

PROVO HIGH SCHOOL WORK-BASED LEARNING

Work-Site Evaluation of Student Intern

Student Name _____ Date _____ Period(s) _____

Business Name _____ Internship/work Experience Period(s) _____

NOTE TO EMPLOYER:

This is a learning experience for the students. We want them to learn and understand how to be successful in the work force. **Please be completely honest in your evaluations so that we can work to correct any problems.** We will not use this form for grading purposes, but only as a teaching tool.

Instructions: In each category, circle the actions that most closely describes the student's performance.

Work habits and attitudes - Motivation and energy for self-improvement, initiative, enthusiasm, pride in work, adaptability, willingness to learn.

Apathetic and irresponsible. No effort to learn or improve. 1	Does just enough to get by. Seldom does anything to improve work performance. Requires extra supervision. 2	Shows satisfactory initiative and motivation. Willing to learn when presented with the opportunity. 3	Diligent towards job. Often seeks to learn and improve performance. Takes pride in work. 4	Outstanding initiative and adaptability. Continually seeks better ways to do work. Makes significant contributions to job. 5
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Interpersonal effectiveness - Ability to get along with others, tact, courtesy, ability to contribute to a team effort.

Difficult to work with. Uncooperative. Hinders team efforts. 1	Occasionally reluctant to help. Often moody or tactless. Doesn't contribute to learning effectiveness. 2	Cooperative and courteous most of the time. Gets along well with others. Willing to support team effort. 3	Consistently courteous and helpful. Functions effectively as a member of the team. 4	Outstanding in contacts with people, even in difficult situations. Goes "extra mile" in team efforts. 5
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Technical Skills - Overall progress in developing skills and abilities in assigned tasks, given the student's training, experience and time in the program.

Inadequate development of job skills. Needs continual or repeated instruction to perform assigned tasks. 1	Must be assigned only routine duties and coached or instructed regularly. Unable to develop more advanced skills. 2	Demonstrates acceptable ability in primary job duties after appropriate instruction. Develops some advanced skills. 3	Performs all routine tasks well. With some follow-up instruction, can develop a variety of relatively advanced skills. 4	Excellent development of all phases of job duties. Can readily become proficient at even the more advanced skills. 5
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Quality of work accomplished - How accurate, neat, error free and complete is the work?

Many errors. Sloppy and often incomplete performance of job. 1	Occasionally careless. Makes recurrent errors. Needs checking and improvement. 2	work meets quality standards. Completes routine assignments thoroughly and with a minimum of errors. 3	Very accurate, careful and neat. Seldom makes errors on routine assignments. Rarely fails to meet deadlines. 4	Consistently outstanding in quality. Accurate and neat on routine and complex assignments. Meets deadlines. 5
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Dependability - Attendance, punctuality, conscientiousness, reliability in meeting commitments.

Very poor attendance. Frequently late to work. Cannot be relied upon to meet commitments. 1	Improvement needed. Occasionally late to work and/or returning from breaks or lunch. Marginally reliable 2	No unexcused absences. Usually prompt for work and returning from breaks. Generally reliable. 3	Very good attendance and punctuality. Can be counted on to meet commitments. 4	rarely absent. Always on time for work and returning from breaks. Extremely dependable. 5
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Communication Competencies - Reading and comprehending; listening and understanding; speaking and writing clearly and in accordance with accepted standards.

Inadequate demonstration of oral and/or written communications. Forms or reports have to be frequently reworked. 1	Speech and listening difficulties lead to errors. Must be coached regularly and repeatedly on written products. 2	Listens and speaks in an appropriate manner. Written products contain an acceptable number of errors. 3	Skilled in all routine oral and written communications. Reports and/or forms contain few errors. 4	Highly skilled in speaking, listening and reading. Written products are clear, concise and nearly error free. 5
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Mathematic and problem-solving competencies - Numeric and algebraic calculations; problem-solving strategies such as application of the scientific method, statistical analysis and graphing.

Inadequate demonstration or mathematical and problem-solving skills. Excessive calculation errors. 1	Calculation errors interfere with productivity. Regular or repeated coaching required to solve problems. 2	Acceptable level of calculation errors. Able to develop problem-solving strategies for most routine situations. 3	Few errors of calculation. Can use various strategies to solve routine and more complex problems. 4	Computations are nearly error-free. Can solve complex problems using a variety of analytical tools. 5
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Appearance and grooming - Meets with standards of decency and cleanliness

Unkept and unclean in appearance and grooming. 1	Appearance interferes with productivity. Repeated coaching concerning dress and cleanliness required. 2	Acceptable level of cleanliness but could improve in grooming and dress. 3	Looks and dresses acceptable. Clean, neat and conforming to business standards. 4	Impeccable in dress and appearance. Clean, well groomed, and concise in detail to self. 5
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Comments:

Work Site Supervisor Signature

Date