

**ATTACHMENT A**  
**OPTIONAL WORK READINESS TOOL FOR THE WIA YOUTH PROGRAM**

EMPLOYER NAME:		EMPLOYEE EVALUATION			
Participant Name:		Worksite:			
Participant Job Title:		Worksite Supervisor/Reviewer:			
Start Date:		Review Date #1:		Review Date #2:	
FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Performance Improvement Plan Needed (1)	Needs Development (2)	Proficient (3)	Exemplary (4)
<b>See page 3 for more detailed grading descriptions</b>					
<b>ATTENDANCE</b>	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUNCTUALITY</b>	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WORKPLACE APPEARANCE</b>	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TAKING INITIATIVE</b>	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>QUALITY OF WORK</b>	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMUNICATION SKILLS</b>	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RESPONSE TO SUPERVISION</b>	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEAMWORK</b>	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PROBLEM-SOLVING/ CRITICAL-THINKING</b>	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WORKPLACE CULTURE POLICY AND SAFETY</b>	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SPECIFIC WORKPLACE AND CAREER SKILL</b>	<b>PERFORMANCE EXPECTATIONS</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
<b>LIST SKILL HERE</b> <i>(see sample skills on page 2)</i>	<i>Insert performance expectations here. Grading scale for skill can be added by using adaptable "general key" at end of page 3.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>LIST SKILL HERE</b> <i>(see sample skills on page 2)</i>	<i>Insert performance expectations here. Grading scale for skill can be added by using adaptable "general key" at end of page 3.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Employers may add as many or few additional skills as they see fit based on the position.</i>	<b>TOTAL SCORE _____</b> <i>(add 4-box total; average score = total/# of skills)</i>	# checked X 1 <i>Total: _____</i>	# checked X 2 <i>Total: _____</i>	# checked X 3 <i>Total: _____</i>	# checked X 4 <i>Total: _____</i>
<p style="text-align: center;"><b>To meet work readiness skill attainment:</b></p> <p><b>(1)*</b> employee must have an overall average score that is "proficient" (3.0) or employee must meet "proficient" standard in 80% of the total categories listed.</p> <p><b>(2)</b> supervisor MUST verify that performance on job was satisfactory.</p> <p><b>(3)</b> employee must not have been fired from this work experience.</p> <p><small>*Examples: If there are 10 skill categories, participant must have a minimum score of 30 (3 x 10) out of a possible 40 or be proficient in at least 8 of the 10 categories. If an employer chose 15 skills to measure, participants would need minimum score of 45 (3 X15) out of a possible 60 or be proficient in at least 12 of the 15 categories.</small></p>			<p><b>Employee had satisfactory work performance and has met minimum total score:</b></p> <p><i>Employer Signature: _____</i></p> <p><i>Employee Signature _____</i></p> <p><i>Date: _____ (see page 2 for comments)</i></p>		



**SUMMER EMPLOYEE EVALUATION GRADING SCALE**

**ATTENDANCE**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Excessive absences consistently impact work performance. Additional training is needed.	Below 90% attendance, but participant seeks out opportunities to make up missed work.	Maintains 90% attendance and notifies supervisor ahead of time prior to absence.	100% attendance or missed one day with valid reason that did not occur during first two weeks.

**PUNCTUALITY**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Excessive lateness consistently impacts work performance. Additional training is needed.	Inconsistent in arriving to work, returning from breaks on time, and calling supervisor prior to lateness.	Arrives to work & returns from breaks on time with rare exception. If late, calls supervisor ahead of time.	Perfect or near perfect in arriving for work and returning from breaks on time. Model for other workers.

**WORKPLACE APPEARANCE**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Has not yet demonstrated appropriate appearance and/or personal hygiene for position and duties.	Inconsistent in demonstrating appropriate appearance and/or personal hygiene for workplace.	Dresses appropriately and practices hygiene for position and duties with rare exception.	Consistent display of professional appearance and hygiene serves as a model for other workers.

**TAKING INITIATIVE**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Reluctant to begin tasks without significant staff intervention. Needs frequent reminders. Additional training may be needed.	Inconsistently begins or remains on task. Needs occasional prompting. Often satisfied with bare minimum performance.	Begins and remains on task until completion with rare exception. Can work independently. Initiates interaction for next task.	Consistently begins/remains on task until completion, and initiates interaction for next task. Can work independently, and leads others.

**QUALITY OF WORK**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Has not yet given best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently. Additional training may be needed.	Uneven work quality. Sometimes evaluates own work and utilizes feedback, but inconsistent in meeting quality standards.	Quality of work meets expectations. Evaluates own work, and utilizes employer feedback to improve performance.	Quality of work often exceeds expectations. Consistently gives best effort. Evaluates own work and utilizes employer feedback.

**COMMUNICATION SKILLS**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. May need additional training and support.	Inconsistent in communicating in manner and language appropriate for workplace. Inconsistent in effort to speak clearly or listen attentively.	Demonstrates positive oral and non-verbal communication with rare exception. Listens attentively and uses language appropriate for workplace.	Consistently demonstrates positive oral/non-verbal communication skills. Speaks clearly and listens attentively, Can effectively present to a group if needed.

**RESPONSE TO SUPERVISION**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or non-verbal communication. Additional training may be necessary.	Inconsistent in accepting direction, feedback, and constructive criticism from supervisor. Shows potential for improvement.	Accepts direction and constructive criticism with positive attitude with rare exception. Uses feedback to improve work performance.	Consistently accepts direction and constructive criticism with positive attitude. Uses feedback to improve work performance, and provides new and useful ideas to employer.

**TEAMWORK**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. Additional training may be necessary.	Inconsistent in promoting positive group behaviors amongst coworkers, and in contributing to group efforts. Shows potential for improvement.	Works well with co-workers, is respectful, and contributes to group efforts with rare exception. Respects diversity within the workplace.	Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity.

**PROBLEM-SOLVING/CRITICAL THINKING**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Makes little or no effort to use knowledge learned from the job to solve workplace problems.	Inconsistent in using sound reasoning to solve work problems. Shows potential for improvement.	Uses sound reasoning, and job knowledge to solve workplace problems. Shows initiative in improving skills.	Consistently applies sound reasoning to solve work problems. Identifies potential problems before they can occur.

**WORKPLACE CULTURE, POLICY AND SAFETY**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Has not demonstrated understanding of workplace policies/ethics. Has not completed applicable training on workplace.	Inconsistent in demonstrating understanding of workplace culture, policies, and safety rules.	Demonstrates understanding of workplace policies. Completed safety training if applicable, and adheres to rules. Exhibits honesty and integrity.	Shows clear understanding of work policies and safety rules. Exhibits honesty and integrity. Has completed applicable safety trainings and has led coworkers.

**GENERAL KEY**

<b>Perf. Improvement Plan Needed</b>	<b>Needs Development</b>	<b>Proficient</b>	<b>Exemplary</b>
Is not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. May need additional training.	Inconsistent in demonstrating and developing skills for the position, but development is needed.	Demonstrates the skills required for the position with rare exception, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as leader that improves overall team.

***This general key is adaptable for employers to copy, paste in boxes on page 1, and modify accordingly for job-specific skills.***