

INTERN WORK EXPERIENCE EMPLOYEE EVALUATION

Please complete this assessment during the last 2 weeks of employment and return to the program representative.

INTERN NAME	SUPERVISOR / REVIEWER NAME
INTERN JOB TITLE	EMPLOYER/WORKSITE
START DATE	DATE OF REVIEW

GOAL REVIEW PERSONAL/PROFESSIONAL GOALS * = from Training Agreement	COMMENTS, ADVICE & FEEDBACK	Not Applicable	Needs Significant Development	Shows Growth; Needs More Development	Meets Expectations	Exceeds Expectations
ACADEMIC SKILLS * Literacy-reading and writing						
Numeracy – basic math skills						
WORKPLACE SKILLS GOALS* Admin Skills (filing, copying, etc.)						
Collect/organize Information						
Customer service skills						
Equipment Operation						
Habitat Restoration						
Multi-line Phone System						
Numerical Analysis						
Project Management						
Research Analysis						
Teaching and Instructing						
OTHER IDENTIFIED GOALS* 1)						
2)						
3)						

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SKILL SCORING FOUNDATIONAL SKILLS	NARRATIVE <i>In this section, identify 3 specific skills that exceed expectations and 3 specific skills that need more development for each foundational skill.</i>	Needs Significant Development	Shows Growth; Needs More Development	Meets Expectations	Exceeds Expectations
		1	2	3	4
ADAPTABILITY <ul style="list-style-type: none"> • Responds positively to change & sees change as an opportunity • Open to new experiences that improve skills • Tries out new roles within a team • Identifies situations & barriers that impact performance • Manages stress & setbacks professionally • Learns from experiences 					
COLLABORATION <ul style="list-style-type: none"> • Offers help & ideas • Considers, values & respects multiple points of view • Deals appropriately with team diversity • Handles conflicts in productive ways • Builds & maintains positive relationships • Encourages others to share their ideas 					
COMMUNICATION <ul style="list-style-type: none"> • Knows when & how to use phone, email, internet & computer applications to communicate; uses social media properly • Is an active listener • Presents information that is appropriate in content • Understands basic etiquette & rules in nonverbal, verbal & written communication • Writes with correct spelling & grammar 					
PROBLEM-SOLVING <ul style="list-style-type: none"> • Assesses a situation or issue • Brainstorms & tests to identify possible solutions • Gathers feedback from others • Considers diverse viewpoints • Seeks guidance or support when assignments exceed ability, time demand or role/position • Seeks guidance & support to test out solutions 					

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		1	2	3	4
SELF-AWARENESS <ul style="list-style-type: none"> • Accepts and uses feedback to enhance skills • Maintains self-control • Demonstrates ethical behavior • Shows awareness of how behavior impacts others • Learns and follows rules and guidelines • Appropriate dress • Acknowledges mistakes and takes personal responsibility • Understands and performs to required expectations • Good attendance/punctuality 					
SUPERVISOR SATISFIED WITH WORK EXPERIENCE? <input type="checkbox"/> yes <input type="checkbox"/> no	<i>Add points in each column together:</i>				
	<i>Add column totals together to enter final score:</i>				
EMPLOYER-VALIDATED WORK READINESS? <input type="checkbox"/> yes <input type="checkbox"/> no	TO CLAIM EMPLOYER-VALIDATED WORK READINESS: (1) Intern must have a final score that meets or exceeds 15 points (Level 3). (2) Supervisor MUST indicate that performance on job was satisfactory. (3) Intern must not have been fired or quit from this work experience.				
REVIEW ACKNOWLEDGEMENT SUPERVISOR INITIALS _____ INTERN INITIALS _____					

PROGRAM STAFF ONLY

ENTER SCORE FOR EACH COMPETENCY (1-4)	If Final Score Is...	Then Level Is...
Adaptability	5	Level 1
Collaboration	6-14	Level 2
Communication	15-24	Level 3
Problem-Solving	25	Level 4
Self-Awareness		
ADD & ENTER FINAL SCORE	ENTER ESSENTIAL SKILLS LEVEL	

This is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. To place a free relay call in Oregon dial 711. This program is funded in whole or in part with public funds provided by the US Department of Labor and Prosper Portland.

