



Work Learn Program: Mid-Point Performance Evaluation for Lab Positions (Sample)

Employee Name: _____ Date: _____
Work Learn Position Title: _____
Term: Summer (May – August) Fall (September – April) Year: 20____

PURPOSE

This mid-point review is an opportunity to reflect on your Work Learn experience so far and your progress towards meeting learning outcomes, role expectations and personal learning goals. This performance review is intended to help set realistic goals for the remainder of the work term, support your personal growth and professional development, identify training needs and mentoring resources, and help me provide good supervision.

INSTRUCTIONS

Students: Please reflect on your work and answer the following questions. Your context for these questions should be primarily your experiences as a Work Learn student employee; however, do feel free to include how this experience has connected with the rest of your life as a student.

- *Optional:* In addition to reflecting on your experiences, consider asking for feedback from other staff, students, or colleagues with whom you work. This will give you an opportunity to view your strengths and skills from the perspective of others.

Supervisors: Please provide this document to your student allowing them time to complete the sections and have them send it back to you when finished. Then, note your comments, observations and feedback in each section prior to meeting the student.



PART I – Self-Assessment

Student and Supervisor Instructions: Using the scale below, please rate you or your student’s performance level. Discuss together how the student can further develop in each area and determine the resources and support required to achieve this.

5 - Consistently Exceeds Expectations

Work is always completed to the highest level of quality beyond the level of expectation in all areas.

4 - Often Exceeds Expectations

Work is always completed and often exceeds the level of expectation in most areas.

3 - Meets Expectations

Work consistently meets expectations in all areas.

2 - Some Improvement Needed

Work does not always meet expectations in some areas.

1 - Major Improvement Needed

Work rarely meets expectations in all areas.

	Student	Supervisor
<p>Experimental</p> <ol style="list-style-type: none"> Experiments should be: <ul style="list-style-type: none"> Planned in advance when possible Thought out Controls included Are experiments carried out with accuracy? How about perseverance—do you keep going/repeat experiments if needed? Do you perform experiments with enough rigor to justify conclusions? Are you displaying appropriate independence? Do you ask for help when you need it, but also think through experiments on your own? Do you know when to quit, change plans or conclude you have done the experiment enough? Are you keeping the end goal in mind—what would be in a paper if you were to write one, or holes in your research that would prevent you from drawing conclusions? 		
<p>Lab Citizenship</p> <ol style="list-style-type: none"> Is your demeanor pleasant, interactive? 		



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<ol style="list-style-type: none"> 2. Do you help others? Do you ask others for help? 3. Are you aware of the lab—noticing if something needs replenishing, cleaning? 4. Do you clean up after yourself? 5. Do you do your lab jobs? Participate in lab clean-ups 		
<p>Communication within the lab and outside the lab</p> <ol style="list-style-type: none"> 1. With your PI/Mentor <ul style="list-style-type: none"> • Do you tell me (the PI) your results/what you are up to regularly? • Are you happy with your level of interaction with the PI? • Do you seek out the PI when needed, but operate independently where appropriate? 2. With others (inside and outside of the lab) <ul style="list-style-type: none"> • Do you regularly tell others in the lab what you are doing? • Do you communicate with other people outside of our lab? Who? How does that go? • Are you happy with your level/amount of science discourse? 		
<p>Productivity</p> <ol style="list-style-type: none"> 1. Are you carrying out experiments in an efficient way? 2. Are you getting “enough” done to accomplish your goals? Should you be spending more time carrying out experiments, or more putting more effort into the time you are in the lab? 3. Do your at-work hours overlap with those of others so you can both help others and benefit from them? 4. Are you setting priorities and doing experiments in an order that allows you to get the most done with your time? 5. Are you focused when you are in the lab? 		
<p>Notebook, Record Keeping and Organization</p> <ol style="list-style-type: none"> 1. Is your notebook? <ul style="list-style-type: none"> • Thorough? <ul style="list-style-type: none"> • Each experiment described as to methods • Results clearly articulated • Conclusions and a Discussion • Up-to-date? • Readable? 2. Are you writing too much in a pre-notebook or on scraps of paper, or are these not being transferred in a timely way to the real notebook? 		



<p>3. How are you organizing your literature/papers—can you find papers in a timely manner?</p> <p>4. Are you writing up your results and thinking about future papers?</p>		
<p>Gain of Scientific Knowledge and Critical Thinking</p> <p>1. What steps are you taking to expand your scientific knowledge?</p> <p>2. What journals do you regularly look at, what literature reviews do you regularly do?</p> <ul style="list-style-type: none"> • Specific to our organism (fill yours in here) • Specific to our field (fill in) <p>3. Are you thinking critically about your experiments? How about finding alternative approaches by searching the literature or talking to others?</p> <p>4. What on-campus seminars do you regularly attend? Is there a way you could improve your participation/what you learn from these?</p>		
<p>Lab Meeting Participation</p> <p>1. Do you ask questions?</p> <p>2. Do you answer questions?</p> <p>3. Are you putting enough effort into the journal club papers to participate in discussions? Is there something you might change about your effort to enhance your participation?</p> <p>4. Do you volunteer to present?</p> <p>5. When you present your own research, is your presentation clear and thought out?</p>		

K. Ottemann, Laboratory Performance Appraisal. *Science's SAGE KE* (25 September 2002), <http://sageke.sciencemag.org/cgi/content/abstract/sageke;2002/38/tr5>



PART II – Open-ended Reflection

Student: Please take some time to reflect on the questions below to identify some of the learning you have experienced in your position so far and some examples of how your supervisor can best support you for the remainder of the term.

Question	Reflection
<p>What are some things you would like to change, or work on changing? What steps will you take in the next few months to accomplish these goals?</p>	<p><i>Student's Reflection:</i></p>
	<p><i>Supervisor's Comments:</i></p>
<p>What is one (or a couple) of things you would change about the lab (ie. What can I do as your supervisor to better support you in your work?)</p>	<p><i>Student's Reflection:</i></p>
	<p><i>Supervisor's Comments:</i></p>
<p>Is there anything that you would like to get out of the lab/work environment that you are not getting now?</p>	<p><i>Student's Reflection:</i></p>
	<p><i>Supervisor's Comments:</i></p>



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<p>The Work Learn program endeavours to provide work experiences that help students achieve the following learning outcomes:</p> <ul style="list-style-type: none">• mentorship;• an expanded network;• ownership and responsibility of work;• self-awareness and reflection;• application of knowledge in practical settings;• contribution to the university, and;• professional and personal skills <p>How has your position helped you develop in some of these areas?</p> <p>What could your supervisor do to help you further develop in these areas or begin to develop in other learning outcomes?</p>	<p><i>Student's Reflection:</i></p> <hr/> <p><i>Supervisor's Comments:</i></p>
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Student's Comments <i>Please comment on your overall performance including areas of strength, areas for development, ability to achieve learning objectives and recommendations for personal and professional development.</i>	Supervisor's Recommendations <i>Please comment on your student's overall performance including their areas of strength, areas for development, ability to achieve learning objectives and recommendations for personal and professional development.</i>

We have both reviewed and discussed this performance evaluation and retained a copy for our records.

Employer

Student

Supervisor Name/Title

Name

Signature

Signature

Date