



# Student Employee Performance Evaluation

Human Resources Student Employment  
1500 N. Patterson Street  
Valdosta, GA 31698  
229-333-5709 (Fax) 229-259-5030

Student Name \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

Evaluator Name \_\_\_\_\_

Department \_\_\_\_\_

**INSTRUCTIONS:** Consider the student's entire work performance on each trait being rated. Your judgement should not be based on one or two occurrences. Do not allow personal feelings to govern your ratings. Select the statement that most closely describes the student's performance and mark in the corresponding box. Enter additional comments if desired or appropriate in the space provided for each trait. Attach a separate sheet if required for additional information or remarks. This document should be completed in ink, with changes/corrections initialed by the supervisor and student. When the evaluation is completed, it should be forwarded to Student Employment via email or sealed envelope.

Trait evaluated	Points and rating scale	Points awarded
<b>A. Quality of work</b> <i>The degree of excellence of the completed work (accuracy and freedom from errors). Disregard volume.</i>	<p><b>1 - Very Poor</b> Unsatisfactory quality of work. Nearly all work is of unacceptable quality and completed with carelessness.</p> <p><b>2 - Poor</b> Poor quality of work. Some work is of unacceptable quality and frequently completed with carelessness.</p> <p><b>3 - Fair</b> Fair quality of work. Work is not frequently of unacceptable quality, but also rarely exemplary.</p> <p><b>4 - Good</b> Good quality of work. Work is almost always acceptable. Rarely or never of poor quality.</p> <p><b>5 - Excellent</b> Excellent quality of work, almost always going beyond what is expected. Work never of poor quality.</p>	<p>Number of points awarded for <b>quality of work:</b></p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 10px auto;"></div> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<b>B. Quantity of work</b> <i>The amount of work accomplished (output) and the amount of time it takes the student to complete the work assigned.</i>	<p><b>1 - Very Poor</b> Unsatisfactory output and rarely completes work on time. Usually behind.</p> <p><b>2 - Poor</b> Output is usually slow and usually does not complete work on time. Frequently behind.</p> <p><b>3 - Fair</b> Moderate amount of output and usually completes work on time. Occasionally behind.</p> <p><b>4 - Good</b> Acceptable amount of output and almost always completes work on time. Typically does what conditions require and is not usually behind.</p> <p><b>5 - Excellent</b> High amount of output and always completes work on time. Typically ahead of schedule, and keeps ahead of requirements. Never behind.</p>	<p>Number of points awarded for <b>quantity of work:</b></p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 10px auto;"></div> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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<p><b>C. Cooperation &amp; Disposition</b></p> <p><i>The attitude towards work and other people, and attention given to others. How well the student maintains working relationships with their supervisor and co-workers.</i></p>	<table border="0"> <tr> <td><b>1 - Very Poor</b></td> <td>Argumentative and disagreeable. Does not maintain good working relationship with others.</td> </tr> <tr> <td><b>2 - Poor</b></td> <td>Sometimes disagreeable and occasionally argumentative. Sometimes complains about given tasks. Working relationship with others needs improvement.</td> </tr> <tr> <td><b>3 - Fair</b></td> <td>Generally cooperative, and at worst indifferent. Has a mostly good working relationship with others.</td> </tr> <tr> <td><b>4 - Good</b></td> <td>Willing worker, rarely indifferent, and never argumentative. Has great working relationship with others.</td> </tr> <tr> <td><b>5 - Excellent</b></td> <td>Enthusiastic worker, always accepting of duties and promotes cooperation. Makes active effort to get along and ensure harmony in the workplace.</td> </tr> </table>	<b>1 - Very Poor</b>	Argumentative and disagreeable. Does not maintain good working relationship with others.	<b>2 - Poor</b>	Sometimes disagreeable and occasionally argumentative. Sometimes complains about given tasks. Working relationship with others needs improvement.	<b>3 - Fair</b>	Generally cooperative, and at worst indifferent. Has a mostly good working relationship with others.	<b>4 - Good</b>	Willing worker, rarely indifferent, and never argumentative. Has great working relationship with others.	<b>5 - Excellent</b>	Enthusiastic worker, always accepting of duties and promotes cooperation. Makes active effort to get along and ensure harmony in the workplace.	<p>Number of points awarded for <b>cooperation &amp; disposition</b>:</p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 10px auto;"></div> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p><b>D. Aptitude for learning</b></p> <p><i>The student's ability to grasp essentials as well as versatility and adjustment to new and changing environments.</i></p>	<table border="0"> <tr> <td><b>1 - Very Poor</b></td> <td>Shows inability to change in a flexible environment or when faced with new tasks or challenges.</td> </tr> <tr> <td><b>2 - Poor</b></td> <td>Slow when confronted with new ideas and requires considerable help when faced with new tasks and challenges.</td> </tr> <tr> <td><b>3 - Fair</b></td> <td>Takes some time to grasp new ideas and requires some help when faced with new tasks and challenges.</td> </tr> <tr> <td><b>4 - Good</b></td> <td>Quickly grasps new ideas, learns and adapts to new tasks and challenges with minimal help.</td> </tr> <tr> <td><b>5 - Excellent</b></td> <td>Always adapts immediately to new ideas, learns and adapts to new tasks and challenges with no help.</td> </tr> </table>	<b>1 - Very Poor</b>	Shows inability to change in a flexible environment or when faced with new tasks or challenges.	<b>2 - Poor</b>	Slow when confronted with new ideas and requires considerable help when faced with new tasks and challenges.	<b>3 - Fair</b>	Takes some time to grasp new ideas and requires some help when faced with new tasks and challenges.	<b>4 - Good</b>	Quickly grasps new ideas, learns and adapts to new tasks and challenges with minimal help.	<b>5 - Excellent</b>	Always adapts immediately to new ideas, learns and adapts to new tasks and challenges with no help.	<p>Number of points awarded for <b>aptitude for learning</b>:</p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 10px auto;"></div> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p><b>E. Punctuality</b></p> <p><i>The student's frequency of tardiness without an excusable reason.</i></p>	<table border="0"> <tr> <td><b>1 - Very Poor</b></td> <td>Unacceptable amount of tardiness. Frequently late, and requires constant reminders about punctuality.</td> </tr> <tr> <td><b>2 - Poor</b></td> <td>Tardiness is frequent and above expected amount. Often late and sometimes requires reminders about punctuality.</td> </tr> <tr> <td><b>3 - Fair</b></td> <td>Occasional tardiness, but not yet a major problem. Needs some improvement in punctuality.</td> </tr> <tr> <td><b>4 - Good</b></td> <td>Almost always on time, and tardiness is infrequent. Does not need reminders about punctuality.</td> </tr> <tr> <td><b>5 - Excellent</b></td> <td>Always on time or early. Tardiness is extremely infrequent, if ever. Never needs reminders about punctuality.</td> </tr> </table>	<b>1 - Very Poor</b>	Unacceptable amount of tardiness. Frequently late, and requires constant reminders about punctuality.	<b>2 - Poor</b>	Tardiness is frequent and above expected amount. Often late and sometimes requires reminders about punctuality.	<b>3 - Fair</b>	Occasional tardiness, but not yet a major problem. Needs some improvement in punctuality.	<b>4 - Good</b>	Almost always on time, and tardiness is infrequent. Does not need reminders about punctuality.	<b>5 - Excellent</b>	Always on time or early. Tardiness is extremely infrequent, if ever. Never needs reminders about punctuality.	<p>Number of points awarded for <b>punctuality</b>:</p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 10px auto;"></div> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Trait evaluated	Points and rating scale	Points awarded
<b>F. Attendance</b> <i>The frequency of the student's inexcusable absences.</i>	<b>1 - Very Poor</b> Unacceptable amount of absences. Frequently absent, and requires constant reminders about attendance. <b>2 - Poor</b> Absence is frequent and above expected amount. Often absent and sometimes requires reminders about attendance. <b>3 - Fair</b> Occasional absence, but not yet a major problem. Needs some improvement in attendance. <b>4 - Good</b> Attendance is satisfactory, and absence is infrequent. Does not need reminders about attendance. <b>5 - Excellent</b> Attendance is exemplary and absence rare.	Number of points awarded for <b>attendance</b> : <div style="border: 1px solid black; width: 80px; height: 60px; margin: 10px auto;"></div> Comments: _____ _____ _____ _____ _____
<b>G. Appearance</b> <i>Consider appropriateness of dress, cleanliness, grooming, neatness and general impression.</i>	<b>1 - Very Poor</b> Almost always untidy and not appropriately dressed for the workplace. General impression is lacking. <b>2 - Poor</b> Often untidy and not often appropriately dressed for the workplace. General impression needs improvement. <b>3 - Fair</b> Appearance is generally acceptable, but occasional carelessness in appropriateness of dress. <b>4 - Good</b> Usually neat and appropriately dressed for the workplace. General impression is good and meets appearance expectations. <b>5 - Excellent</b> Exceptionally impressive appearance, and is always neat and appropriately dressed for the workplace.	Number of points awarded for <b>appearance</b> : <div style="border: 1px solid black; width: 80px; height: 60px; margin: 10px auto;"></div> Comments: _____ _____ _____ _____ _____

