

## Performance Measures

Listed below are skills that would be applicable to each level of performance.

| Competencies                         | Outstanding  | Exceeds Expectations   | Meets Expectations   | Needs Improvement   |
|--------------------------------------|--|--|--|---|
| <b>Work Quality and Productivity</b> | Excellent organizational skills. Focus on identifying priorities. Work is of excellent quality. Tasks are completed on or before deadlines.  | Organizational skills are good. Procedures developed and followed for routine tasks. Tasks are prioritized. Work is average, with few errors. Tasks are completed by deadline. | Lacks organizational skills, even with some routine tasks. Requires regular supervision to develop and accomplish priorities. Deadlines are often not met. | Work is not acceptable. Unable to prioritize. Seldom meets deadlines. Consistently requires supervision.  |
| <b>Technical Skills</b>              | Continually seeks the most up-to-date information on technological developments. Integrates technology as a tool.  | Demonstrates the ability to use current technological knowledge and developments.  | Lacks a basic understanding of current technology and makes minimal use of computers. May avoid integration of technology applications.                    | Knows little about technology and makes no apparent effort to learn. Lack of understanding affects job performance.   |
| <b>Problem Solving</b>               | Anticipates problems, creates and implements appropriate and effective solutions.  | Recognizes problems and suggests solutions. Modifies priorities to address problems.   | May recognize problems, but sticks to job routines. Does not report problems or suggest solutions.   | Does not recognize or take responsibility for reporting or solving problems.  |
| <b>Creativity and Innovation</b>     | Continually seeks out and takes advantage of opportunities for learning. Consistently makes suggestions for improving procedures or products in creative and unique ways.          | Seeks out and takes advantage of opportunities for learning. Anticipates customer needs and pursues solutions.   | Rarely seeks and takes advantage of learning opportunities. Difficulty in anticipating customer needs.   | Does not attempt to learn or grow professionally. Skills need to be updated. Customers are not a priority.  |
| <b>Communication Skills</b>          | Demonstrates strong, effective oral communications skills in a confident and professional manner. Excels at providing written information that is clear, precise and professional. | Demonstrates effective oral communication skills. Consistently conveys written information in a clear, precise and professional manner.  | Is inconsistent or ineffective in the demonstration of oral communications skills. Written information is frequently unclear, contains excessive errors.   | Lacks oral communication skills which makes completion of assigned duties difficult. Many noticeable errors. Needs to improve quality of written information required for completing job. |
| <b>Teamwork</b>                      | Consistently respects and is respected by co-workers. Sensitive to feelings of others. Is highly cooperative and helpful.  | Gets along well with co-workers. Values positive working relationships.  | At times has difficulty with relationships with co-workers, contributing to a negative or unproductive work environment.                                   | Consistently has difficulty when dealing with others.   |
| <b>Flexibility and Adaptability</b>  | Consistently demonstrates willingness and ability to successfully adapt to changing demands.   | Generally demonstrates willingness and ability to successfully adapt to changing demands.  | Somewhat reluctant or unable to adapt to change or challenges.   | Does not adapt to change well. Doesn't modify behavior in response to feedback.   |
| <b>Initiative and Self Direction</b> | Self starter. Anticipates, recognizes and meets demands and deadlines. Consistently stays focused on priorities. Utilizes available resources effectively.                         | Takes responsibility for assigned tasks and seeks additional responsibilities or tasks as appropriate. Maintains focus.  | Difficulty working independently. Has problems maintaining focus and completing assigned tasks. Seldom seeks additional tasks.                             | Requires constant or direct supervision. Does not complete assigned tasks or focus on priorities. Does not take initiative.   |
| <b>Accountability and Integrity</b>  | Consistently understands and implements policies and procedures. Makes accurate recommendations for action based on them.  | Generally understands and implement policies and procedures. Makes accurate recommendations for action based on them.  | Fails to consistently base action on policies and procedures.  | Demonstrates minimal regard for policies and procedures. Does not follow expected requirements.   |
| <b>Attendance</b>                    | Is punctual. Never late or absent without good cause. Always contacts supervisor.  | Occasionally late or absent but usually with good reason. Consistently contacts supervisor.  | Absent or late more than desirable. Does not report absences, tardies or variations of schedule to supervisor.   | Is chronically late or absent. Fails to contact supervisor.   |

