**Performance Evaluation Form – SAMPLE**

<table>
<thead>
<tr>
<th>PART I - To be filled out by Field Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Resident:</td>
</tr>
<tr>
<td>Evaluation Period:</td>
</tr>
<tr>
<td>From: ____ To: ____</td>
</tr>
<tr>
<td>Rotation Dates: From: ____ To: ____</td>
</tr>
<tr>
<td>Rotation site:</td>
</tr>
<tr>
<td>Name of Supervisor:</td>
</tr>
<tr>
<td>Signature of Supervisor:</td>
</tr>
<tr>
<td>If others have provided supervision, list any who have contributed to this evaluation:</td>
</tr>
</tbody>
</table>

1. **QUANTITY OF WORK**
   - A. Consistently produces less than is expected.
   - B. Sometimes falls below productivity levels.
   - C. Meets standards consistently.
   - D. Usually exceeds standards of productivity.
   - E. Exceptionally productive; accomplishes far more than is expected.

2. **QUALITY OF WORK**
   - A. Regularly produces work which does not meet standards of quality.
   - B. Occasionally produces work which does not meet standards.
   - C. Produces work that consistently meets standards.
   - D. Produces above average work.
   - E. Produces exceptional work. Resident is seen as a model for others.

3. **PUNCTUALITY OF WORK**
   - A. Regularly misses deadlines.
   - B. Is sometimes behind schedule.
   - C. Is almost always on time with assigned work.
   - D. Can be relied upon to meet all deadlines and is sometimes ahead of schedule.
   - E. Is exceptionally prompt and usually ahead of schedule.

4. **INITIATIVE, CREATIVITY, AND JUDGMENT**
   - A. Often fails to take obviously necessary actions or takes wrong ones.
   - B. Sometimes fails to take steps that would solve or head off usual problems.
   - C. Deals effectively with usual problems and challenges.
   - D. Moves creatively to meet program objectives and solve somewhat unusual problems.
   - E. Routinely recognizes and solves unusual problems.

5. **COMMITMENT TO PROGRAM GOALS**
   - A. Seems exclusively concerned with own convenience, welfare, and advancement to detriment of program.
   - B. Too often puts personal concerns ahead of program.
   - C. Is generally able to balance personal and program concerns.
   - D. Has worked out a relationship between personal and work responsibilities which allows a satisfactory resolution of almost all conflicts.
   - E. Has achieved such an integration of personal and program interests that conflicts rarely arise.
6. ABILITY TO WORK WITH OTHERS
   A. Is not effective when work requires cooperative efforts.
   B. Performance is sometimes impaired if it requires working with others.
   C. Satisfactorily achieves objectives when working with others is required.
   D. Is able to cooperate with others in a manner that helps produce better work than any one
      member of the group could produce.
   E. Works with others in ways which maximize the contributions of each person and consistently
      produces excellent results.

7. ABILITY TO EXPRESS SELF VERBALLY AND IN WRITING
   A. Often does not get the desired response even to routine material because the message is not
      understood.
   B. Failure to communicate clearly sometimes causes problems.
   C. Communication failures rarely cause problems.
   D. Gets message across even when material is complex.
   E. Expresses complex and controversial material in such a lucid and persuasive way that
      achievement of objectives is materially aided.

8. PLANNING AND ORGANIZATION
   A. Needs continual supervision to determine priorities, resource needs, and time to be allotted
      for even routine tasks.
   B. Sometimes is lax in determining and adhering to priorities, available resources, and
      schedules.
   C. Sets and adheres to priorities, available resources, and schedules under most circumstances.
   D. Skilled planner and organizer. Grasps problems well and works out overall and detailed
      solutions.
   E. Exceptional skills in planning and organizing. Anticipates subtle and difficult issues and
      deploys resources imaginatively.

9. RESPONSE TO CRISIS
   A. During crises, performance is ineffective.
   B. During crises, performance is somewhat less effective than at other times.
   C. Performance during crises is as effective as at other times.
   D. Rises to the occasion during crises.
   E. Emerges as a superior performer and leader during crises.