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GRADING SCALE			
NEEDS SIGNIFICANT DEVELOPMENT (inadequate = 1 point)	SHOWS GROWTH; NEEDS MORE DEVELOPMENT (rare = 2 points)	MEETS EXPECTATIONS (sometimes = 3 points)	EXCEEDS EXPECTATIONS (consistent = 4 points)
ADAPTABILITY			
Does not respond positively to change and is not open to new experiences to improve knowledge and skills. Unable to identify situations and barriers that impact performance. Unable to manage stress and learn from experiences. Refuses to try out new roles on the team.	Rarely responds positively to change and being open to new experiences that improve knowledge and skills. Struggles with identifying situations and barriers that impact performance. Struggles with managing stress and learning from experiences. Rarely tries out new roles on the team.	Usually responds positively to change and being open to new experiences that improve knowledge and skills. Usually able to identify situations and barriers that impact performance. Can manage some stress. Usually learns from experiences. Sometimes tries out new roles on the team.	Consistently responds positively to change and being open to new experiences that improve knowledge and skills. Consistently able to identify situations and barriers that impact performance. Manages stress well. Consistently learns from experiences. Consistently tries out new roles on the team.
COLLABORATION			
Unable to offer help and ideas. Will not consider multiple points of view. Refuses to accept or value diverse perspectives. Unable to handle conflict. Fosters unease with co-workers.	Offers help and ideas infrequently. Sometimes considers multiple points of view. Does not accept or value diverse perspectives. Struggles with handling conflict well. Inconsistent in building positive relationships.	Usually offers help and ideas. Often considers multiple points of view. Usually deals appropriately with team diversity. Usually handles conflict constructively. Often builds positive relationships.	Consistently offers help and ideas. Encourages others to share their ideas. Actively solicits multiple points of view. Embraces team diversity. Consistently handles conflict well. Consistently facilitates positive relationships.
COMMUNICATION SKILLS			
Unable to use phone, email, the internet, and other computer applications to communicate. Rarely communicates with colleagues and supervisor; ignores questions. Communication is unprofessional. Attention is often focused on personal telephone. Unable to write with correct spelling and grammar.	Struggles with how to use phone, email, the internet, and other computer applications to communicate. Needs to develop active listening skills. Struggles with presenting information that is appropriate in content. Inconsistent in communicating in manner and language appropriate for workplace. Needs to improve ability to write with correct spelling and grammar.	Knows when and how to use phone, email, the internet, and other computer applications to communicate; uses social media properly. Is an active listener. Usually presents information that is appropriate in content. Understands basic etiquette and rules in nonverbal, verbal, and written communication. Usually writes with correct spelling and grammar.	Is highly skilled at the use of phone, email, the internet, and other computer applications to communicate. Consistently presents information that is appropriate in content. Consistently speaks clearly, listens well, and confirms understanding when unclear. Consistently writes with correct spelling and grammar.
PROBLEM-SOLVING			
Unable to assess a situation or issue or brainstorm and test to identify possible solutions. Refuses considering diverse points of view. Unable to seek guidance or support when assignments exceed ability and when testing out solutions.	Struggles with assessing a situation or issue. Rarely brainstorms and tests to identify possible solutions. Struggles with considering diverse points of view. Rarely seeks guidance or support when assignments exceed ability and when testing out solutions.	Usually assesses a situation or issue. Usually brainstorms and tests to identify possible solutions. Gathers feedback from others. Usually considers diverse viewpoints. Usually seeks guidance or support when assignments exceed ability and when testing out solutions.	Always assesses a situation or issue. Always brainstorms and tests to identify possible solutions. Goes above and beyond to gather feedback from others. Always considers diverse viewpoints. Always seeks guidance or support when assignments exceed ability and when testing out solutions.
SELF-AWARENESS			
Unable to accept and use feedback to enhance skills. Unable to maintain self control. Does not show awareness of how behavior impacts others. Unable to learn and follow rules and guidelines. Unable to acknowledge mistakes and take personal responsibility. Unable to understand and perform required expectations. Significant absenteeism, often late. Does not notify supervisor.	Unable to accept and use feedback to enhance skills. Unable to maintain self control. Does not show awareness of how behavior impacts others. Unable to learn and follow rules and guidelines. Unable to acknowledge mistakes and take personal responsibility. Unable to understand and perform required expectations. Significant absenteeism, often late. Does not notify supervisor.	Unable to accept and use feedback to enhance skills. Unable to maintain self control. Does not show awareness of how behavior impacts others. Unable to learn and follow rules and guidelines. Unable to acknowledge mistakes and take personal responsibility. Unable to understand and perform required expectations. Significant absenteeism, often late. Does not notify supervisor.	Unable to accept and use feedback to enhance skills. Unable to maintain self control. Does not show awareness of how behavior impacts others. Unable to learn and follow rules and guidelines. Unable to acknowledge mistakes and take personal responsibility. Unable to understand and perform required expectations. Significant absenteeism, often late. Does not notify supervisor.