

**Pomona Unified School District  
Classified Employee Performance Evaluation**

Name: \_\_\_\_\_ Classification: \_\_\_\_\_

School/Department: \_\_\_\_\_ Period Covered: \_\_\_\_\_ to \_\_\_\_\_

<b>I. Job Skills</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>II. Amount and Quality of Work</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>III. Planning and Organizing Work</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>IV. Acceptance of Responsibility</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>V. Complying with Rules, Regulations, and Policies</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>VI. Interpersonal Relationship Skills</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>VII. Safety Consciousness</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>VIII. Attendance</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>IX. Working Without Close Supervision (Optional)</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>X. Oral Communications Skills (Optional)</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>XI. Writing Skills (Optional)</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>XII. Supervisory Skills (Optional)</b>  1    2    3    4 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Overall Rating:**

Exceptional Performance     Adequate Performance     Inadequate performance

**See instruction for key to each rating and instruction for evaluator.**

**Comments for Specific Items:  
(Attach additional pages if necessary.)**

---



---



---



---



---



---



---

Name: \_\_\_\_\_

**Overall Comments: (Attach additional pages if necessary.)**

1. What are the employee's strengths? Provide specific examples of major achievements during this review period.

\_\_\_\_\_  
\_\_\_\_\_

2. Provide specific examples that occurred during this review period which demonstrates this employee's need for improvement.

\_\_\_\_\_  
\_\_\_\_\_

3. What training or other learning experiences would you recommend for this employee's performance and development.

\_\_\_\_\_  
\_\_\_\_\_

**For Probationary Employees:**

I recommend permanent status.

I do not recommend permanent status.

Other recommendations regarding permanent status. \_\_\_\_\_

\_\_\_\_\_

6 month evaluation       9 month evaluation       11 month evaluation

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal or Administrator

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**Employee Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Classified Employee Performance Evaluation**

The factors to consider in each area of evaluation are listed, as well as a key to each numerical rating in each item. Items I-VIII must be completed for all employees. Items IX –XII may not apply to all employees whom you evaluate. If so, please check the box marked other and please write not applicable in the comments area for the item which does not apply. If you mark 3 or 4 as a rating for any item, comments with the item number must be included in the comments area for specific items. (Comments may be included for any item.) The overall rating must be completed, and overall comments are required on the comments page.

I. Job Skills. Consider utilization of skills needed to perform this job.

1. Exceptional skills in performing assignments.
2. Adequate skills in performing normal assignments.
3. Inadequate skills in performing assignments.
4. Other -- comments on page 1.

II. Amount and Quality of Work. Consider amount and quality of work performed.

1. Consistently maintains an exceptionally high standard of work that is well thought out and is of superior quality. Meets or exceeds productivity requirements.
2. Produces good work and meets productivity requirements.
3. Efforts are often not acceptable, frequently fails to meet productivity requirements.
4. Other -- comments on page 1.

III. Planning and Organizing Work. Consider ability to anticipate conditions, plan ahead, establish priorities, and meet deadlines.

1. Effective planner who completes work on time even in the face of heavy workloads or short deadlines.
2. Completes on-going assignments within acceptable time limits.
3. Slow to complete assignments; has difficulty meeting deadlines or accomplishing work within time limits.
4. Other -- comments on page 1.

IV. Acceptance of Responsibility. Consider willingness to accept responsibility for work that needs to be done.

1. Accepts responsibility even for difficult tasks and takes full responsibility for actions; doesn't avoid sensitive or complex assignments.
2. Accepts responsibility for tasks and for role in decision or recommendations.
3. Often avoids taking a position or is unwilling to support decisions; consistently offers excuses when results are unfavorable.
4. Other -- comments on page 1.

V. Complying with Rules, Regulations, and Policies. Consider knowledge and application of District rules, regulations, and policies.

1. Highly knowledgeable and applies rules, regulations, and policies consistently.
2. Adequately aware of rules, regulations, and policies and applies them most of the time.
3. Poor knowledge and/or poor application of rules, regulations, and policies.
4. Other -- comments on page 1.

VI. Interpersonal Relationship Skills. Consider ability and willingness to get along with and work with other employees, pupils, and the public.

1. Highly successful teamworker with strong ability to promote cooperation and gain support for programs or goals when required.
2. Works well with others; sensitive to the needs of others; an active teamworker; persuasive.
3. Will not go out of the way to help others; sometimes causes disruptions.
4. Other -- comments on page 1.

VII. Safety Consciousness. Consider knowledge and application of safe work practices.

1. Highly knowledgeable of safety rules and applies them consistently
2. Adequately aware of safety rules and applies them most of the time.
3. Poor knowledge of safety rules and/or poor application of rules.
4. Other -- comments on page 1.

VIII. Attendance. Consider use/abuse of leaves, required hours of employment (punctuality, break and lunch times), and compliance with rules for reporting absences.

1. Exceptional attendance record, compliance with required hours of employment and absence reporting rules.
2. Adequate attendance record; mostly complies with required hours of employment and absence reporting rules.
3. Poor attendance record; and/or evidence of abuse of leaves/ and/or frequently fails to comply with required hours of employment and/or with absence reporting rules.
4. Other -- comments on page 1.

IX. Working Without Close Supervision. Consider ability to perform assignments without detailed instructions.

1. Anticipates work that needs to be done and follows through without prior instructions or guidance; develops solutions to even the most complex problems independently.
2. Performs well without detailed directions; can think through most situations and devise solutions to normal problems.
3. Not a self-starter, easily loses sight of the desired end product without detailed instructions or constant guidance.
4. Other -- comments on page 1.

X. Oral Communication Skills. Consider ability to communicate orally.

1. Makes excellent oral presentations; speaks effectively and convincingly; respects the ideas of others.
2. Can hold own in discussions; makes position clear; evaluates questions and responds well.
3. Is not an effective speaker in group discussions; does not communicate readily in face-to-face situations.
4. Other -- comments on page 1.

XI. Writing Skills. Consider ability to communicate effectively in writing.

1. Unusual ability to relate very complex thoughts or instructions clearly, logically, and in a convincing manner.
2. Written work is acceptable, understandable, and suitable for the intended recipient; only minimum rewrite is required.
3. Does not express thoughts well in writing; work often requires rewrite because it is unclear or incomplete; contains faulty grammar or unacceptable tone.
4. Other -- comments on page 1.

XII. Supervisory Skills. Consider ability to plan and direct work of others.

1. Highly effective in planning and directing work of those supervised.
2. Adequately plans and directs work.
3. Is not able to adequately plan and direct work.
4. Other -- comments on page 1.