

# Student Employment Performance Assessment – Supervisor Evaluation

For use in assessing student performance

Adapted from ACT's WorkKeys Assessments

<http://www.act.org/content/act/en/products-and-services/workkeys-for-employers.html>

Student Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

## 1. Workplace Observation Skill\*

Ability to repeat a short, straightforward process, pattern or demonstration; recognize an incorrect step; identify the next step in a series	Ability to recognize cause and effect in straightforward process, pattern, or demonstration; identify the cause of a result; filter out obvious distractions; recognize what to do next given a single condition; indicate next action when an incorrect step is identified	Ability to identify correct course of action given more than one condition; distinguish similar but different steps; maintain attention to detail with little prompting; recognize when steps can be combined & when they cannot; identify details that are not clear; select and put steps into the correct order in a complex process; apply information to a similar situation	Ability to make guesses from situational cues in a complex process; figure out process steps that are missing; apply complicated instructions to new situations; decide which conditions apply to a new situation; determine a general underlying principle; determine next steps; break down a process and apply results to an unfamiliar process; use situational cues to determine steps to be taken	N/A
1	2	3	4	0

## 2. Listening for Understanding Skill\*

Ability to identify clearly stated main ideas or details ( <i>e.g.</i> ; <i>time and location of a meeting</i> ) and follow simple instructions	Ability to answer questions about or take action on directly stated main points and details; follow straightforward instructions with several steps; determine the meaning of one or two words based on explanations in the spoken information; recognize basic sequence and time relationships from time-related words ( <i>e.g. during, between</i> ) that are directly stated	Ability to identify clearly stated main points/details with unclear context or unusual information; follow complex multi-step instructions that may contain conditions; identify changes in meaning when familiar words are used in a new context; determine the meaning of words based on context; determine sequence and time relationships from words when the meaning is not obvious ( <i>e.g. yet, once</i> ); make simple guesses from the context	Ability to identify main points that are not clearly stated and may be hard to find; noticing whether the speaker approves/disapproves; follow indirect instructions; determine the meanings of new words through context; make guesses about information that may be abstract; understand cause and effect from context; understand sequence and time relationships when planning or scheduling	N/A
1	2	3	4	0

\*The use of the word 'condition' in several skills refers to if/then situations where the appropriate follow-up action is dependent upon what happened previously and may be different in different situations

## 3. Observation Skill

Ability to pay attention to basic parts of a straightforward procedure that is done at a slow pace; remember a few strongly prompted details; remember instructions and reminders that give strong cues; remain focused on the important parts of a procedure shown without irrelevant information; notice clear differences in procedures	Ability to select and pay attention to parts of a straightforward procedure with details that are hard to notice; pay attention to details shown at a moderate pace; remember a few important details that are reinforced; remain focused on the important details when there is extra information; notice less obvious differences	Ability to focus attention on and remember several important details from a procedure that includes several tasks that may occur at the same time and at a moderate pace; maintain attention to details with little prompting; remember several important details about unfamiliar material; ignore irrelevant information; recognize several differences presented at the same time; examine a subtle difference and decide whether it is acceptable	Ability to focus attention on and remember several steps from a complicated procedure that includes unusual elements and is presented at a quick pace; remember several steps not discussed directly or explained; visualize how a step fits into a procedure; ignore irrelevant information; interpret conditional relationships that affect tasks; make predictions, judgements, or comparisons; examine a small detail to determine if it is significant	N/A
1	2	3	4	0

#### 4. Reading for Information Skill\*

Ability to pick out main ideas and clearly stated details; choose the correct meaning of a word when the word is clearly defined in the reading; choose the correct meaning of everyday and workplace words; choose when to perform each step in a short series of steps; apply instructions to a situation that is the same as the one read about	Ability to identify important details that may not be clearly stated; use reading material to figure out the meaning of words that are not defined; apply instructions with several steps to a situation that is the same as in the reading; choose what to do when changing conditions call for a different action	Ability to figure out the correct meaning of a word based on how it is used; identify the correct meaning of an acronym or jargon defined in a document; apply technical terms and jargon to known situations; apply simple instructions to a new situation similar another described; apply complex instructions that include conditions to situations described in the material	Ability to identify implied details; use technical jargon in new situations; figure out the less common meaning of a word based on the context; apply complicated instructions to new situations; figure out the principles behind policies and procedures; apply general principles from the materials to similar or new situations; explain the reason for a procedure, policy, or communication	N/A
1	2	3	4	0

