

Work-Related Skills Rubric

Summary Sheet

You will complete this rubric for each member up to three times in the year. Please use the same sheet for each assessment. Use different colored ink for **each** assessment.

First Assessment --Blue pen.

Second Assessment —Green pen.

Third Assessment —Red Pen

Please check the items within the boxes that best illustrate this person’s behavior. Make your selection based upon your own interaction with this person, and the behavior reported by other members who have interacted with this person. See example for illustration.

Name: _____

Blue ink = **Baseline Assessment** Completion Date: _____ Completed By: _____

Green ink = **Mid-Year Assessment** Completion Date: _____ Completed By: _____

Red ink = **Final Assessment** Completion Date: _____ Completed By: _____

AREA	Record the number of boxes checked in each level Assessment #1					Record the number of boxes checked in each level Assessment #2					Record the number of boxes checked in each level Assessment #3				
	HIGHEST	HIGH	MIDDLE	LOW	LOWEST	HIGHEST	HIGH	MIDDLE	LOW	LOWEST	HIGHEST	HIGH	MIDDLE	LOW	LOWEST
Teamwork															
Motivation															
Communication															
Professionalism															
Attitude															
Responsibility															

Teamwork [Check a total of 5 boxes for each assessment period]:

HIGHEST LEVEL	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	LOWEST LEVEL
<input type="checkbox"/> Always contributes to group effort	<input type="checkbox"/> Generally contributes to group effort	<input type="checkbox"/> Sometimes contributes to group effort	<input type="checkbox"/> Often takes attention away from group effort	<input type="checkbox"/> Never contributes to group effort--isolative
<input type="checkbox"/> Always listens and acknowledges other points	<input type="checkbox"/> Generally listens. Frequently recognizes other points	<input type="checkbox"/> Selective listening--limited recognition of other points	<input type="checkbox"/> Often talks over others--dismisses different ideas	<input type="checkbox"/> Never listens or acknowledges other points.
<input type="checkbox"/> Consistently enlists cooperation of others	<input type="checkbox"/> Generally enlists cooperation of others	<input type="checkbox"/> Usually cooperates with friends—limited cooperation with others.	<input type="checkbox"/> Consistently uncooperative with others	<input type="checkbox"/> Never works for cooperation of others
<input type="checkbox"/> Regularly uses conflict resolution techniques	<input type="checkbox"/> Frequently uses conflict resolution techniques	<input type="checkbox"/> Ineffective use of conflict resolution techniques	<input type="checkbox"/> Regularly initiates conflict—argumentative	<input type="checkbox"/> Always initiates conflict.
<input type="checkbox"/> Always works well with diverse people/situations	<input type="checkbox"/> Generally works well with diverse people/situations	<input type="checkbox"/> Works adequately with diverse people/situations	<input type="checkbox"/> Usually unable to work with diverse people/situations	<input type="checkbox"/> Unable to work well with diverse people/ situations

Professionalism [check a total of 7 boxes for each assessment period]