10. ABILITY TO SOLVE PROBLEMS
    A. Often asks questions or presents solutions that evidence a lack of understanding of routine
        matters.
    B. Sometimes asks questions or presents solutions which complicate the management of routine
        problems.
    C. Almost always evidences understanding of routine and many more complex matters.
    D. Usually understands and presents good solutions to new and particularly difficult problems.
    E. Is a person to whom others look for creative and thorough analyses of the most difficult
        problems.

11. PROFESSIONAL SKILLS IN PRESENT ACTIVITY
    A. Cannot be trusted in situations when professional judgment is required.
    B. Sometimes makes professional judgments that are not supportable.
    C. Consistently makes professional judgments that are supportable and appropriate.
    D. Is looked to by others for professional advise.
    E. Is recognized by people outside his/her program as an expert in the application of
        professional skills.
12. SUPERVISORY SKILLS
   A. Frequently causes problems as a supervisor which require intervention.
   B. Sometimes makes supervisory decisions which complicate management problems.
   C. Handles most supervisory problems without difficulty.
   D. Resolves problems and improves employee's performance.
   E. Solves even difficult problems and gets the most out of even deficient employees.
   F. Resident has no supervisory responsibility.

13. GROWTH IN SKILLS DURING RATING PERIOD
   A. Performance has deteriorated.
   B. Has shown little, if any, improvement.
   C. Showed steady growth.
   D. Progressed more rapidly than most of his/her peers.
   E. Showed much more growth than almost all his/her peers.

14. RESPONSIVENESS TO SUPERVISION
   A. Usually rejects supervisory guidance without considering its merits.
   B. Sometimes rejects supervisory guidance without considering its merits.
   C. Usually considers supervisory guidance carefully and is usually able to apply it.
   D. Works with supervisory guidance constructively.
   E. Knows when to seek supervisory guidance and is highly creative in implementing recommendations.

<table>
<thead>
<tr>
<th>Evaluation Summary</th>
<th>(to be completed by evaluator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of “A” responses</td>
<td></td>
</tr>
<tr>
<td>Number of “B” responses</td>
<td></td>
</tr>
<tr>
<td>Number of “C” responses</td>
<td></td>
</tr>
<tr>
<td>Number of “D” responses</td>
<td></td>
</tr>
<tr>
<td>Number of “E” responses</td>
<td></td>
</tr>
</tbody>
</table>

15. OVERALL JOB PERFORMANCE
   A. Inadequate. This resident is a hindrance rather than an asset.
   B. Marginal. This resident is sometimes less effective than can be reasonably expected.
   C. Competent. This resident is fully effective in performing his/her job.
   D. Well above average. This resident has made a significant contribution and has enhanced the position he/she holds.
   E. Exceptional. This resident's performance is far better than can be reasonably expected and has brought credit on the resident and the program.

16. Does this resident have any limitations not identified above which might hinder his/her effectiveness?

17. Does this resident have any strengths not identified above which might enhance his/her effectiveness?

18. Other comments:
### PART II - To be filled out by the Resident

19. I have read this evaluation and had an opportunity to discuss it and retain a copy.
   A. I concur with this evaluation.
   B. I disagree with this evaluation in the following ways:

<table>
<thead>
<tr>
<th>Signature of resident:</th>
<th>Date:</th>
</tr>
</thead>
</table>

### PART III - To be filled out by the Field Coordinator

20. I have read this evaluation and had an opportunity to discuss it.
   A. I concur with this evaluation in all respects.
   B. Although this evaluation is reasonable, this supervisor is a somewhat more demanding rater than most.
   C. Although this evaluation is reasonable, this supervisor is a somewhat less demanding rater than most.
   D. I disagree with this evaluation in the following ways:

<table>
<thead>
<tr>
<th>Signature of Field Coordinator:</th>
<th>Date:</th>
</tr>
</thead>
</table>

### 21. FIELD COORDINATOR'S ASSESSMENT OF OVERALL JOB PERFORMANCE

A. Inadequate. This resident is a hindrance rather than an asset.
B. Marginal. This resident is sometimes less effective than can be reasonably expected.
C. Competent. This resident is fully effective in performing his/her job.
D. Well above average. This resident has made a significant contribution and has enhanced the position he/she holds.
E. Exceptional. This resident's performance is far better than can be reasonably expected and has brought credit to the resident and the program.

Comments: