



Town of Shirley

EMPLOYEE PERFORMANCE EVALUATION FORM INSTRUCTIONS (Non-Supervisory)

PURPOSES OF PERFORMANCE EVALUATIONS:

The principal purposes of staff evaluations are to encourage staff development and to strengthen the departments' effectiveness. Some specific purposes are to:

1. Identify specific indicators of achievement
2. Highlight areas of greatest/least effectiveness
3. Stimulate improved performance
4. Aid in career development, retention, and salary decisions
5. Develop mutually established goals
6. Increase staff communication

The formal performance review occurs at the end of the probationary period and formally, annually thereafter. It is very important to meet with each individual, periodically, to identify incremental progress toward goals and to address issues, and positive acknowledgement whenever needed, rather than waiting to the end of the year either to acknowledge progress or to raise concerns.

DEFINITIONS 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.

N/A: Not applicable.

INSTRUCTIONS:

Listed on the following pages are Performance Factors that are important in the successful completion of most assignments. To complete the Performance Evaluation Form, place an "X" under the level of achievement which most accurately describes the employee's performance on each factor. In the space 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. Performance Factors rated "Consistently Exceeds Expectations" or "Consistently Below Expectations" must be supported with examples or reasons.



Town of Shirley Employee Performance Evaluation Non-supervisory

Employee Information

Employee Name:

Date:

Job Title:

Department:

Supervisor/Reviewer:

Review Period: **From:**

To:

Ratings Key

Performance Levels

Please place an "X" under the level of achievement which most accurately reflects the employee's performance corresponding to the number in the Ratings Key.
Provide examples or reasons for the ratings.

1. Consistently Below Expectations
2. Below Expectations
3. Meets Expectations
4. Exceeds Expectations
5. Consistently Exceeds Expectations
- N/A

Evaluation

Performance Factors	Current Rating					
1. QUALITY OF WORK: How accurate, thorough, and complete is the individual's work. Consider the degree to which work meets acceptable standards.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
2. PRODUCTIVITY: Does the individual produce a volume of work at expected levels? Consider how person effectively uses available working time, plans and prioritizes work, sets and accomplishes goals and completes assignments on schedule.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
3. KNOWLEDGE OF JOB: Does the individual demonstrate the knowledge and understanding of the requirements of position as well as methods, practices, and resources to do the job? Consider knowledge gained through experience, education and specialized training.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>

4. ADAPTABILITY: How does the individual adjust to changes? Consider ability to learn quickly, to adapt to changes in job assignments, methods, personnel, or surroundings.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
5. ACCOUNTABILITY: How reliable is the individual in performing duties and carrying out instructions? Are tasks performed in compliance with applicable laws, regulations, policies, and procedures? Consider individual's willingness to take on responsibilities and to be accountable for them.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
6. INITIATIVE AND RESOURCEFULNESS: Does the individual recognize things needed to be done and then take appropriate action? Consider ability to contribute, develop and/or carry out new ideas or methods. Consider ability to be self-starter, to offer suggestions, and to anticipate needs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
7. JUDGMENT: Does the individual exhibit the ability to choose the best course of action when a decision must be made? Consider ability to evaluate facts and make sound decisions, and use of reasoning to identify, solve, and prevent problems.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
8. RELATIONSHIPS WITH PEOPLE: Does the individual work effectively with others (internal and external customers, supervisors, peers, subordinates)? Consider respect and courtesy shown to others, how attitude affects the work environment, willingness to accept direction and/or suggestions, and attitude exhibited in performing job duties.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
9. COMMUNICATION SKILLS: Does the individual communicate effectively, both verbally and in writing with coworkers, professional associates, and the general public? Consider ability to keep employees informed of decisions and plans for own office as well as policies and procedures of the Town.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>

10. ATTENDANCE: How faithful is individual in reporting to work and staying on the job? Consider arrival times, observance of time limits for breaks and lunches. Consider patterns of sick leave, prior approval for vacation and prompt notice of absence due to illness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>
11. OTHER PERFORMANCE FACTORS:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	N/A <input type="checkbox"/>

Describe Employee's Strengths:

Opportunities for Development/Self-Improvement:

Employee's Comments (Optional)

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your supervisor. Signing this form does not necessarily indicate that you agree with this evaluation.

I _____ acknowledge receipt of review, and my signature does not necessarily indicate agreement.

Employee Signature

Date

Supervisor/Reviewer Signature

Date