

EMPLOYEE PERFORMANCE EVALUATION

CONFIDENTIAL

Employee Name: _____

Title: _____ Hire Date: _____

Review Date: _____ Last Review Date: _____

Supervisor's Name/Title: _____

PART I - PERFORMANCE FACTORS

FACTOR	2	3	4	5	6
<p>COOPERATION/ ATTITUDE</p> <p>Ability to work with others. Manner in which employee reacts to supervision, co-workers, and customers or other daily contacts.</p>	<input type="checkbox"/> Works poorly with others. Frequently grumbles about policy, work assignments, or other matters.	<input type="checkbox"/> Attitude needs improvement. Is occasionally uncooperative.	<input type="checkbox"/> Works well with others. Usually has a good attitude.	<input type="checkbox"/> Works well with others - offers to assist others in their work.	<input type="checkbox"/> Goes out of the way to be cooperative. Excellent attitude.
COMMENTS					
<p>QUALITY</p> <p>Ability to produce work that can be relied upon without inspection. Consider number of errors, accuracy, thoroughness.</p>	<input type="checkbox"/> Work is frequently unacceptable. Must often be redone.	<input type="checkbox"/> Employee is apt to make errors. Work is occasionally unacceptable.	<input type="checkbox"/> Work is usually accurate, neat, and thorough. A careful worker.	<input type="checkbox"/> Work is consistently accurate, neat and thorough. Seldom makes an error.	<input type="checkbox"/> Work is nearly always precise and accurate.
COMMENTS					
<p>QUANTITY</p> <p>Amount of satisfactory work performed during a given period.</p>	<input type="checkbox"/> Does not turn out a sufficient amount of work.	<input type="checkbox"/> Does just enough to get by.	<input type="checkbox"/> Consistently turns out a satisfactory amount of work.	<input type="checkbox"/> Amount of work occasionally exceeds requirements.	<input type="checkbox"/> Amount of work far exceeds expected requirements.
COMMENTS					

--

FACTOR	2	3	4	5	6
JOB KNOWLEDGE Knowledge and understanding of duties, functions, terminology, and procedures regarding present job.	<input type="checkbox"/> Does not have a working knowledge of the job.	<input type="checkbox"/> Job knowledge is limited to the simplest duties. Continually needs instruction.	<input type="checkbox"/> Has sufficient knowledge to perform the job satisfactorily.	<input type="checkbox"/> Has more than adequate knowledge of the job. Has some understanding of related work.	<input type="checkbox"/> Has complete and thorough knowledge of the job and understanding of related work.

COMMENTS

DEPENDABILITY How dependable is the employee in performing every duty and working under a minimum of supervision.	<input type="checkbox"/> Requires close supervision and is unreliable.	<input type="checkbox"/> Takes care of job duties, but requires more than normal supervision.	<input type="checkbox"/> Usually takes care of job duties. Requires normal amount of supervision.	<input type="checkbox"/> Requires little supervision. Highly reliable.	<input type="checkbox"/> Requires absolute minimum of supervision. Can be relied upon to thoroughly complete all job duties.
---	---	--	--	---	---

COMMENTS

INITIATIVE Consider action taken without being told. How often are suggestions given. How well employee works in the face of obstacles.	<input type="checkbox"/> Is limited in the role of follower. When a problem arises, work is likely to stop.	<input type="checkbox"/> Seldom offers ideas which contribute to a better approach or plan, but can play the role as a team player.	<input type="checkbox"/> Can be expected to assess the situation and adjust to a better method or approach.	<input type="checkbox"/> Makes good use of time and resources when challenged to get the job done.	<input type="checkbox"/> Consistently finds the best way to get the job done.
---	--	--	--	---	--

COMMENTS

FACTOR	2	3	4	5	6
ORGANIZATION How well does the employee recognize priorities and adjust to changes in work plans? Do they use their time wisely?	<input type="checkbox"/> Is unable to determine the relative importance of the tasks at hand. Uses time unwisely.	<input type="checkbox"/> Could not be depended upon to react to an apparent need to change priorities.	<input type="checkbox"/> Usually handles multiple duties without conflict or missing deadlines.	<input type="checkbox"/> Can be expected to balance numerous conflicting demands without missing deadlines.	<input type="checkbox"/> Could teach a time management course to others.
COMMENTS					

PART II: ACHIEVEMENT OF PREVIOUS GOALS (Disregard if first appraisal)

Refer to prior appraisal. List each goal you had set and indicate whether employee achieved, failed to reach or exceeded the goal. Explain in detail (using additional sheets if necessary) any situations or conditions that may have affected attainment.

GOAL 1.

GOAL 2.

GOAL 3.

PART III: NEW GOALS

List one (1) to three (3) goals to be attained by the employee before the employee's next review. Indicate preparations and training necessary to attain these goals, and a projected completion date. Goals must be realistic and reasonably able to be accomplished.

GOALS - Preparation/Training Necessary to Achieve	Project Completion Date
1.	
2.	
3.	

PART IV: OVERALL EVALUATION

Giving proper weight to each performance factor in Part I, relative to the employee's position, and considering the degree of satisfaction the appraiser has with the accomplishment of previous goals, the appraiser is asked to rate the employee as to overall qualification and effort as an employee in his or her position. (Circle one).

2 3 4 5 6

APPRAISER: I have discussed all items reviewed on this form with the named employee.

Appraiser's Signature

Date

EMPLOYEE'S COMMENTS: Employee is encouraged to describe any reaction to the ratings, feelings about current position, future plans, steps being taken to reach goals.

I have seen and reviewed the appraisal. All items covered have been fully discussed with me. I have been encouraged to make comments. I realize that my signature does not imply that I am in agreement with the appraisal.

Employee's Signature

Date

Department Head's Signature

Date