



Lakehead
UNIVERSITY

**Student Success
Centre**

Co-operative Education Work Performance Evaluation Form

Student Name:

Organization:

Student ID:

Student Job Title:

Student contact number:

Supervisor's Name:

Supervisor's contact number:

Term: Winter (Jan-April) Spring/Summer (May-August) Fall (Sept – Dec)

Year: 20__

Guidelines for Completion – End of Work Term Evaluation Form

The end of work term evaluation provides both the student and the student's supervisor with the opportunity to fulfill the evaluation process, and to come together to discuss areas related to the student's work performance. The evaluation form is to be completed at the end of each work term, and returned to the Co-op and Employer Relations Officer at Lakehead University. This is required for student's to receive credit for their co-operative education experience.

The Evaluation Form – Rating Scale

Please provide a rating and comments to help measure the student's on the job competencies as well as areas of development. An example is provided for you:

Developing Performance (1-3) – The student is performing within this range, may require further development and support to meet expectations with respect to output, delivery of goals and/or assignments.

Good Performance (4-6) – The student is meeting expectations, and in some cases exceeding them. The student delivers a good quality of output, and goals/assignments are of standard and complete.

Outstanding Performance (7-9) – The student consistently exceeds the performance expectations and demonstrates the ability to take on more responsibility.

1. Interest in Work. The student takes pride and pursues goals with commitment and enthusiasm to complete task well.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student shows little enthusiasm for assigned work and infrequency to request additional tasks.	<i>Good Performance</i> Student is enthusiastic about their work, agrees to take on new responsibilities and asks for new tasks.	<i>Outstanding Performance</i> Student displays a high interest in their work and is enthusiastic beyond job requirements; proactively seeks new tasks and responsibilities.
<i>Comments:</i>		

2. Ability to Learn. The student displays proficiency in job duties and the work process.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> The student is sometimes slow to become proficient to new tasks or the work process.	<i>Good Performance</i> The student is quick at becoming proficient and takes on new tasks.	<i>Outstanding Performance</i> The student exceeds expectations in the complexity and difficulty of work and is successfully able to complete tasks.
<i>Comments:</i>		

3. Quality of Work. The student's ability to set personal goals; strive for quality of work; and put forth extra effort to ensure tasks are complete and thorough.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Work does not meet expectations, has frequent errors.	<i>Good Performance</i> Work is usually thorough and well done, few errors.	<i>Outstanding Performance</i> Work is always very thorough and complete with excellent quality, few if any errors.
<i>Comments:</i>		

4. Quantity of Work. The student's ability to produce a satisfactory amount of work with consistency, and accuracy completed in a timely manner.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Work is not always completed within the time limits.	<i>Good Performance</i> Completes the majority of work within the specified deadlines.	<i>Outstanding Performance</i> Consistently completes work ahead of schedule and seeks additional tasks.
<i>Comments:</i>		

5. Problem Solving. The student's ability to demonstrate and select a best course of action when analyzing and evaluating problems or procedures.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student can make routine decisions, but needs guidance and checking.	<i>Good Performance</i> The student can be relied on to make appropriate and good decisions, requires little guidance.	<i>Outstanding Performance</i> Student is able to independently make complex decisions and manages tasks with no guidance
<i>Comments:</i>		

6. Dependability. The manner of which the student conducts his or herself in the working environment.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student displays an inconsistent work ethic, is somewhat unreliable, work requires checking	<i>Good Performance</i> Displays a strong work ethic, and is present at work, is depended upon in most situations.	<i>Outstanding Performance</i> Students displays excellent work ethic and is very dependable, can be relied on in any situation to meet work demands.
<i>Comments:</i>		

7. Organization and Planning. The student's ability to organize and plan their work to be completed on time and in an organized manner.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student encounters difficulty in organizing and planning work.	<i>Good Performance</i> Student displays good organizational skills and plans work to meet deadlines.	<i>Outstanding Performance</i> Student presents excellent organizational skills, and is able to plan and utilize time wisely.
<i>Comments:</i>		