## Overall Performance

The overall performance score is a cumulative score based upon each individual score awarded for each trait. This helps inform both the student and the supervisor as to how well a student is doing in their work overall. Fill in each box below with the points awarded for each corresponding trait evaluated. Then, multiply that number according to its weighted value. For example, if a student scored a "4" for the "quality of work" trait (which is weighted at x3), then the weighted score should be "12" ( $4 \times 3 = 12$ ). Then, add all of the calculated weighted scores into a final sum and compare the final sum to the overall performance scale.

Trait Item	Scores	Weighted Scores
A. Quality of work	<div style="border: 1px solid black; width: 30px; height: 30px;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px;"></div> x 3
B. Quantity of work	<div style="border: 1px solid black; width: 30px; height: 30px;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px;"></div> x 3
C. Cooperation & Disposition	<div style="border: 1px solid black; width: 30px; height: 30px;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px;"></div> x 2
D. Aptitude for Learning	<div style="border: 1px solid black; width: 30px; height: 30px;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px;"></div> x 2
E. Punctuality	<div style="border: 1px solid black; width: 30px; height: 30px;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px;"></div> x 1
F. Attendance	<div style="border: 1px solid black; width: 30px; height: 30px;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px;"></div> x 1
G. Appearance	<div style="border: 1px solid black; width: 30px; height: 30px;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px;"></div> x 1

**Overall Score**  
 Add up all scores in the "weighted scores" column to calculate overall score and overall performance rating.

< 45	Unacceptable
45 - 49	Needs Improvement
50 - 55	Good
56 - 61	Very Good
62 - 65	Exceptional

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.