**PERFORMANCE PLANNING, CHECK IN & FINAL EVALUATION FORM**

**Performance Cycle: August 1, Enter Year ‒ July 31, Enter Year**

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| **Employee Name** | Click or tap here to enter text. | **Class Title** | Click or tap here to enter text. |
| **Position #** | Click or tap here to enter text. | **Section/Unit** | Click or tap here to enter text. |
| **Rater’s Name** | Click or tap here to enter text. | **Reviewer’s Name** | Click or tap here to enter text. |
| **Overall Performance rating: \_\_**Choose an item.**\_\_\_\_\_\_\_\_** | | **Employee ID** | Click or tap here to enter text. |

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### Step 1: Performance Planning

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| **Employee has been provided a copy of this performance plan** | **Yes, and I agree with the plan** |  | **Yes, and I do not agree with the plan** |  |
| **PD has been reviewed and is accurate.**  **\*If no, revisions must be made and submitted to the HR unit** | **Yes** |  | **No\*** |  |
| **Date** | Click or tap to enter a date. |

**Step 2: 90-day (From Hire) Check-in Discussion (If applicable)**

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| **90-day Check-in:** Click or tap here to enter text. | **Date Given** | Click or tap to enter a date. |

### Step 3: Interim / Progress Review (minimum of one required)

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| **Interim Review:**  Click or tap here to enter text. | **Date Given** | Click or tap to enter a date. |

**Performance Management Standardization**Icon

Description automatically generated with medium confidenceIcon

Description automatically generated with medium confidence

Descriptions of

5-Point Rating Scale

**Level 5: Exceptional** Employees at this level consistently make extraordinary contributions through superior performance on key goals, serve as a role model of organizational values, and contribute significantly to the mission of the Department. Peers, immediate supervisors, higher-level management, and others recognize and depend upon the employee’s level of performance. An extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative is exhibited at this level. The employee demonstrates exceptional job mastery in all major areas of responsibility and their contributions to the organization are of marked excellence.

**Level 4: Highly Effective** Employees at this level demonstrate highly effective performance by making significant contributions and impact on the goals of the Department. The employee consistently models organizational values to others and performance at this level exceeds the expectations of their position. Colleagues rely on these employees for advice on process or subject matter expertise. All goals, objectives, and targets are consistently achieved above the established standards.

**Level 3: Effective** Employees at this level reliably and consistently meet all the expectations, standards, requirements, and objectives of the employee’s position. They demonstrate organizational values, along with a willingness and ability to grow for the benefit of the Department. At this level, performance meets expectations in terms of quality of work, efficiency, and timeliness with the most critical goals being met.

**Level 2: Needs Improvement** At this level, employee performance and/or behavior do not consistently meet minimum expectations of what is expected of the employee’s position. While the employee shows capability and willingness to progress, they may require development in a key skill area(s) to be fully effective in the role. Employee’s failure to exhibit marked improvement may result in performance management.

**Level 1: Unacceptable** At this level, employee performance and/or behavior do not meet minimum job expectations of the position. The employee does not meet key goals and/or does not demonstrate competence in critical job skills. Immediate and sustained performance improvement is needed. Employee’s failure to exhibit immediate marked improvement will result in corrective and/or disciplinary action.

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| **INDIVIDUAL GOALS AND/OR COMPETENCY-RELATED OBJECTIVES:** | |
| **Goal #1**  Click or tap here to enter text. | **RATING** Choose an item. |
| **How do you plan to achieve this goal/objective?**  Click or tap here to enter text. | |
| ***Interim Review:***  Click or tap here to enter text. | |
| **FINAL EVALUATION NOTES:**  Click or tap here to enter text. | |
| **Goal #2**  Click or tap here to enter text. | **RATING** Choose an item. |
| **How do you plan to achieve this goal/objective?**  Click or tap here to enter text. | |
| ***Interim Review:***  Click or tap here to enter text. | |
| **FINAL EVALUATION NOTES:**  Click or tap here to enter text. | |

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| **TEAM/UNIT GOALS AND/OR COMPETENCY-RELATED OBJECTIVES:** | |
| **Goal #3**  Click or tap here to enter text. | **RATING** Choose an item. |
| **How do you plan to achieve this goal/objective?**  Click or tap here to enter text. | |
| ***Interim Review:***  Click or tap here to enter text. | |
| **FINAL EVALUATION NOTES:**  Click or tap here to enter text. | |
| **Goal #4**  Click or tap here to enter text. | **RATING** Choose an item. |
| **How do you plan to achieve this goal/objective?**  Click or tap here to enter text. | |
| ***Interim Review:***  Click or tap here to enter text. | |
| **FINAL EVALUATION NOTES:**  Click or tap here to enter text. | |

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| **DEPARTMENT GOALS AND/OR COMPETENCY-RELATED OBJECTIVES:** | |
| **Goal #5**  Click or tap here to enter text. | **RATING** Choose an item. |
| **How do you plan to achieve this goal/objective?**  Click or tap here to enter text. | |
| ***Interim Review:***  Click or tap here to enter text. | |
| **FINAL EVALUATION NOTES:**  Click or tap here to enter text. | |
| **Goal #6**  Click or tap here to enter text. | **RATING** Choose an item. |
| **How do you plan to achieve this goal/objective?**  Click or tap here to enter text. | |
| ***Interim Review:***  Click or tap here to enter text. | |
| **FINAL EVALUATION NOTES:**  Click or tap here to enter text. | |

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| **STRETCH or KEY GOALS AND/OR COMPETENCY-RELATED OBJECTIVES (Optional):** | |
| **Goal #1**  Click or tap here to enter text. | **RATING** Choose an item. |
| **How do you plan to achieve this goal/objective?**  Click or tap here to enter text. | |
| ***Interim Review:***  Click or tap here to enter text. | |
| **FINAL EVALUATION NOTES:**  Click or tap here to enter text. | |