#### 5. Teamwork Skill

Ability to recognize clear team goals; show acceptance of team goals by working cooperatively; identify recognizable problems and their causes; persist in solving problems; show membership by supporting and seeking the input of others; demonstrate a positive work attitude; respond appropriately to praise and give positive feedback; display trust in team members; be dependable in completing tasks	Ability to organize & schedule tasks; offer possible solutions to problems; show commitment to quality; effectively interpret verbal and nonverbal communication; take direction from team members and respond to feedback in a way that furthers team relations and accomplishes tasks; show respect for team members; show an appreciation for diversity among team members	Ability to demonstrate good decision making and analyzing skills that indicate an ongoing process of identifying problems & proposing alternatives; show leadership by giving or taking direction as the situation requires; empower others by holding each other responsible for accomplishing the goal; show initiative by doing what is required and showing willingness to try new tasks; be properly assertive	Ability to identify and organize the parts of a problem; create and revise team goals depending on priorities; coordinate multiple parts of a task to help the team meet its goals; be flexible in their role on the team; resolve issues among team members using supportive behavior and language and providing negative feedback in a constructive manner; build team unity	N/A
1	2	3	4	0

## 6. Business Writing Skill

Produces writing that consists of incomplete sentences most of the time; includes a large number of grammatical, mechanical, and word usage errors that interfere with communication; has rude or overly casual language; tone and style; has no organization; attempts to communicate their ideas but provides little or no development or support	Produces writing with some complete sentences although some may be simple or repetitive; has enough correct mechanics, word usage, and grammar to convey the idea but errors interfere with comprehension; has rude or over casual language, tone, and style; has some organization but the focus is unclear and has few or no transitions; has ideas that are generally understandable; but not expanded	Produces writing with mostly complete sentences, variety and complexity are attempted; few mechanical, grammatical, and word usage errors; may be repetitive; generally correct spelling; tone and style are generally consistent with standard business English; writing may be casual but is not rude; exhibits some organization, may lose focus, transitions are simple; has adequate development of ideas but they may be limited in depth and thoroughness; support is general and relevant but repetitive	Produces writing with all complete sentences that are generally varied in length and complexity; very few mechanical, grammatical, and/or word usage errors that do not interfere with communication, style, tone, and language is consistent with standard business English; organized and maintains consistent focus; transitions are effective; most ideas are developed with supporting examples and details	N/A
1	2	3	4	0

## 7. Locating Information Skill

Ability to find one or two pieces of information in a graphic; and fill in one or two pieces of information that are missing from a graphic	Ability to find several pieces of information in a graphic; understand how graphics are related to each other; summarize information from one or more straightforward graphics; identify trends shown in one or more straightforward graphics; and compare information and trends shown in one or more straightforward graphics	Ability to sort through distracting information; summarize information from one or more detailed graphics; identify trends shown in one or more detailed or complicated graphics; and compare information and trends from one or more complicated graphics	Ability to draw conclusions based on one complicated graphic or several related graphics; apply information from one or more complicated graphics to specific situations; and use the information to make decisions	N/A
1	2	3	4	0

## 8. Applied Mathematics Skill

<p>Ability to solve problems that require a single type of mathematical operation; change numbers from one form to another (e.g. converting a fraction to decimal); and convert simple money and time units</p>	<p>Ability to solve problems that require one or two operations; figure out averages, simple proportions, or rates using whole numbers and decimals; add commonly known fractions, decimals, or percentages; add three fractions that share a common denominator; multiply mixed numbers (<i>such as</i> <math>12\frac{1}{2}</math>) by a whole number or decimal; put the information in the right order before performing calculations</p>	<p>Ability to decide what information, calculations, or unit conversions to use to solve a problem; look up a formula and change from one unit to another in a single step within the same or another system of measurement; calculate using mixed units; divide negative numbers; identify the best deal by doing one and two step calculations and comparing the results; calculate perimeters and areas of basic shapes; calculate percent discounts or markups</p>	<p>Ability to use fractions with unlike denominators; rearrange a formula; look up and use a formula to change from one unit to another in the same or another system of measurement; find mistakes in easy problems; find the best deal and use the results for another calculation; find the area of basic shapes when it may be necessary to rearrange the formula or convert units of measurement; find the volume of rectangular solids; and calculate multiple rates</p>	<p>N/A</p>
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>0</p>