

## Evaluation Rubric Examples

	<b>1 – Fails to Meet Expectations</b>	<b>2 – Below Expectations</b>	<b>3 – Meeting Expectations</b>	<b>4 – Exceeding Expectations</b>	<b>5 – Outstanding</b>
	Inadequate performance that is consistently below job requirements and clearly problematic. <i>A review by HR is required.</i>	Generally adequate performance but needs some improvement in order to consistently meet job requirements. <i>A review by HR is required.</i>	Capable, satisfactory performance that consistently meets and occasionally exceeds job requirements.	Strong performance that consistently meets and frequently exceeds job requirements.	Superior performance that consistently exceeds job requirements. This rating should be reserved for truly outstanding performance.
<b>Delivering Results</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Is selective in amount of effort given</li> <li>• Only strives to deliver good results for certain tasks and goals</li> <li>• Struggles to stay focused on tasks and assignments</li> <li>• Is easily distracted</li> <li>• Struggles with maintaining current job knowledge and skills</li> <li>• Is not open to feedback from others</li> <li>• Demonstrates little desire for excellence in work</li> <li>• Struggles to use time efficiently</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Delivers good results for all assigned tasks and goals</li> <li>• Stays focused on tasks and assignments</li> <li>• Uses time efficiently to complete assignments</li> <li>• Maintains current job knowledge and skills</li> <li>• Is receptive and implements suggestions for improvement</li> <li>• Prioritizes tasks based on importance</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Achieves excellence in all tasks and goals</li> <li>• Maintains focus and perseveres even in the face of obstacles</li> <li>• Adapts plans when changes occur</li> <li>• Actively pursues professional development and growth</li> <li>• Solicits feedback</li> <li>• Actively identifies ways to improve</li> </ul>

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<b>Problem Solving</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Seldom considers multiple sides of an issue</li> <li>• Fails to consider consequences before making a decision</li> <li>• Often appears uninformed</li> <li>• Overlooks available information before making decisions</li> <li>• Fails to follow-up</li> <li>• Seldom performs well in ambiguous situations</li> <li>• Is resistant to new ideas and processes</li> <li>• Infrequently adjusts approach to achieve results</li> <li>• Fails to recognize issues that require a solution</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Considers multiple sides of an issue</li> <li>• Weighs consequences before making final decision</li> <li>• Makes informed decisions based on available information</li> <li>• Recognizes issues and determines actions needed to advance the decision making process</li> <li>• Follows-up as necessary</li> <li>• Is open to new ideas and processes</li> <li>• Adjusts approach to achieve results</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Breaks down problems into fundamental parts, identifying root causes and addresses problems in ways that lead to innovative solutions</li> <li>• Consistently makes informed decisions on available and hard to find information</li> <li>• Recognizes typical as well as complex and unusual issues, and actions needed to advance the decision making process</li> <li>• recommends possible solutions</li> <li>• Follows-up to ensure resolution</li> <li>• Creates new ideas and processes</li> <li>• Modifies approach as changes occur to ensure results are achieved</li> </ul>

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<b>Knowledge and Skills</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Does not demonstrate the skills and knowledge necessary to effectively accomplish tasks within one's own function or work group</li> <li>• Seldom considers or applies best practices in discipline or specialty area</li> <li>• Does not stay aware of major developments in specialty area</li> <li>• Seen by others as lacking functional knowledge and skills</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Demonstrates skills and knowledge relevant to one's own function or work group</li> <li>• Applies current best practices in specialty area</li> <li>• Stays aware of major developments in specialty area</li> <li>• Recognized by others for functional knowledge and skills</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Demonstrates expertise in skill and knowledge within areas relevant to one's own function or work group</li> <li>• Develops and contributes to best practices in specialty area</li> <li>• Serves as a resource for others and facilitates sharing of methods of knowledge</li> <li>• Consistently seen by others as possessing high functional knowledge and skills</li> </ul>

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<b>Customer Service</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Often misinterprets requests</li> <li>• Frequently waits for customer to request status updates</li> <li>• Fails to anticipate importance of communication and information exchange</li> <li>• Seldom fulfills service commitments or meets deadlines</li> <li>• Seldom takes initiative to develop customer relationships</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Listens to customers (internal and external) and addresses needs and concerns.</li> <li>• Keeps customers informed by providing status reports and progress updates.</li> <li>• Delivers on service commitments. Meets established or agreed upon deadlines.</li> <li>• Maintains supportive relationships with customers. Uses initiative to improve outcomes, processes, or measurements.</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Anticipates adverse customer reactions and develops better alternatives</li> <li>• Proactively keeps others informed with both formal and informal communications</li> <li>• Follows up with others to ensure satisfaction</li> <li>• Fulfills service commitments prior to deadlines</li> <li>• Willingly puts in extra time and effort in crisis situations</li> <li>• Goes the 'extra mile' to ensure customer needs are met</li> <li>• Actively seeks new opportunities to build relationships and understand the needs of customers</li> </ul>

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<b>Building Trust</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Does not behave in an open or honest manner</li> <li>• Often provides inaccurate and/or incomplete information</li> <li>• Seldom completes assignments in a timely manner</li> <li>• Struggles to consistently adhere to university policies and procedures</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Behaves and expresses oneself in an open and honest manner.</li> <li>• Shares accurate information.</li> <li>• Completes almost all assignments on time; informs others when a delay will occur.</li> <li>• Adheres to all policies and procedures.</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Behaves and expresses oneself in an open and honest manner</li> <li>• Is consistent in all cases with what he/she says and does</li> <li>• Appropriately handles difficult situations</li> <li>• Handles sensitive information appropriately</li> <li>• Follows through on all assignments and commitments, completing them in a timely and reliable manner</li> <li>• Consistently makes others aware of task/assignment status</li> <li>• Demonstrates commitments to university goals, initiatives, policies and procedures through communication and actions</li> </ul>