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| **CORE COMPETENCIES** | **RATING** |
| **COMMUNICATION:** Communication skills are very important and must be honed, particularly in a job in which employees deal with customers (internally or externally). Clear communication requires straightforward language that is neither too flowery or too simple. It is essential to be able to use the spoken and/or written word to get your point across simply and clearly.  **How has the employee demonstrated this Core Competency**? Click or tap here to enter text. | Choose an item. |
| **INTERPERSONAL SKILLS:** Interpersonal skills refer to the ability to interact positively and get along well with others. It is defined as a set of positive social skills necessary to get along well with others and function constructively in groups, including:  A. Respecting and expressing appreciation for others  B. Being able to work and communicate well with others and listen to others' ideas  C. Demonstrating context-appropriate behavior that is consistent with social norms  D. Using a range of skills or processes aimed at resolving conflict  **How has the employee demonstrated this Core Competency**? Click or tap here to enter text. | Choose an item. |
| **CUSTOMER SERVICE:** Commits to satisfying internal and external customers.  **How has the employee demonstrated this Core Competency**? Click or tap here to enter text. | Choose an item. |
| **ACCOUNTABILITY:** Demonstrates a high level of dependability in all aspects of the job. Owns up to own words and actions. Can be relied on consistently  **How has the employee demonstrated this Core Competency**? Click or tap here to enter text. | Choose an item. |
| **JOB KNOWLEDGE:** Technically and professionally skilled in all position responsibilities and  duties. Seeks new skills and opportunities for self-development  **How has the employee demonstrated this Core Competency**? Click or tap here to enter text. | Choose an item. |
| **PERFORMANCE MANAGEMENT (SUPERVISORS ONLY):** Effectiveness in managing the performance of subordinate employees, including developing plans, conducting reviews and performance evaluations, coaching, providing feedback and resolving disputes.  **How has the employee demonstrated this Core Competency**? Click or tap here to enter text. | Choose an item. |

## Final Evaluation/Rating Summary

Completing the final evaluation involves assigning a rating for the goals and each competency. The ratings are then averaged to arrive at the final rating.

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| **Goal & Competencies** | **Final Rating** |
| Goal #1 | Choose an item. |
| Goal #2 | Choose an item. |
| Goal #3 | Choose an item. |
| Goal #4 | Choose an item. |
| Goal #5 | Choose an item. |
| Goal #6 | Choose an item. |
| Stretch or Key Goal/Objective (if applicable) | Choose an item. |
| Communication | Choose an item. |
| Interpersonal Skills | Choose an item. |
| Customer Service | Choose an item. |
| Accountability | Choose an item. |
| Job Knowledge | Choose an item. |
| Performance Management (Supervisors Only) | Choose an item. |
| **Average of Ratings** |  |
| **FINAL RATING - Mathematical Average** | Click or tap here to enter text. |

**Mathematical Average:**

Calculate by taking the sum of a group of values and dividing it by the number of values in the group. Remember the number of values is less by one if employee is not a supervisor. The average will result in a decimal. Please refer to the chart below to assign the level.

1.0 to 1.4 = Level 1

1.5 to 2.4 = Level 2

2.5 to 3.4 = Level 3

3.5 to 4.4 = Level 4

4.5 to 5.0 = Level 5

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| **End of Performance Cycle Narrative:**  Narrative should address performance cycle highlights, including examples that support the final rating, progress toward goals, and any other relevant details regarding the performance and professional development. It should include areas of improvement as well. |

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| Comments from Rater (attach additional pages if needed):  Click or tap here to enter text. |

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| Comments from Employee (attach additional pages if needed):  Click or tap here to enter text. |

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| Comments from Reviewer (attach additional pages if needed):  Click or tap here to enter text. |

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### Step 4: Final Written Evaluation

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| **OVERALL PERFORMANCE RATING** | 5 | 4 | 3 | 2 | 1 |
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| I have reviewed, received and **agree** with the performance evaluation | |  |
| I have reviewed, received and **disagree** with the performance evaluation | |  |
| **Employee’s Signature** | **Date** | Click or tap to enter a date. |
| **Rater’s Signature** | **Date** | Click or tap to enter a date. |
| **Reviewer’s Signature** | **Date** | Click or tap to enter a date. |

### DISPUTE RESOLUTION NOTICE:

An employee may dispute their final overall evaluation by following the Department’s Performance Management Dispute Resolution process. The process must be initiated within 5 calendar days from receiving the final evaluation. Additional information regarding the Performance Management Dispute Resolution Process is available from your Department’s HR unit.

If an employee intends to dispute the overall evaluation, a signature is still required, and have the employee check the box above which states “I have received and **disagree** with the performance evaluation.”

### EVALUATION RATINGS WITH LEVEL 1 OR 2:

If any **individual rating, or an overall evaluation rating** of a *1 - Unacceptable*, or *2 - Needs Improvement* on a final evaluation assessment, a performance improvement plan (PIP) or corrective action should be discussed with the employee. A written copy of the PIP or corrective action should be given with the final evaluation.

Performance management is the formalization of tracking improvement for a common goal:

* **Performance Improvement Plan (PIP)**: is a tool to give an employee with performance deficiencies the opportunity to succeed. It may be used to address failures to meet specific job goals or to improve behavior-related concerns. Outcomes may vary, including improvement in overall performance; the recognition of a skills or training gap.
* **Corrective Action**: is a method of documenting a problematic situation, identifying its root cause and clearly laying out a way of correcting the issue.