



**CLASSIFIED STAFF  
PERFORMANCE APPRAISAL FORM  
FY 2012 - 2013**

Employee Last Name	Employee First Name	Employee ID
Department	Position Title	Date Employed at STC
Date Assigned Present Position	Supervisor Name	Review Date

Performance evaluations are intended to measure the extent to which the employee’s performance meets the requirements of a particular position and to establish goals for the future; strengthen the relationship between you and the employee; open up channels of a communication; appraise past performance; recognize good performance; identify areas that might require improvement; enable you to access your own communication and supervisory skills.

**INSTRUCTIONS:**

Listed on the following pages are a number of performance factors that are important in the successful completion of most assignments. To complete the Performance Appraisal Form, place an “O” under the level of achievement, which most accurately describes the employee's performance on each factor.

In the spaces provided by each of the performance factors, you are encouraged to support your ratings with clarifying comments and specific examples which occurred during the review period that determined or affected the level of achievement marked. Factors rated "Consistently Exceeds Expectations" or "Consistently Below Expectations" must be supported with examples or reasons. After the entire form has been completed and reviewed, the original is forwarded to the Office of Human Resources for filing in the employee's personnel file. Both the supervisor and the employee retain a copy.

**DEFINITION OF TERMS:**

CONSISTENTLY BELOW EXPECTATIONS	Performance is at a level below established objectives with the result that overall contribution is marginal and substandard. Performance requires a high degree of supervision.
BELOW EXPECTATIONS	Meets some of the established objectives and expectations but definite areas exist where achievement is substandard. Performance requires somewhat more than normal degree of direction and supervision.
MEETS EXPECTATIONS	Meets established objectives in a satisfactory and adequate manner. Performance requires normal degree of supervision.
EXCEEDS EXPECTATIONS	Accomplishments are above expected level or essential requirements.
CONSISTENTLY EXCEEDS EXPECTATIONS	Job performance easily exceeds job requirements; performance approaches best possible attainment.

EMPLOYEE NAME

\_\_\_\_\_

**PERFORMANCE FACTORS**

	1	2	3	4	5	6
<b>1. QUALITY OF WORK</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How accurate, neat and complete is the individual's work?						

Examples or reasons for giving this rating are:  
\_\_\_\_\_

	1	2	3	4	5	6
<b>2. PRODUCTIVITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the individual produce an acceptable amount of work? Consider how the person: effectively uses available working time, plans and prioritizes work, sets and accomplishes goals, and completes assignments on schedule.						

Examples or reasons for giving this rating are:  
\_\_\_\_\_

	1	2	3	4	5	6
<b>3. KNOWLEDGE OF JOB</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the individual familiar with duties and requirements of the position as well as methods, practices, and equipment to do the job? Consider: knowledge gained through experience, education and specialized training, if the person maintains current knowledge about changes in policy and procedure, keeps abreast of new developments and major issues in the field.						

Examples or reasons for giving this rating are:  
\_\_\_\_\_

	1	2	3	4	5	6
<b>4. ADAPTABILITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How does the individual adjust to changes? Consider the ability to: learn quickly and adapt to changes in job assignment, methods, personnel or surroundings.						

Examples or reasons for giving this rating are:  
\_\_\_\_\_

	1	2	3	4	5	6
<b>5. DEPENDABILITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How reliable is the individual in performing work assignments and carrying out instructions? Consider: degree of supervision required and willingness to take on responsibilities and to be accountable for them.						

Examples or reasons for giving this rating are:  
\_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>6. INITIATIVE AND RESOURCEFULNESS</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does the individual see things to be done and then take action? Consider the ability to: contribute, develop and/or carry out new ideas or methods, be a self-starter, offer suggestions, anticipate needs and seek additional tasks as time permits.

Examples or reasons for giving this rating are:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7. JUDGMENT</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does the individual exercise the ability to decide the correct or best course of action when some choice must be made? Consider the ability to: evaluate facts and make sound decisions, use reasoning to identify, solve and prevent problems, work in a safe manner, prevent accidents, injuries and theft.

Examples or reasons for giving this rating are:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>8. RELATIONSHIPS WITH PEOPLE</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does the individual work effectively with others (supervisors, peers, subordinates)? Consider: respect and courtesy shown to others, how behavior affects the work area, willingness to accept supervision, behavior exhibited toward the College as well as the individual's own job. Are the individual's apparel, manners and sociability appropriate for their job responsibilities?

Examples or reasons for giving this rating are:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>9. ATTENDANCE AND PUNCTUALITY</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How faithful is the individual in reporting to work and staying on the job? Consider: arrival times, observance of time limits for breaks and lunches, patterns of sick leave, prior approval for vacation, prompt notice of absence due to illness.

Examples or reasons for giving this rating are:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>10. OTHER PERFORMANCE FACTORS</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Examples or reasons for giving this rating are:

EMPLOYEE NAME

[Dashed box for employee name]

**GENERAL COMMENTS:**

[Large dashed box for general comments]

**GOALS FOR THE EMPLOYEE:**

[Large dashed box for goals for the employee]

**EMPLOYEE'S COMMENTS:**

[Large dashed box for employee's comments]

**EMPLOYEE'S GOALS:**

[Large dashed box for employee's goals]

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_