**\_\_\_\_\_\_\_\_\_\_\_SCHOOL DISTRICT WORK-BASED LEARNING**

**Student Intern Evaluation Quarter #2**

Student Intern Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Worksite Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internship Period(s): \_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE TO MENTOR:**

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 action 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 |
| **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 the “extra mile” in team efforts.  5 |
| **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 |
| **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 |
| **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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |
| **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 |
| **Appearance and grooming—**Meets with standards of decency and cleanliness. | | | | |
| Unkempt 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 acceptably. Clean, neat, and conforming to business standards.  4 | Impeccable in dress and appearance. Clean, well groomed, and concise in detail to self.  5 |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Signature Date

\_\_\_\_\_\_\_\_\_\_ School District does not discriminate on the basis of race, color, religion, sex, age, national origin, or disability.