8. Teamwork. The student's ability to work with others.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student is uncooperative; or experiences difficulty relating to others in the workplace.	<i>Good Performance</i> Student is cooperative, and a good team worker.	<i>Outstanding Performance</i> Student is cooperative consistently; proactively seeks to improve working relationships.
<i>Comments:</i>		

9. Resourcefulness. The demonstrated ability to develop innovative solutions and display flexibility in demanding situations.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student is unsure how to approach new or stressful situations; has difficulty adjusting to change.	<i>Good Performance</i> Student responds appropriately to new and stressful situations; is able to adjust to changing situations and priorities with guidance.	<i>Outstanding Performance</i> Student is able to effectively respond to resolutions and stressful situations; readily adjusts to changing situations and priorities with little to guidance.
<i>Comments:</i>		

10. Response to Supervision. The way of which the student responds to direction and constructive criticism.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student disregards criticism and feedback from supervisor.	<i>Good Performance</i> Student generally accepts feedback, and will work towards improving productivity and efficiency.	<i>Outstanding Performance</i> Student takes initiative to follow through on feedback and continuously improves upon daily tasks and overall approach to work.
<i>Comments:</i>		

11. Ethical Behaviour. The student's behaviours demonstrate both integrity and ethics in their work and relationships.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student needs guidance to make appropriate choices to avoid questionable conduct and/or conflicts or personal and professional interest.	<i>Good Performance</i> Student is able to make appropriate choices to avoid questionable conduct and/or conflict of personal and professional interest.	<i>Outstanding Performance</i> Student will proactively identify potential conflicts of interest or questionable conduct and acts to mitigate or avoid these issues.
<i>Comments:</i>		

12. Oral Communication. The extent to which the student demonstrates effective oral communication skills.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student encounters difficulty when expressing ideas clearly; demonstrates discomfort with public speaking.	<i>Good Performance</i> Student is well organized, clear to understand, clear when speaking publically.	<i>Outstanding Performance</i> Student is always clear, well organized and understandable; excellent at public speaking.
<i>Comments:</i>		

13. Written Communication. The extent to which the student demonstrates effective written communication skills.		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9
<i>Developing Performance</i> Student requires frequent checking and editing of written work; not always clear and concise.	<i>Good Performance</i> Student requires moderate checking and editing for written work; work is organized and understandable.	<i>Outstanding Performance</i> Student rarely requires checking and editing for written work; always clear, organized and understandable.
<i>Comments:</i>		

14. Overall Assessment/Performance Rating

Please provide your overall assessment of the student's job performance.

- Outstanding The Student consistently performs at a level well beyond all aspects of the position.
- Excellent Performance The student has exceeded all performance expectations in a consistently competent manner in respect to output, quality standards and delivery of goals and assignments.
- Good Performance The student meets performance expectations in most aspects of the job requirements in a consistent manner.
- Satisfactory Performance The student performs some aspects of the job requirements in respect to output, quality standards, delivery of goals and assignments. The student may require improvements in some areas.
- Unsatisfactory Performance The student did not meet the performance requirements of the job position.

Please Comment on the student's overall performance, including any suggestions/recommendations for additional work or academic experience.

15. Work Term Report. Please comment on the following information in regards to the student's work term report.

The student's work term report can be released to Lakehead University for evaluation purposes?

Yes No Not Applicable for this work term

If No, in your opinion has the student chosen a suitable topic for the work term report? Why?

Has the report been written to an appropriate standard given the year level and experience of the student?

What is your overall evaluation of the student's work term report?

Did you review the completed evaluation with the student? (Please ensure the student has a copy) <input type="checkbox"/> Yes <input type="checkbox"/> No
Next Term: Do you wish to have the student return for the next term? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable If Yes, have you offered to re-employ the student for the next work term? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To be determined If yes, was your offered: <input type="checkbox"/> Accepted <input type="checkbox"/> Declined If the student has accepted please confirm the work term dates: From: _____ To: _____

Supervisor's Name (Please Print):

Supervisor's Signature:

Date:

Student's Name (Please Print):

Student's Signature

Date:

Please return the signed work term evaluation to:

Employer Relations & Co-op Advisor
Student Success Centre
Lakehead University
coop@lakeheadu.ca

(807) 343-8010 ext. 7190