



CANYONS SCHOOL DISTRICT WORK-BASED LEARNING



STUDENT EVALUATION

Student _____ Work Site _____

Date _____ Supervisor _____

Instruction: In each category, check the box that most closely describes the student’s performance.

NEEDS DEVELOPMENT	COMPETENT	PROFICIENT	ADVANCED
1. Work Habits and Attitudes - Individual responsibility, initiative, enthusiasm, work ethic, adaptability, integrity and willingness to learn.			
<input type="checkbox"/> Does just enough to get by. Seldom does anything to improve work performance.	<input type="checkbox"/> Shows satisfactory initiative and motivation. Willing to learn when presented with the opportunity.	<input type="checkbox"/> Diligent towards job. Often seeks to learn and improve performance. Takes pride in work.	<input type="checkbox"/> Outstanding initiative and adaptability. Continually seeks better ways to do work. Makes significant contributions to job.
2. Interpersonal Effectiveness - Ability to get along with others, use courtesy, and contributes to a team.			
<input type="checkbox"/> Occasionally reluctant to help. Often moody or tactless. Doesn't contribute to learning effectiveness.	<input type="checkbox"/> Cooperative and courteous most of the time. Gets along well with others. Willing to support team effort.	<input type="checkbox"/> Consistently courteous and helpful. Functions effectively as a member of the team.	<input type="checkbox"/> Outstanding in contacts with people, even in difficult situations. Goes the "extra mile" in team efforts.
3. Technical Skills - Overall progress in developing skills and abilities in assigned tasks, given the student's training, experience and time in the program.			
<input type="checkbox"/> Must be assigned only routine duties and coached or instructed regularly. Unable to develop more advanced skills.	<input type="checkbox"/> Demonstrates acceptable ability in primary job duties after appropriate instruction. Develops some advanced skills.	<input type="checkbox"/> Performs all routine tasks well, with some follow-up instruction, can develop a variety of relatively advanced skills.	<input type="checkbox"/> Excellent development of all phases of job duties., Can readily become proficient at even the more advanced skills.
4. Quality of Work Accomplished - How accurate, neat, error free, and complete is the work?			
<input type="checkbox"/> Occasionally careless. Makes recurrent errors. Needs checking and improvement.	<input type="checkbox"/> Work meets quality standards. Completes routine assignments thoroughly and with a minimum of errors.	<input type="checkbox"/> Very accurate, careful and neat. Seldom makes errors on routine assignments. Rarely fails to meet deadlines.	<input type="checkbox"/> Consistently outstanding in quality. Accurate and neat on routine and complex assignments. Meets deadlines.
5. Thinking and Problem Solving Skills - The ability to learn, to reason, to think creatively, to make decisions, and to solve problems.			
<input type="checkbox"/> Identifies and solves problems with help from supervisor.	<input type="checkbox"/> Identifies and solves simple problems independently.	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems.	<input type="checkbox"/> Identifies potential problems and proposes preventive action.

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6. Dependability - Attendance, punctuality, conscientiousness, reliability in meeting commitments.			
<input type="checkbox"/> Improvement needed. Occasionally late to work and/or returning from breaks or lunch. Marginally reliable.	<input type="checkbox"/> No unexcused absences. Usually prompt for work and returning from breaks. Generally reliable.	<input type="checkbox"/> Very good attendance and punctuality. Can be counted on to meet commitments.	<input type="checkbox"/> Rarely absent. Always on time for work and returning from breaks. Extremely dependable.
7. Communication Competencies - Reading and comprehending, listening and understanding, speaking and wiring clearly, and in accordance with accepted standards.			
<input type="checkbox"/> Speech and listening difficulties lead to errors. Must be coached regularly and repeatedly on written products.	<input type="checkbox"/> Listens and speaks in an appropriate manner. Written products contain an acceptable number of errors.	<input type="checkbox"/> Skilled in all routine oral and written communications. Reports and/or forms contain few errors.	<input type="checkbox"/> Highly skilled in speaking, listening and reading. Written products are clear, concise and nearly error free.
8. Appearance and Grooming - Meets with standards of decency and cleanliness.			
<input type="checkbox"/> Appearance interferes with productivity. Repeated coaching concerning dress and cleanliness required.	<input type="checkbox"/> Acceptable level of cleanliness but could improve in grooming and dress.	<input type="checkbox"/> Appearance and dress is acceptable: clean, neat, and conforms to business standards.	<input type="checkbox"/> Dress appropriate to work environment. Clean, well groomed, and concise in detail to self.

Comments: _____

Work Site Supervisor Signature

Date

For School use Only

I have read and discussed the contents of this report with the school supervisor.

I have discussed this report with the student and have clarified expectations for continued performance improvement.

Student Signature

Date

School Supervisor Signature

Date

Canyons School District does not discriminate on the basis of disability, gender, race, color, national origin,, or age in educational programs, activities, or access to facilities.