To complete the performance evaluation, assign a point value from 1 to 10 for each of the ten competencies, under the correct grading period. Total points should not exceed 100.

| Competencies                              | 1st Week | 2nd Week | 3rd Week | 4th Week | 5th Week | 6th Week |
|---|----------|----------|----------|----------|----------|----------|
| 1. Work Quality and Productivity          |          |          |          |          |          |          |
| 2. Technical Skills                       |          |          |          |          |          |          |
| 3. Problem Solving                        |          |          |          |          |          |          |
| 4. Creativity and Innovation              |          |          |          |          |          |          |
| 5. Communication Skills                   |          |          |          |          |          |          |
| 6. Teamwork                               |          |          |          |          |          |          |
| 7. Flexibility and Adaptability           |          |          |          |          |          |          |
| 8. Initiative and Self Direction          |          |          |          |          |          |          |
| 9. Accountability and Integrity           |          |          |          |          |          |          |
| 10. Attendance                            |          |          |          |          |          |          |
| <b>TOTAL POINTS:<br/>(Max - 100 Pts.)</b> |          |          |          |          |          |          |

**First Week Grading Period:** Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Student Signature: \_\_\_\_\_

**Second Week Grading Period:** Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_


Comments:

Student Signature: \_\_\_\_\_

|   |             |
|---|-------------|
| <b>Third Week Grading Period:</b> Supervisor's Signature _____  | Date: _____ |
| Comments:   |             |
| Student Signature:  |             |
| <b>Fourth Week Grading Period:</b> Supervisor's Signature _____ | Date: _____ |
| Comments:   |             |
| Student Signature:  |             |
| <b>Fifth Week Grading Period:</b> Supervisor's Signature _____  | Date: _____ |
| Comments:   |             |
| Student Signature:  |             |
| <b>Sixth Week Grading Period:</b> Supervisor's Signature _____  | Date: _____ |
| Comments:   |             |
| Student Signature:  |             |

It is the policy of Grand Prairie I.S.D. not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 503 and 504 of the Rehabilitation Act of 1973; as amended. Grand Prairie I.S.D. will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all education programs and services.

Es norma de Grand Prairie Independent School District no discriminar por motivos de raza, edad, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Grand Prairie I.S.D. tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

|   |   |
|---|---|
|  | <h2 style="margin: 0;">Career &amp; Technical Education</h2> <h3 style="margin: 0;">PRACTICUM EVALUATION</h3> |
|---|---|

Student Name: \_\_\_\_\_ High School: \_\_\_\_\_

Company/Internship Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**Practicum Teacher:** \_\_\_\_\_ **Start Date:** \_\_\_\_\_

|                              |           |           |           |
|------------------------------|-----------|-----------|-----------|
| <b>Evaluation Due Dates:</b> | 1st Week- | 2nd Week- | 3rd Week- |
|                              | 4th Week- | 5th Week- | 6th Week- |

Dear Training Supervisor,

Frequent evaluation of interns 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 supervision/intern discussion is appreciated.

Interns will be graded by their performance in ten (10) competency areas. For each competency, a continuum of descriptors of behaviors (performance measures) expected at each level of performance is shown. This will aid in rating the student. It will help the student see where performance is necessary or provide positive feedback for excellent performance.

To complete the performance evaluation, assign a point value from 1 to 10 for each of the ten competencies, under the correct grading period. Total points should not exceed 100.

|                             |          |                              |
|-----------------------------|----------|------------------------------|
| Grading Scale: Total Points | 90 - 100 | Student is Outstanding       |
|                             | 80 - 89  | Student Exceeds Expectations |
|                             | 70 - 79  | Student Meets Expectations   |
|                             | 60 - 69  | Student Needs Improvement    |
|                             | 0 - 59   | Student is Unacceptable      |