

Template: Employer Evaluation of Student Intern

Date:

Student Name:

Directions for Employer: Answer the items in Categories A through C, and provide any remarks in the Additional Comments section, based upon your experience observing the student. ***Please be objective and candid in your assessment; your responses will help strengthen our program.*** Note that the descriptions of each item listed in Categories A through C are available in the corresponding Scoring Guide that is attached at the end.

Category A: Foundational Skills

Rate the student's foundational skills using the rating scale below. (If you have not had the opportunity to observe the student's skill level or behavior in a particular area, please respond N/A: "No Opportunity to Observe.")

1	2	3	4	N/A
Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations	No Opportunity to Observe

Items to Rate	Enter Rating Scale Number or N/A
Locating, Comprehending, and Evaluating Information	
Listening	
Workplace Safety	
Problem-Solving/Troubleshooting	
Oral Communication	
Written Communication	
Attention to Detail	
Ability to Grasp Concepts	
Following Workplace Guidelines	

Record student's overall rating (i.e., 1, 2, 3, or 4) for Category A:



Category B: Applied Workplace Skills

Rate the student's applied workplace skills using the rating scale below. (If you have not had the opportunity to observe the student's skill level or behavior in a particular area, please respond N/A: "No Opportunity to Observe.")

1	2	3	4	N/A
Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations	No Opportunity to Observe

Items to Rate	Enter Rating Scale Number or N/A
Understanding the Organizational Structure and Processes	
Information Technology Application	
Teamwork	
Customer Service	
Responsiveness to Change	

- Does the student demonstrate ethical behavior/integrity? Select Yes, No, or N/A

Record student's overall rating (i.e., 1, 2, 3, or 4) for Category B:

Category C: Self-Management and Personal Responsibility

Rate the student's self-management skills and personal responsibility using the rating scale below. (If you have not had the opportunity to observe the student's skill level or behavior in a particular area, please respond N/A: "No Opportunity to Observe.")

1	2	3	4	N/A
Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations	No Opportunity to Observe

Items to Rate	Enter Rating Scale Number or N/A
Absenteeism	
Punctuality	



Category C: Self-Management and Personal Responsibility (Continued)

Items to Rate	Enter Rating Scale Number or N/A
Time-Management	
Self-Directed; Takes Initiative; Resourceful	
Takes Responsibility for Learning; Seeks to Learn	
Motivation	

Record student's overall rating (i.e., 1, 2, 3, or 4) for Category C:

Additional Comments

Any additional comments may be provided in the space below. Comments could include where the student exceeded expectations and/or areas that need improvement.

Please provide comments here:



Scoring Guide to the Employer Evaluation of Student Intern Form

This document is a companion piece to the above Employer Evaluation of Student Intern form. It describes each rating component.

Category A – Foundational Skills

Foundational Skills	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Locating, Comprehending, and Evaluating Information	The student has minimal ability to locate, understand and evaluate information, including, if relevant, ability to interpret charts or graphs or identify trends in data.	The student has moderate ability to locate, understand and evaluate information, including, if relevant, ability to interpret charts or graphs or identify trends in data.	The student has the ability to locate, understand and evaluate information, including, if relevant, ability to interpret charts or graphs or identify trends in data.	The student demonstrates an advanced ability to locate, understand and evaluate information, including, if relevant, ability to interpret charts or graphs or identify trends in data.
Listening	The student is inattentive and does not retain delivered information, as evidenced through subsequent performance.	The student occasionally appears inattentive, but retains most of the delivered information, as evidenced through subsequent performance.	The student usually appears attentive and retains most of the delivered information, as evidenced through subsequent performance; the student knows to take notes if necessary to remember important information; and asks clarifying questions as needed.	The student is attentive; retains delivered information, as evidenced through subsequent performance; takes notes as necessary; repeats back key ideas, demonstrating that information was heard; and asks questions to develop a deeper knowledge and understanding of the work.



Foundational Skills	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Workplace Safety	The student has minimal awareness of the surroundings and does not follow safety protocols.	The student has awareness of the surroundings but does not consistently follow safety protocols.	The student has awareness of the surroundings and always follow safety protocols.	The student has a keen awareness of the surroundings, always follow safety protocols, and takes the time and initiative to identify and prevent workplace hazards.
Problem-Solving/Troubleshooting	The student has a minimal level of reasoning or analytical thinking to problem-solve or troubleshoot.	The student exercises a moderate level of reasoning and analytical thinking to problem-solve and troubleshoot.	The student exercises a satisfactory level of reasoning and analytical thinking to problem-solve and troubleshoot.	The student exercises a high level of reasoning and analytical thinking to problem-solve and troubleshoot.
Oral Communication	The student does not articulate ideas clearly and effectively.	The student does not consistently articulate ideas clearly and effectively.	The student articulates ideas clearly and effectively.	The student articulates ideas clearly and effectively, including the use of right language and terminology to the audience.



