduct themselves. |
| 17 | **Overall Performance** |
| + | This individual exceeded pre-existing expectations for this position (100%). |
| ✓ | This individual met all pre-existing expectations for this position (80%). |
| - | This individual failed to meet one or more expectations for this position (<60%). |

Student Name: Student Signature: Date:

Reviewer Name: Reviewer Signature: Date: