





Lisette Estrella-Henderson, Superintendent of Schools  
 5100 Business Center Drive, Fairfield, CA 94534-1658  
 707.399.4400 \* www.solanocoe.net

**Classified Employee Performance Appraisal**

First Name	Last Name	Title	<input type="checkbox"/> Permanent	<input type="checkbox"/> Probationary
Name of Supervisor			Rating	From
Department / Site			To	

**Part I – Performance Dimensions**

Check the phrases in each column in Sections A, B, C, and D that most nearly describe the employee's performance over the period covered by this appraisal.

**A. Quality of Work** consists of the productivity and accuracy with which duties are performed.

<b>1. Neatness / Accuracy</b>	<b>2. Productivity</b>	<b>3. Job Description</b>
<input type="checkbox"/> - Work was consistently acceptable and accurate	<input type="checkbox"/> - Made effective use of time; met deadlines	<input type="checkbox"/> - Clearly met or exceeded the guidelines of the job
<input type="checkbox"/> - Work was acceptable	<input type="checkbox"/> - Usually made good use of time, met most deadlines	<input type="checkbox"/> - Tasks met the guidelines of the job
<input type="checkbox"/> - Work was sometimes unacceptable, mistakes were made	<input type="checkbox"/> - Questionable use of time, missed some deadlines	<input type="checkbox"/> - Tasks performed sometimes met the guidelines of the job
<input type="checkbox"/> - Work was often unacceptable and contained numerous errors	<input type="checkbox"/> - Made poor use of time; frequently missed deadlines	<input type="checkbox"/> - Tasks performed seldom met the guidelines of the job

**B. Job Knowledge** consists of job information, application of efficient methods, and skills the employee has for satisfactory performance.

<b>1. Job Knowledge</b>	<b>2. Methods</b>	<b>3. Skills</b>
<input type="checkbox"/> - Knowledgeable about the key aspects of the job	<input type="checkbox"/> - Methods used were consistently effective and efficient	<input type="checkbox"/> - Required skills were exceptionally strong
<input type="checkbox"/> - Knowledgeable about most key aspects of the job	<input type="checkbox"/> - Methods used were generally effective and efficient	<input type="checkbox"/> - Required skills were acceptable
<input type="checkbox"/> - Knowledge of the key aspects of the job was incomplete	<input type="checkbox"/> - Some methods used were ineffective and inefficient	<input type="checkbox"/> - Some skills needed improvement
<input type="checkbox"/> - Knowledge about key aspects of the job was inadequate	<input type="checkbox"/> - Methods used were ineffective and/or inefficient	<input type="checkbox"/> - Needed skills were absent or below an acceptable level

**C. Attendance and Punctuality** consists of regular attendance, appropriate use of leaves, and being at work at assigned times.

<b>1. Attendance</b>	<b>2. Punctuality</b>	<b>3. Adherence to Work Schedule</b>
<input type="checkbox"/> - Attendance was excellent	<input type="checkbox"/> - Consistently on time	<input type="checkbox"/> - Consistently followed established work schedule
<input type="checkbox"/> - Attendance was satisfactory	<input type="checkbox"/> - Usually on time	<input type="checkbox"/> - Generally followed established work schedule
<input type="checkbox"/> - Absences were excessive due to:	<input type="checkbox"/> - Frequently tardy	<input type="checkbox"/> - Occasionally extended work break or left work early
<input type="checkbox"/> - Absences were excessive		<input type="checkbox"/> - Frequently extended work breaks or left work early

**D. Characteristics** are initiative and resourcefulness, adaptability, attitude and work with others.

<b>1. Initiative and Resourcefulness</b>	<b>2. Adaptability</b>	<b>3. Attitude</b>	<b>4. Team / Interaction with others</b>
<input type="checkbox"/> - Needs were consistently identified, and problems were solved independently	<input type="checkbox"/> - Consistently accepted new ideas readily, was flexible in making changes, dealt with stress in a positive manner	<input type="checkbox"/> - Positive feelings about work were presented to others	<input type="checkbox"/> - Strong team player, positive interactions with others
<input type="checkbox"/> - Employee usually initiated required action and solved problems independently	<input type="checkbox"/> - Generally accepted new ideas readily, was flexible in making changes, dealt with stress in a positive manner	<input type="checkbox"/> - Positive attitude typically displayed	<input type="checkbox"/> - Team player, appropriate interactions with others
<input type="checkbox"/> - Employee seldom initiated required actions or solved problems independently	<input type="checkbox"/> - Adapted to change, but some reservations; sometimes unable to deal with stressful situations in a positive manner	<input type="checkbox"/> - Negative attitude was sometimes displayed	<input type="checkbox"/> - Weak team player, some inappropriate interactions with others
<input type="checkbox"/> - Needs were overlooked or not seen by employee; assistance was required to solve problems	<input type="checkbox"/> - Refused to accept new ideas and changes Stressful situations or changes were met with tension loss of poise, or other inappropriate behavior	<input type="checkbox"/> - Negative or hostile attitude displayed; dissatisfaction with or open dislike for job apparent	<input type="checkbox"/> - Poor team player, inappropriate interactions with others

\* "Pursuing Excellence" \* An Equal Opportunity Employer \*

APPENDIX B

**Part II – Narrative Summary of Employee’s Overall Performance**

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**Part III – Specific Directions and Timelines for Improvements**

Include documentation for specific examples of unacceptable work. Attach additional sheets as needed.  Additional Sheets Attached?

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The employee’s signature does not imply agreement with the performance appraisal, only acknowledgment of the document.  
The employee has the right to attach statements. The document and attachments will be placed in the employee’s personnel file.

Employee’s Signature		Date
Evaluator’s Signature	Title	Date
Reviewer’s Signature	Title	Date