

**FINAL EVALUATION - GRADUATE STUDENT**  
**Kinesiology, Sport, and Recreation Department**  
**Eastern Illinois University**

NAME OF INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

**PROFESSIONAL BEHAVIOR:**

Behavior, attendance, & appearance <b>consistently exceed</b> expectations. 5	Behavior, attendance, & appearance <b>frequently exceed</b> expectations 4	Behavior, attendance, & appearance <b>consistently meet</b> expectations 3	Behavior, attendance, & appearance <b>frequently fail</b> to meet expectations 2	Behavior, attendance, & appearance <b>consistently fail</b> to meet expectations 1	Unable to make a judgment at this time NA
--	---	---	---	---	--

Examples and/or comments:

**INTERPERSONAL SKILLS:**

Almost <b>always</b> demonstrates the ability to work as a team member; almost <b>always</b> maintains a positive rapport with supervisors, clients, peers; almost <b>always</b> assists others 5	<b>Usually</b> demonstrates the ability to work as a team member; <b>Usually</b> maintains a positive rapport with supervisors, clients, peers; <b>Usually</b> assists others 4	<b>Sometimes</b> demonstrates the ability to work as a team member; <b>Sometimes</b> maintains a positive rapport with supervisors, clients, peers; <b>Sometimes</b> assists others 3	<b>Seldom</b> demonstrates the ability to work as a team member; <b>Seldom</b> maintains a positive rapport with supervisors, clients, peers; <b>Seldom</b> assists others 2	<b>Almost never</b> demonstrates the ability to work as a team member; <b>Almost never</b> maintains a positive rapport with supervisors, clients, peers; <b>Almost never</b> assists others. 1	Unable to make a judgment at this time NA
--	--	--	---	--	--

Examples and/or comments:

**JUDGMENT:**

When presented with a problem, can collect information & assess the validity of arguments & conclusions without assistance. 5	When presented with a problem, can collect information & interpret facts. Some assistance needed to assess validity of arguments & conclusions. 4	When presented with a problem, can collect information. An appreciable amount of assistance is needed to assess validity of arguments & conclusions. 3	When presented with a problem, needs assistance in collecting information & assessing validity of arguments & conclusions. 2	Exhibits difficulty in collecting relevant information & assessing validity of arguments & conclusions. 1	Unable to make a judgment at this time NA
--	--	---	---	--	--

Examples and/or comments:

**PROBLEM-SOLVING SKILLS:**

Resolves almost <b>all</b> simple & complex problems independently & appropriately  5	Resolves <b>all</b> simple & <b>most</b> complex problems independently & appropriately. Requires assistance for complex problems <b>infrequently</b> .  4	Resolves <b>most</b> simple & <b>some</b> complex problems independently & appropriately. Requires assistance <b>occasionally</b> .  3	Resolves <b>some</b> simple & <b>rare</b> complex problems independently & appropriately. Requires assistance <b>frequently</b> .  2	Resolves <b>few</b> problems independently & appropriately. Requires assistance <b>constantly</b> .  1	Unable to make a judgment at this time  NA
---	--	--	--	--	--

Examples and/or comments:

**CONTINUOUS PERSONAL AND PROFESSIONAL IMPROVEMENT SKILLS:**

<b>Initiates &amp; promotes</b> new ideas; effectively uses both traditional & innovative sources of professional information without assistance; requests constructive criticism & makes self-improvements.  5	<b>Welcomes</b> new ideas; effectively uses traditional & innovative sources of professional information with minimal assistance; welcomes constructive criticism & makes self-improvements.  4	<b>Accepts</b> new ideas; effectively uses traditional sources of professional information with minimal assistance; accepts constructive criticism & makes self-improvements.  3	<b>Resists</b> new ideas; effectively uses traditional sources of professional information only with significant assistance; resists constructive criticism & makes self-improvements.  2	<b>Rejects</b> new ideas; cannot effectively use traditional sources of professional information; rejects constructive criticism & self-improvements.  1	Unable to make a judgment at this time  NA
---	---	--	---	--	--

Examples and/or comments

**WRITTEN COMMUNICATION**

Written communications are almost <b>always</b> clear, concise, free of errors, & appropriate to the intended audience  5	Written communications are <b>mostly</b> clear, concise, free of errors, & appropriate to the intended audience  4	Written communications are <b>sometimes</b> clear, concise, free of errors, & appropriate to the intended audience  3	Written communications are <b>seldom</b> clear, concise, free of errors, & appropriate to the intended audience  2	Written communications are almost <b>never</b> clear, concise, free of errors, & appropriate to the intended audience  1	Unable to make a judgment at this time  NA
---	--	---	--	--	--

Examples and/or comments:

**VERBAL COMMUNICATION**

Verbal communications are almost <b>always</b> clear, concise, free of errors, & appropriate to the intended audience; can almost <b>always</b> describe complex concepts 5	Verbal communications are <b>mostly</b> clear, concise, free of errors, & appropriate to the intended audience; can <b>usually</b> describe complex concepts 4	Verbal communications are <b>sometimes</b> clear, concise, free of errors, & appropriate to the intended audience; can <b>sometimes</b> describe complex concepts 3	Verbal communications are <b>seldom</b> clear, concise, free of errors, & appropriate to the intended audience; can <b>seldom</b> describe complex concepts 2	Verbal communications are <b>never</b> clear, concise, free of errors, & appropriate to the intended audience; can almost <b>never</b> describe complex concepts 1	Unable to make a judgment at this time NA
--	---	--	--	---	--

Examples and/or comments:

**LISTENING SKILLS**

Listening is almost <b>always active</b> ; illustrated the ability to understand non-verbal communication & respond appropriately 5	Listening is almost <b>always attentive</b> ; repetition of instructions is not needed; provides appropriate follow-up communication without being asked 4	Listening is <b>mostly attentive</b> ; repetition of instructions is usually not needed; usually provides appropriate follow-up communication without being asked 3	Listening is <b>sometimes attentive</b> ; repetition of instructions is often needed; sometimes provides appropriate follow-up communication without being asked 2	Listening is <b>seldom attentive</b> ; repetition of instructions is regularly needed; rarely provides appropriate follow-up communication without being asked 1	Unable to make a judgment at this time NA
--	---	--	---	---	--

Examples and/or comments:

**GENERAL COMMENTS:**

**1. HAS THIS EVALUATION BEEN DISCUSSED WITH THE INTERN?**     \_\_\_Yes     \_\_\_No

**2. IF GIVEN AN OPPORTUNITY, WOULD YOU CONSIDER HIRING THIS INTERN AS AN EMPLOYEE? (CIRCLE ONE)**  
STRONGLY AGREE    AGREE            UNDECIDED    DISAGREE    STRONGLY DISAGREE

**3. VERIFICATION OF HOURS:**

**Between \_\_\_\_\_ and \_\_\_\_\_ the above named intern**  
(Internship beginning date Internship ending date)

**completed \_\_\_\_\_ hours of work as part of the internship.**  
(Number of hours)

**NAME OF EVALUATOR:** \_\_\_\_\_

**SIGNATURE OF EVALUATOR:** \_\_\_\_\_

**COOPERATING AGENCY:** \_\_\_\_\_

**Thank you for your cooperation and assistance throughout this internship.**

**Return by mail to Internship Coordinator, KSR Department, 2504 Lantz, 600 Lincoln Ave., Charleston, IL 61920, by email to cadhom@eiu.edu, or by fax to Internship Coordinator 217-581-7973.**