FINAL EVALUATION – Athletic Training *(to be completed by supervisor near completion of all hours).*

Kinesiology, Sport, and Recreation Department

Eastern Illinois University

**Name of Intern:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Professional Behavior**:

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

Examples and/or comments:

**Interpersonal Skills:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Almost **always** demonstrates the ability to work as a team member; almost **always** maintains a positive rapport with supervisors, clients, peers; almost **always** assists others  5 | **Usually** demonstrates the ability to work as a team member; **Usually m**aintains a positive rapport with supervisors, clients, peers; **Usually a**ssists others  4 | **Sometimes** demonstrates the ability to work as a team member; **Sometimes** maintains a positive rapport with supervisors, clients, peers; **Sometimes** assists others  3 | **Seldom** demonstrates  the ability to work as a team member; **Seldom** maintains a positive rapport with supervisors, clients, peers; **Seldom** assists others  2 | **Almost never** demonstrates  the ability to work as a team member; **Almost never** maintains a positive rapport with supervisors, clients, peers; **Almost never** 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 **all** simple & complex problems independently & appropriately  5 | Resolves **all** simple & **most** complex problems independently & appropriately. Requires assistance for complex problems **infrequently.**  4 | Resolves **most** simple & **some** complex problems independently & appropriately. Requires assistance **occasionally.**  3 | Resolves **some** simple & **rare** complex problems independently & appropriately. Requires assistance **frequently.**  2 | Resolves **few** problems independently & appropriately. Requires assistance **constantly.**  1 | Unable to make a judgment at this time  NA |

Examples and/or comments:

**Continuous Personal and Professional Improvement Skills:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Initiates & promotes** new ideas; effectively uses both traditional & innovative sources of professional information without assistance; requests constructive criticism & makes self-improvements.  5 | **Welcomes** new ideas; effectively uses traditional & innovative sources of professional information with minimal assistance; welcomes constructive criticism & makes self-improvements.  4 | **Accepts** new ideas; effectively uses traditional sources of professional information with minimal assistance; accepts constructive criticism & makes self-improvements.  3 | **Resists** new ideas; effectively uses traditional sources of professional information only with significant assistance; resists constructive criticism & makes self-improvements.  2 | **Rejects** 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 **always** clear, concise, free of errors, & appropriate to the intended audience  5 | Written communications are **mostly** clear, concise, free of errors, & appropriate to the intended audience  4 | Written communications are **sometimes** clear, concise, free of errors, & appropriate to the intended audience  3 | Written communications are **seldom** clear, concise, free of errors, & appropriate to the intended audience  2 | Written communications are almost **never** 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 **always** clear, concise, free of errors, & appropriate to the intended audience; can almost **always** describe complex concepts  5 | Verbal communications are **mostly** clear, concise, free of errors, & appropriate to the intended audience; can **usually** describe complex concepts  4 | Verbal communications are **sometimes** clear, concise, free of errors, & appropriate to the intended audience; can **sometimes** describe complex concepts  3 | Verbal communications are **seldom** clear, concise, free of errors, & appropriate to the intended audience; can **seldom** describe complex concepts  2 | Verbal communications are **never** clear, concise, free of errors, & appropriate to the intended audience; can almost **never** describe complex concepts  1 | Unable to make a judgment at this time  NA |

Examples and/or comments:

**Listening Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Listening is almost **always active**; illustrated the ability to understand non-verbal communication & respond appropriately  5 | Listening is almost **always attentive**; repetition of instructions is not needed; provides appropriate follow-up communication without being asked  4 | Listening is **mostly attentive**; repetition of instructions is usually not needed; usually provides appropriate follow-up communication without being asked  3 | Listening is **sometimes attentive**; repetition of instructions is often needed; sometimes provides appropriate follow-up communication without being asked  2 | Listening is **seldom attentive**; 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. If given an opportunity, would you consider hiring this intern as an employee?** (highlight one)

Strongly Agree Agree                    Undecided            Disagree               Strongly Disagree

**2. 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:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cooperating Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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