HIGHEST LEVEL	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	LOWEST LEVEL
<input type="checkbox"/> Always portrays a positive image and appropriate body language.	<input type="checkbox"/> Generally portrays a positive image and appropriate body language.	<input type="checkbox"/> Usually portrays a positive image and appropriate body language.	<input type="checkbox"/> Rarely portrays a positive image or appropriate body language.	<input type="checkbox"/> Never portrays a positive image or appropriate body language.
<input type="checkbox"/> Always completes paperwork on time and carefully.	<input type="checkbox"/> Generally completes paperwork on time and carefully.	<input type="checkbox"/> Sometimes completes paperwork on time and carefully—needs prompting.	<input type="checkbox"/> Rarely completes paperwork on time and carefully—needs a lot of prompting.	<input type="checkbox"/> Never completes paperwork on time and carefully—without a lot of assistance
<input type="checkbox"/> Always well prepared for task.	<input type="checkbox"/> Generally well prepared for task	<input type="checkbox"/> Sometimes prepared for task	<input type="checkbox"/> Rarely prepared for task	<input type="checkbox"/> Never prepared for task
<input type="checkbox"/> Exemplary participation-positively engages others	<input type="checkbox"/> Generally good participation-tries to engage others positively	<input type="checkbox"/> Adequate participation some effort to engage others	<input type="checkbox"/> Poor participation- rarely engages others positively.	<input type="checkbox"/> Poor participation- detached, indifferent to others
<input type="checkbox"/> Able to identify weaknesses and seeks to improve	<input type="checkbox"/> Generally able to identify weaknesses and generally seeks to improve	<input type="checkbox"/> Sometimes identifies weaknesses and makes some effort to improve	<input type="checkbox"/> Rarely demonstrates realistically self-appraisal	<input type="checkbox"/> Unable to "self-appraise"—doesn't identify weaknesses
<input type="checkbox"/> Always works to avoid careless mistakes	<input type="checkbox"/> Generally works to avoid careless mistakes	<input type="checkbox"/> Sometimes makes careless mistakes	<input type="checkbox"/> Frequently makes careless mistakes	<input type="checkbox"/> Makes many careless mistakes
<input type="checkbox"/> Always seeks appropriate assistance	<input type="checkbox"/> Generally seeks appropriate assistance	<input type="checkbox"/> Sometimes seeks appropriate assistance	<input type="checkbox"/> Usually doesn't ask for assistance-when needed	<input type="checkbox"/> Never asks for assistance-when needed

Motivation [Check a total of 5 boxes for each assessment period]

HIGHEST LEVEL	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	LOWEST LEVEL
<input type="checkbox"/> Always exhibits a curiosity to learn and grow	<input type="checkbox"/> Generally exhibits a curiosity to learn and grow	<input type="checkbox"/> Sometimes exhibits some curiosity to learn and grow	<input type="checkbox"/> Rarely exhibits of curiosity to learn and grow	<input type="checkbox"/> Never exhibits curiosity to learn and grow
<input type="checkbox"/> Exemplary self-initiative	<input type="checkbox"/> Generally demonstrates self-initiative	<input type="checkbox"/> Sometimes demonstrates self-initiative	<input type="checkbox"/> Rarely demonstrates self-initiative	<input type="checkbox"/> Never demonstrates self-initiative
<input type="checkbox"/> Always tries to achieve the highest standard	<input type="checkbox"/> Generally tries to achieve a high standard	<input type="checkbox"/> Sometime seeks a better than average standard	<input type="checkbox"/> Rarely seeks to achieve a "standard"	<input type="checkbox"/> Never seeks to achieve a "standard"
<input type="checkbox"/> Always seeks out challenges	<input type="checkbox"/> Generally seeks out challenges	<input type="checkbox"/> Sometimes seeks out challenges-tends to avoid	<input type="checkbox"/> Rarely seeks out challenges—avoids	<input type="checkbox"/> Never seeks out challenges
<input type="checkbox"/> Routinely seeks out and uses feedback	<input type="checkbox"/> Usually seeks out and uses feedback	<input type="checkbox"/> Sometimes seeks out and uses feedback	<input type="checkbox"/> Rarely seeks out or uses feedback—without a lot of prompting	<input type="checkbox"/> Never seeks out or uses feedback

Attitude [check a total of 5 boxes for each assessment period]

HIGHEST LEVEL	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	LOWEST LEVEL
<input type="checkbox"/> Always positive toward participation	<input type="checkbox"/> Generally positive toward participation	<input type="checkbox"/> Usually reasonably positive toward participation	<input type="checkbox"/> Rarely positive toward participation	<input type="checkbox"/> Always negative about participation
<input type="checkbox"/> Always willing to attempt challenging tasks	<input type="checkbox"/> Generally willing to attempt challenging tasks	<input type="checkbox"/> Usually somewhat willing to attempt challenging tasks—with urging	<input type="checkbox"/> Rarely willing to attempt challenging tasks	<input type="checkbox"/> Never willing to attempt challenging tasks
<input type="checkbox"/> Extremely adaptable to different people/situations	<input type="checkbox"/> Usually adaptable to different people/situations	<input type="checkbox"/> Somewhat adaptable to different people/situation —with urging	<input type="checkbox"/> Much difficulty adapting to different people and situation	<input type="checkbox"/> Unable to adapt to different people or situation
<input type="checkbox"/> Always sees new experiences as a way to learn	<input type="checkbox"/> Usually sees new experiences as a way to learn	<input type="checkbox"/> Sometimes sees new experiences as way to learn—with prompting	<input type="checkbox"/> Rarely sees new experiences as a way to learn	<input type="checkbox"/> Sees new experiences as threatening—not learning
<input type="checkbox"/> Always acts to make people feel comfortable	<input type="checkbox"/> Generally acts to make people feel comfortable	<input type="checkbox"/> Sometimes acts to make people feel comfortable—depends on person	<input type="checkbox"/> Rarely acts to make people feel comfortable	<input type="checkbox"/> Never considers other people's comfort

Communication [Check a total of 4 boxes for each assessment period]

HIGHEST LEVEL	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	LOWEST LEVEL
<input type="checkbox"/> Always communicates thoughts most effectively—no slang	<input type="checkbox"/> Generally communicates thoughts effectively—no slang	<input type="checkbox"/> Generally communicates thoughts adequately—uses slang.	<input type="checkbox"/> Rarely communicates thoughts adequately	<input type="checkbox"/> Never communicates thoughts effectively—rude, uses slang.
<input type="checkbox"/> Always initiates conversation—not “monologue”	<input type="checkbox"/> Generally initiates conversation—not “monologue”	<input type="checkbox"/> Sometimes initiates conversation—sometimes gives monologues.	<input type="checkbox"/> Usually engages in monologues—not conversation	<input type="checkbox"/> Never initiates conversation
<input type="checkbox"/> Exemplary listener to other ideas, thoughts	<input type="checkbox"/> Generally a good listener to other ideas, thoughts	<input type="checkbox"/> Selective listener—tends to listen to certain people	<input type="checkbox"/> Rarely listens to other ideas, thoughts	<input type="checkbox"/> Always indifferent to other ideas, thoughts
<input type="checkbox"/> Always asks appropriate questions—seeks information, solutions	<input type="checkbox"/> Generally asks appropriate questions.	<input type="checkbox"/> Usually asks some appropriate questions	<input type="checkbox"/> Usually asks inappropriate questions—off topic	<input type="checkbox"/> Regularly asks confrontational questions—oppositional

Responsibility [check a total of 5 boxes for each assessment period]

HIGHEST LEVEL	HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL	LOWEST LEVEL
<input type="checkbox"/> Always listens to feedback and maturely evaluates its usefulness	<input type="checkbox"/> Generally listens to feedback and evaluates its usefulness	<input type="checkbox"/> Usually listens to feedback—has difficulty evaluating its usefulness	<input type="checkbox"/> Difficulty listening to feedback and rarely evaluates its usefulness	<input type="checkbox"/> Never open to feedback—doesn't evaluate its usefulness
<input type="checkbox"/> Always weighs risks of decisions	<input type="checkbox"/> Generally weighs risks of decisions	<input type="checkbox"/> Sometimes weighs risks of decisions—with assistance	<input type="checkbox"/> Rarely weighs risks of decisions—somewhat impulsive	<input type="checkbox"/> Never weighs risks of decisions without a lot of assistance—impulsive
<input type="checkbox"/> Always holds self accountable for own actions	<input type="checkbox"/> Generally holds self accountable for own actions	<input type="checkbox"/> Sometimes holds self accountable for own actions with prompting	<input type="checkbox"/> Rarely holds self accountable for own actions—blames others	<input type="checkbox"/> Never holds self accountable for own actions
<input type="checkbox"/> Always arrives on time to begin work	<input type="checkbox"/> Generally arrives on time to begin work	<input type="checkbox"/> Usually arrives on time to begin work	<input type="checkbox"/> Frequently arrives late to begin work	<input type="checkbox"/> Usually arrives late to begin work
<input type="checkbox"/> Always stays at work site as assigned	<input type="checkbox"/> Generally stays at work site as assigned	<input type="checkbox"/> Usually stays at work site as assigned—needs very few reminders	<input type="checkbox"/> Frequently does not stay at work site as assigned—needs many reminders	<input type="checkbox"/> Frequently does not stay at work site as assigned—needs close supervision