**TRAINING STATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ADDRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ZIP:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OWNER/MANAGER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PHONE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dear Training Sponsor:

Frequent evaluation of employees is necessary to see improvement in performance. In a training situation it is essential for the student to receive feedback for growth to occur. The time taken to provide students with an accurate picture of job performance through the written evaluation and employer/employee discussion is appreciated.

The form provided lists several major categories. For each category, a continuum of descriptors of behavior expected at each level of performance is shown. This will aid in rating the student. It will help the student to see where improvement is necessary or provide positive feedback for excellent performance.

To use the performance evaluation, check the description of behavior which most closely matches the student’s behavior in the appropriate grading period column.

**SAMPLE:**

**ALERTNESS** is the ability to grasp instruction, to meet changing conditions and to solve novel or problem situations.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Exceptionally keen and alert. | 5 |  |  |  |  |  |  |
| Usually quick to understand and learn. | 4 |  |  |  |  |  |  |
| Grasps instructions with the average ability | 3 |  |  |  |  |  |  |
| Requires more than average instructions and explanations | 2 |  |  |  |  |  |  |
| Slow to “catch on.” | 1 |  |  |  |  |  |  |

Please write a comment or provide additional information in order to improve student performance. It is possible that a training station may choose to add criteria to the evaluation and this could be done in the comment section.

The student performance evaluation is a significant portion of their grade. Questions relating to the form may be answered by the teacher-coordinator.

**Grading Scale**

100 = 50 total points

90 = 40 total points

80 = 30 total points

70 = 20 total points

Failing = Below 20

**CAREER PREPARATION TRAINEE EVALUATION**

**DIRECTIONS:** Please “check” the appropriate indicator for each employee competencies below. (Ex.: If you are in grading period 1 only check on box vertically that applies to the employee’s performance.)

**HUMAN RELATIONS** is the overall ability to deal smoothly and effectively with others by displaying friendliness, courtesy, and cooperation.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Inspiring to others in being courteous, friendly, and excellent at establishing good will. | 5 |  |  |  |  |  |  |
| Usually polite, out-going, and willing to help. | 4 |  |  |  |  |  |  |
| Pleasant and friendly. | 3 |  |  |  |  |  |  |
| Friendly once known, but sometimes tactless. | 2 |  |  |  |  |  |  |
| Often blunt, discourteous. | 1 |  |  |  |  |  |  |

**JOB KNOWLEDGE** is the information about job duties and safety procedures which should be known for satisfactory job performances.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Has exceptional understanding of all phases of job. | 5 |  |  |  |  |  |  |
| Usually understands all phases of job. | 4 |  |  |  |  |  |  |
| Moderate knowledge of some phases of job. | 3 |  |  |  |  |  |  |
| Has little knowledge of some phases of job. | 2 |  |  |  |  |  |  |
| Has little knowledge about job duties. | 1 |  |  |  |  |  |  |

**DEPENDABILITY** is doing required jobs well with a minimum of supervision.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Exceptionally dependable at completing tasks. | 5 |  |  |  |  |  |  |
| Usually requires little supervision to complete tasks. | 4 |  |  |  |  |  |  |
| Ordinarily takes care of job tasks. | 3 |  |  |  |  |  |  |
| Sometimes needs direction to complete tasks. | 2 |  |  |  |  |  |  |
| Requires close supervision to complete tasks. | 1 |  |  |  |  |  |  |

**JUDGEMENT** is the ability to make sound decisions.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Has exceptional ability to make sound decisions. | 5 |  |  |  |  |  |  |
| Usually has confidence and skill in decision making. | 4 |  |  |  |  |  |  |
| Ordinarily makes sound decisions. | 3 |  |  |  |  |  |  |
| Occasionally makes sound decisions. | 2 |  |  |  |  |  |  |
| Frequently makes poor decisions. | 1 |  |  |  |  |  |  |

**ACCURACY** is the correctness of job duties performed.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Almost always accurate; requires absolute minimum of supervision. | 5 |  |  |  |  |  |  |
| Usually exact and precise; requires little supervision. | 4 |  |  |  |  |  |  |
| Ordinarily accurate; makes only average number of mistakes; requires some supervision. | 3 |  |  |  |  |  |  |
| Makes recurrent errors; requires frequent supervision. | 2 |  |  |  |  |  |  |
| Makes very frequent errors; careless; requires constant supervision. | 1 |  |  |  |  |  |  |

**ALERTNESS** is the ability to grasp instruction, to meet changing conditions and to solve novel or problem situations.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Exceptionally keen and alert. | 5 |  |  |  |  |  |  |
| Usually quick to understand and learn. | 4 |  |  |  |  |  |  |
| Grasps instructions with the average ability. | 3 |  |  |  |  |  |  |
| Requires more than average instructions and explanations. | 2 |  |  |  |  |  |  |
| Slow to “catch on.” | 1 |  |  |  |  |  |  |

**INDUSTRIOUSNESS** is the amount of work an individual does in a work day.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Superior work production record, enthusiastic. | 5 |  |  |  |  |  |  |
| Usually industrious, does more than is required. | 4 |  |  |  |  |  |  |
| Average volume of work. | 3 |  |  |  |  |  |  |
| Does just enough to get by. | 2 |  |  |  |  |  |  |
| Does not meet minimum requirements. | 1 |  |  |  |  |  |  |

**HOUSEKEEPING** is keeping a work area orderly and clean.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Exceptionally neat, clean, and orderly. | 5 |  |  |  |  |  |  |
| Usually conscientious about neatness and cleanliness. | 4 |  |  |  |  |  |  |
| Ordinarily keeps work area fairly clean. | 3 |  |  |  |  |  |  |
| Some tendency to be careless and unclean. | 2 |  |  |  |  |  |  |
| Disorderly or unclean. | 1 |  |  |  |  |  |  |

**PERSONAL APPEARANCE** is the impression an individual makes on others. Considers cleanliness, grooming, neatness, and appropriateness of dress on the job.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GRADING PERIODS | | | | | |
|  | pts | 1 | 2 | 3 | 4 | 5 | 6 |
| Exceptionally well groomed; very neat; appropriate attire. | 5 |  |  |  |  |  |  |
| Careful about personal appearance; appropriate attire. | 4 |  |  |  |  |  |  |
| Generally neat and clean; satisfactory attire. | 3 |  |  |  |  |  |  |
| Sometime untidy and careless; questionable attire. | 2 |  |  |  |  |  |  |
| Very untidy; inappropriate attire. | 1 |  |  |  |  |  |  |

**FIRST GRADING PERIOD**

RATED BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:

STUDENT’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FIRST GRADING PERIOD**

RATED BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:

STUDENT’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FIRST GRADING PERIOD**

RATED BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:

STUDENT’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FIRST GRADING PERIOD**

RATED BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:

STUDENT’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FIRST GRADING PERIOD**

RATED BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:

STUDENT’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FIRST GRADING PERIOD**

RATED BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS:

STUDENT’S SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_