Foundational Skills	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Written Communication	The student's written communication is unclear (e.g., poor choice of words and sentence structure, disorganized, incorrect tone, and/or the message is not clear based on the communication method used [e.g., email, text, report]).	The student's written communication is occasionally unclear (e.g., poor choice of words, sentences are sometimes fragmented, and/or the message is sometimes not clear based on the communication method used [e.g., email, text, report]).	The student's written communication is clear (e.g., good word choice and sentence structure, well organized, proper tone, and the message is clear based on the communication method used [e.g., email, text, report]).	The student's written communication is consistently clear (e.g., proper word choice, good sentence structure, well organized, proper tone, selects the right form of communication, and the message is clear based on the communication method used [e.g., email, text, report]).
Attention to Detail	The student is not attentive to detail and has multiple errors in the work.	The student is fairly attentive to detail and has errors in the work.	The student is detailed oriented and has minimal errors in the work.	The student is detailed oriented and identifies errors to correct before moving forward.
Ability to Grasp Concepts	The student is able to occasionally grasp concepts.	The student is able to grasp concepts but not in a timely manner.	The student is able to grasp concepts in a timely manner.	The student is able to grasp concepts in a timely manner and has learned the concepts well enough to be able to teach them to someone else.



Foundational Skills	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Following Workplace Guidelines	The student has minimal awareness of workplace procedures and guidelines and does not follow them.	The student has awareness of workplace procedures and guidelines but does not consistently follow them.	The student has awareness of workplace procedures and guidelines and always follows them.	The student has a keen awareness of workplace procedures and guidelines and always follows them, and takes the time and initiative to identify areas in need of improvements.

Category B – Applied Workplace Skills

Applied Workplace Skills	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Understanding the Organizational Structure and Processes	The student has minimal understanding of their role and how it supports the organization.	The student has a moderate understanding of their role and how it supports the organization.	The student understands their role and how it supports the organization.	The student understands their role and how it supports the organization, along with a clear understanding of other roles within the organization and how it all connects to productivity.
Information Technology Application	The student has minimal skills to use, operate, or run the technology necessary to complete assigned work.	The student has moderate skills to use, operate, or run the technology necessary to complete assigned work.	The student has the skills to use, operate, or run the technology necessary to complete assigned work the majority of the time.	The student has the skills to use, operate, or run the technology to complete assigned work at all times.



Applied Workplace Skills	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Teamwork	The student does not build collaborative relationships with colleagues and has difficulty working within a team structure.	The student occasionally builds collaborative relationships with colleagues and can sometimes work within a team structure.	The student builds collaborative relationships with colleagues and works well within a team structure.	The student builds collaborative relationships with colleagues, works well within a team structure, and is respectful of various viewpoints.
Customer Service	The student is rarely able to provide support, assistance and/or advice to customers.	The student is able to provide limited support, assistance, and/or advice to customers.	The student provides support, assistance, and/or advice to customers, and meets their expectations.	The student provides support, assistance, and/or advice to customers, and exceeds their expectations.
Responsiveness to Change	The student does not respond well to change.	The student has mixed reactions to change.	The student responds positively to change and adjust plans accordingly.	The student can respond positively to change, adjust plans accordingly, and can motivate others.

Ethical Behavior/Integrity: This item questions whether the student demonstrated ethical behavior/integrity.



Category C – Self-Management and Personal Responsibility

Self-Management and Personal Responsibility	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Absenteeism	The student is frequently absent.	The student is occasionally absent.	The student is rarely absent and sometimes informs management of planned absences (i.e., approved time off) in a timely manner.	The student is rarely absent and always informs management of planned absences (i.e., approved time off) in a timely manner.
Punctuality	The student is frequently tardy to work and/or frequently returns from breaks tardy.	The student is occasionally tardy to work and/or occasionally returns from breaks tardy.	The student is on time to work and/or returns from breaks on time.	The student is on time to work and/or returns from breaks on time, and informs employer ahead of time of tardiness.
Time Management	The student rarely completes assignments on time.	The student occasionally does not complete assignments on time.	The student completes assignments on time.	The student completes assignments in a timely and can adjust when deadlines change.
Self-Directed; Takes Initiative; Resourceful	The student rarely takes initiative and the student requires ongoing supervision to maintain productivity.	The student occasionally takes initiative but requires some supervision to maintain productivity.	The student takes initiative, requires minimal supervision, and asks for support as needed	The student takes initiative, is easily able to work independently, and requires very little supervision.
Takes Responsibility for Learning; Seeks to Learn	The student rarely seeks out new knowledge and skills, and rarely learns from his/her mistakes.	The student hesitates to seek out new knowledge and skills, and sometimes learns from his/her mistakes.	The student seeks out new knowledge and skills, and usually learns from his/her mistakes.	The student actively seeks out new knowledge and skills, learns from his/her mistakes, and rarely repeats the same mistake.



Self-Management and Personal Responsibility	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Above Expectations
Motivation	The student is disinterested and lacks motivation to complete tasks/projects/work.	The student shows interest and motivation to complete some tasks/projects/work.	The student shows interest and motivation to complete the majority of tasks/projects/work.	The student expresses interest and motivation to complete all tasks/projects/work, and demonstrates willingness to work beyond given roles.

