



Unit 4 – Successfully Complete a multi-faceted work-based Performance Evaluation

Assessment: Students will complete a multi-part work-focused performance evaluation with their internship site supervisor and be evaluated on unique points of occupational performance that measure hard- and soft-skills.

Student Learning Plan/Evaluation Form

<p>Student:</p> <p>I.D. No.</p> <p>School: Pinkerton Academy</p> <p>Year of Grad:</p> <p>Teacher/School Mentors: Mr. Cullen</p>	<p>Employer/Supervisor:</p> <p>Company:</p> <p>Worksite Mentor:</p> <p>Manager of Career Services: Mr. Doug Cullen x1141 (dcullen@pinkertonacademy.org)</p> <p>Training Period <u>(circle just one below)</u>:</p> <p align="center">Mid-Semester / Semester Final</p>
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I. WORK-BASED LEARNING OBJECTIVES (PLEASE USE A “SMART GOAL” METHODOLOGY WHEN CREATING YOUR OBJECTIVES).

THIS SECTION IS NOT GRADED (SOME EXCEPTIONS APPLY)

	Target Date for Exposure
1.	
2.	
3.	
4.	

- 4- Distinguished: Ability to demonstrate skill to others
- 3 – Proficient
- 2 – Basic
- 1 – Needs Improvement

II. Personal Qualities: please put a score from above next sentence that best describes student's performance in that category.

1. APPEARANCE-PROFESSIONALISM

- _____ Takes great pride in appearance and grooming.
- _____ Is always well groomed and appropriately dressed.
- _____ Appearance and grooming is acceptable.
- _____ Needs to pay more attention to appearance and grooming.

2. ATTENDANCE AND PUNCTUALITY

- _____ Never absent or late without cause.
- _____ Seldom absent or late without cause.
- _____ Occasionally absent or late.
- _____ Frequently absent or late. Times Absent_____ Times Tardy_____

III. Foundation Skills. Please write the number in the “Score” column that best describes student’s performance in that category. If you feel comments are appropriate, please note them in the far-right column.

<i>Skill</i>	<i>Distinguished 4</i>	<i>Proficient 3</i>	<i>Basic 2</i>	<i>Needs Improvement 1</i>	<i>Score</i>
<p>Communication / Articulation:</p> <p><i>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</i></p>	<p>Worked creatively to craft and present a comprehensive multimedia presentation that uses both verbal and nonverbal communication.</p>	<p>Communicated thoughts and ideas by crafting and presenting a multimedia presentation using both verbal and nonverbal communication.</p>	<p>Creates a multimedia presentation but does not effectively address/communicate using both verbal and nonverbal communication</p>	<p>Either creates a multimedia presentation but does not present, or fails to complete the multimedia presentation, thus does not communicate using both verbal and nonverbal communication</p>	
<p>Communication / Listen Effectively:</p> <p><i>To decipher meaning, including knowledge, values, attitudes and intentions.</i></p>	<p>Thoughtfully reflected on and identified constructive ways to apply the knowledge, values, attitudes and intentions of the message</p>	<p>Effectively reflected on the meaning, values, attitudes and intentions of the message</p>	<p>Attempts to listen to the message and reflect on the meaning of the message, but misses key information, values, attitudes or intentions and misses the importance of the message</p>	<p>Listens to the message but does not demonstrate understanding of the message by not reflecting on the meaning</p>	
<p>Works Creatively with Others:</p> <p><i>Openness and responsiveness to new and diverse perspectives; incorporates group input and feedback into work.</i></p>	<p>Consistently and thoroughly listens to diverse views and incorporates into work.</p>	<p>Listens to diverse views and incorporates into work.</p>	<p>Listens to diverse views but does not effectively incorporate into work</p>	<p>Does not listen to others’ views.</p>	
<p>Collaborates with Others:</p> <p><i>Demonstrates ability to work effectively and respectfully with diverse teams.</i></p>	<p>Consistently listens to others. All statements, responses and body language are respectful and appropriate. Always listens to, shares with, and supports the</p>	<p>Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.</p>	<p>Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support</p>	<p>Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and support the efforts of others.</p>	

	efforts of others.		the efforts of others.		
<p>Critical Thinking and Problem Solving:</p> <p><i>Use various types of reasoning as appropriate to the situation</i></p>	Uses various types of reasoning as appropriate to the situation using a variety of conditions	Uses various types of reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Attempts to use reasoning as appropriate to the situation	
<p>Thinking Creatively:</p> <p><i>Acts on creative ideas to make a tangible and useful contribution to the field in which the innovation is occurring.</i></p>	Continuously applies creative ideas to make a real and useful contribution to their work.	Applies creative ideas to make a real and useful contribution to their work.	Develops creative ideas, but does not make a contribution.	Attempts to develop creative ideas.	
<p>Works positively and ethically:</p> <p><i>Demonstrates additional attributes associated with producing high quality work</i></p>	Consistently applies ethics to all aspects of work. Has a positive outlook and creates a positive work environment for all involved.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others. Applies values and ethics to all work completed.	Occasionally has a negative attitude towards tasks, projects and/or others. At times does not apply ethics while working on tasks and projects	Typically is negative toward tasks, projects and/or others. Does not consider ethics while working on tasks/projects or with others.	
<p>Work Independently:</p> <p><i>Monitor, define, prioritize and complete tasks without direct oversight.</i></p>	Monitors, defines, prioritizes and completes tasks without direct oversight in a variety of conditions	Monitors, defines, prioritizes and completes tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks with direct oversight	

III. Foundation Skills (Supplemental). If the student working with you has been exposed to other skills not mentioned previously, please write them in separately and evaluate as best possible using the Rating Scale noted on page 2.

_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>

III. Skills (Student Self-Reflection). Students should reflect upon how new skills not mentioned/evaluated previously, or skills subject to evaluation matches to student’s career interests and if this occupation explored continues to be an interest worth further pursuit. Please write them in separately and evaluate as best possible using the Rating Scale noted on page 2.

Demonstrated skills matched to current career interests:

Future pursuit of occupation or pathway:

Supervisor Signature: _____ **Date:** _____

Office Use Only:

The following information is used for grade scale mapping ONLY. It is not distributed to outside organizations. Also, any “Foundational Skills – (Supplemental)” written in are not incorporated into the grading mechanism.

<i>Competency</i>	<i>Numerical Equiv</i>
4	100
3.5	93
3	86
2.5	79
2	72
1.5	65
1	60
.5	55