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 **Student Name**: **Date:**

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| **Work/Internship Evaluation:** Indicate the student’s level of performance for each category by making an X in the appropriate column for each skill listed on the left. | **3** | **2** | **1** | **0** |
| **TARGETED****BEHAVIORS** | **EXEMPLARY****Meets criteria in exemplary fashion across time & settings****(95- 100%)** | **EVIDENT****Meets criteria in evident fashion across most time & settings****(75 – 94% of time)** | **EMERGING****Meets criteria in emerging fashion up to 75% of the time across settings** | **DOES NOT EXIST****Does not meet possess the skill(s) even 50% of the time** |
| **COMMUNICATION****Speech, Listening, Viewing & Non Verbal Skills** | Greetings, conversations and body language are positive and acceptable and appropriate for work setting | Student needs 1 visual or verbal reminders, prompts for any and any or all types of communications | Student needs more than 1 prompt including modeling, rehearsing and re-teaching for these skills | Student cannot perform this skills even with prompts and or rehearsal |
| **EFFORT****Displays a positive mature attitude toward work, shows obvious signs of giving best effort on assigned tasks** | Pleasant, cooperative and mature across settings, staff and peers, good effort no matter the nature or difficulty of the task | Usually displays a positive attitude but still shows immaturity from time to time during the work shift no matter the task, usually gives effort | Demonstrates mood swings, does not sustain a mature attitude toward work, co-workers, customers dependent on day or task, lacks effort | Negative attitude toward work, co-workers, customers on an ongoing basisand doesn’t seem to matter the day or task, no effort to perform |
| **PREPAREDNESS****Arrive to van/work on time & prepared to work, dressed appropriately, good hygiene** | Arrives early, has materials ready to go, well groomed, uniform on | Arrives on time and has most materials ready to go, well groomed or uniform ready | Occasionally is late but doesn’t have materials for work, grooming, uniform needs attention | Fails to arrive on time, rarely has materials for class, poor hygiene, not dressed for work |
| **PRODUCTIVITY****Stays on task & completes quality work with adequate speed & accuracy, stamina****expected attendance** | On task, working independently or in a group, uses work time effectively, efficiently, speed and accuracy, equal to regular employee & stamina, 0 absences | Returns to work task(s) with one prompt, speed and or accuracy 80% of regular employee, same with stamina, 1 absence per semester | Continually off task, but does return to work when prompted more than once, speed and or accuracy less than 60% regular employee, an/or stamina, 2 – 4 absences | Cannot sustain attention to task independently or while in a group setting, speed and or accuracy less than 50% regular employee, and/or stamina, 5+ absences |
| **RELIABILITY****Follows directions, can work independently, follows company rules, regulations**  | Does so immediately without prompting across time and settings, works independently, takes initiative | Does so after one re-direct or reminder and will ask clarifying questions if necessary, able to work independently on some tasks, initiative emerging | Does so with repeated reminders, 2-3, unable to work without coach, little to no initiative | Fails to follow directions even with repeated prompts, cannot work alone, no initiative taken |
| **SAFETY TO AND FROM & ON THE JOB****Entering, exiting the building, in the work area, & use of equipment** | Is safe in all aspects of getting to & from the work site & within the work site. | Needs 1 – 2 prompts from adult traveling to & from work site and/or while on the job  | Needs 3 – 5 prompts from an adult each work session related to safety getting to & from the work site and while on the job | Needs more than 5 prompts, does not exhibit enough skills to go to the job without an adult coach in immediate proximity to ensure student safety.  |
| **SOCIAL SKILLS****Getting along with others in & out all settings** | Acts in appropriate manner in and out of work setting, reads social cues | Self corrects behavior with subtle prompt from adult staff, co-worker, reading social cues emerging | Self corrects behavior after repeated prompts, verbal and or non verbal from staff, lacks reading of social cues | Fails to have the skills to interact with co-workers on a regular basis, no social cues |

***Essential Functions of the Job:***

***Supervisor comments: (positives and targets for growth please)***