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<b>Collaboration</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Does not treat all people with the same level of respect, dignity or fairness</li> <li>• Seldom attempts to resolve interpersonal conflicts</li> <li>• Lets problems fester and escalate</li> <li>• Often requires 3rd party intervention</li> <li>• Demonstrates an unwillingness to help others succeed</li> <li>• Does not demonstrate respect for cultural and individual values</li> <li>• Struggles to appreciate the strengths and backgrounds of others</li> <li>• Does not show interest in listening to ideas from others</li> <li>• Has difficulty respecting ideas when different from own</li> <li>• Tends to reach conclusions before listening to all sides</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Treats all people with dignity and respect; strives to be fair and consistent.</li> <li>• Strives to resolve interpersonal conflicts constructively; seeks assistance when needed.</li> <li>• Spends time with others when asked, to help them succeed.</li> <li>• Demonstrates respect of cultural and individual values, regardless of background.</li> <li>• Listens to and considers ideas from others, even when different from own.</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• In all cases, treats everyone with dignity, respect and fairness</li> <li>• Is very easy to approach and helpful</li> <li>• Resolves interpersonal conflicts constructively and professionally</li> <li>• Seldom requires outside assistance</li> <li>• Enthusiastically spends times with others to help them and the team succeed</li> <li>• Promotes awareness and respect of cultural and individual values</li> <li>• Leverages the strengths of others to accomplish goals, regardless of background</li> <li>• Listens to and carefully considers ideas from others, even when different from own</li> <li>• Ensures all sides are heard before reaching a conclusion</li> </ul>

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<b>Communication</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Seldom shares information that is important to others without prompting and questioning</li> <li>• Shows little interest in what others have to say</li> <li>• Does not communicate in a clear and concise manner</li> <li>• Frequently uses improper grammar, pronunciation or tone</li> <li>• Difficult to understand</li> <li>• Often communicates non-verbally in an unprofessional manner</li> <li>• Rarely adjusts communication style</li> <li>• Overlooks needs of different situations</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Shares important information with others.</li> <li>• Listens carefully and asks questions when needed.</li> <li>• Communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone.</li> <li>• Demonstrates professionalism through appropriate body language and nonverbal communication.</li> <li>• Demonstrates an awareness of when to adjust communication style based on the situation.</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Provides regular, consistent and meaningful information to others</li> <li>• Ensures appropriate individuals are informed</li> <li>• Listens carefully to others, asks questions for clarification, and ensures a message is understood</li> <li>• Communicates in a clear and concise manner using appropriate grammar, pronunciation, and tone</li> <li>• Conveys message using appropriate method of communication</li> <li>• Demonstrates an ability to influence others by modeling appropriate body language and non-verbal communication</li> <li>• Tailors communication style to the needs of each situation and audience</li> </ul>

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<b>Initiative</b>	<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Seldom takes action to improve outcomes, process or measurements</li> <li>• Seldom assumes responsibility and leadership when asked</li> <li>• Frequently requires supervision to complete routine tasks</li> <li>• Seldom seeks out and/or accepts additional responsibilities in the context of the job</li> <li>• Avoids all but what is directly asked of him/her.</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Responds appropriately on own to improve outcomes, processes or measurements.</li> <li>• Assumes responsibility and leadership when asked.</li> <li>• Accomplishes goals independently, with little need for supervision. Takes ownership and accountability for own performance.</li> <li>• Seeks out and/or accepts additional responsibilities in the context of the job.</li> </ul>		<p><i>Examples</i></p> <ul style="list-style-type: none"> <li>• Actively seeks out ways on own to improve outcomes, processes or measurements</li> <li>• Takes responsibility and provides leadership on projects or initiatives</li> <li>• Takes action on projects without being directed to do so, and looks for opportunities to move projects along</li> <li>• Enthusiastically seeks and accepts additional responsibilities, both in the context of the job and outside immediate job responsibilities</li> </ul>



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<b>Overall Score</b>	<b>Fails to Meet Expectations:</b> The employee frequently performs below the level expected of this position in all or almost all key aspects of the position. Both what is produced and how it is produced are below standards and unacceptable. Unless there is obvious and immediate improvement, earning this rating should cause the university and the employee to seriously consider whether continued employment is appropriate.	<b>Below Expectations:</b> The employee demonstrates adequate performance in most areas, but needs improvement in one or more significant aspects that are critical to the position. Such performance shortfalls may be attributable to newness on the job, missing or undeveloped skills, and/or experience. Regardless, this rating conveys that performance is below expectations in one or more areas and must be improved.	<b>Meeting Expectations:</b> The employee consistently demonstrates capable, or satisfactory, performance. Both what is produced and how it is produced meet University standards and expectations of the position. The employee is a dependable, competent, knowledgeable individual who meets and occasionally exceeds expectations of the position. This rating conveys solid, effective performance.	<b>Exceeding Expectations:</b> The employee demonstrates strong, consistent performance in all or almost all competencies, skills and responsibilities. Both what is produced and how it is produced meet and often exceed University standards and expectations of the position. Results add value beyond the scope of the current role, often benefiting the division/department. Examples of these results must be given to receive this rating. This rating should be reserved for employees with strong, commendable performance.	<b>Outstanding:</b> The employee regularly demonstrates superior performance. Both what is produced and how it is produced far exceed University standards and expectations of the position. The employee is extraordinarily competent and productive. Performance at this level occurs throughout the year and across all key aspects of the position. This employee is often sought out by others for counsel and assistance, and is widely recognized as a role model. Examples of the results and sought after expertise must be given to receive this rating. This rating should be used sparingly and reserved for truly outstanding performance throughout the review period.