

Employee Name: \_\_\_\_\_

Social Security #: \_\_\_\_\_

Job Title: \_\_\_\_\_

County: \_\_\_\_\_

Employment Date: \_\_\_\_\_

Assigned Hours/Week: \_\_\_\_\_

Performance Appraisal for the Period of: \_\_\_\_\_

Performance Level: \_\_\_\_\_

## Performance Levels

Use the following descriptions to rate job responsibilities and performance factors.

*Total score  
falls into  
the range:*

**4 Exceeds Expectations** ..... **81-100**

- clearly and consistently exceeds the results expected
- contributes to organization's success well beyond expectations
- contributes unique, innovative and workable solutions to projects and/or problems
- exceptional performance and effort are the employee's norm

**3 Meets Expectations** ..... **61-80**

- consistently achieves the results expected
- results are timely and accurate and are produced with minimum supervision
- employee recognized and adjusts well to changes in work situations and assignments
- solid, fully competent performance is the employee's norm

**2 Needs Improvement** ..... **41-60**

- performance does not consistently meet results expected
- performance needs improvement in areas of consistent weakness
- employee requires guidance and supervision to meet expectations

**1 Unsatisfactory** ..... **1-40**

- consistently fails to meet results expected
- performance is unsatisfactory
- fails to follow directions and improve performance
- corrective action must be taken and monitored
- if employee fails to improve, disciplinary action may be recommended

Employee Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

1 = Unsatisfactory    2 = Needs Improvement    3 = Meets Expectations    4 = Exceeds Expectations

**Section I. Quality of Accomplishments (24 points)**

- |   | 1                        | 2                        | 3                        | 4                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>1. Planning:</b> In cooperation with specific guidelines of supervising agent, develops a program that is appropriate for those involved. .... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Goals are established and attainable.   |                          |                          |                          |                          |
| • Appropriate activities are identified.  |                          |                          |                          |                          |
| • Gives proper consideration and takes action to reach people regardless of race, color, age, sex, religion, disability or national origin.       |                          |                          |                          |                          |
| <b>2. Leadership:</b> Leaders are appropriately and effectively involved in community programs, clubs, projects, and activities. ....             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Recruitment of leaders is planned for specific jobs.  |                          |                          |                          |                          |
| • Leaders are properly trained.   |                          |                          |                          |                          |
| <b>3. Programs:</b> Arranges for appropriate activities and related tasks that provide youth/leaders desirable learning experiences. ....         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Activities are relevant to attaining goals.   |                          |                          |                          |                          |
| • Activities are of interest to youth/leaders.  |                          |                          |                          |                          |
| <b>4. Encouragement:</b> Maintains an enthusiastic relationship with clientele. ....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Keeps clientele interested.   |                          |                          |                          |                          |
| • Encourages and receives high level of completion of activities.   |                          |                          |                          |                          |
| • Works well with clientele.  |                          |                          |                          |                          |
| <b>5. Councils:</b> Works in concert with agent in responsibilities and leadership to: ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • 4-H Council   |                          |                          |                          |                          |
| • Affirmative Action Committee  |                          |                          |                          |                          |
| • Other project and activity groups   |                          |                          |                          |                          |
| <b>6. Support:</b> Gives support, leadership and follow-up to leaders and agent. ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Prepares timely project and program materials and reports.  |                          |                          |                          |                          |
| • Maintains records of leaders, member participation, and attendance.   |                          |                          |                          |                          |
| • Keeps agent informed of support group activities, public concerns, special programs and accomplishments.  |                          |                          |                          |                          |

**Comments:**

**Subtotal for Section I:** \_\_\_\_\_

Employee Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

1 = Unsatisfactory    2 = Needs Improvement    3 = Meets Expectations    4 = Exceeds Expectations

**Section II. Quantity of Accomplishments Resulting from Performance (20 points)**

- |   | 1                        | 2                        | 3                        | 4                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>1. Enrollment:</b> Enrolls and involves as many 4-Hers from the potential of the assigned area as possible. ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Desirable ratio of actual to potential enrollment.  |                          |                          |                          |                          |
| • Enrollment systematically organized.  |                          |                          |                          |                          |
| • 4-H is presented to 4-Hers, parents and leaders in such a way that they understand and appreciate it's value.   |                          |                          |                          |                          |
| <b>2. Leadership:</b> Recruits and involves the appropriate number of leaders (community, program, club, project, activity) that is needed to reach the potential in each community. .... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Desirable ratio of leaders to 4-H members.  |                          |                          |                          |                          |
| • Leaders are made responsible for 4-H program of the assigned area.  |                          |                          |                          |                          |
| • All activities are served by adequate leaders.  |                          |                          |                          |                          |
| <b>3. Learning Experiences:</b> Involves as many of the potential 4-H members in meaningful learning experiences as possible. ....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Has large number of 4-Hers enrolled and completing 4-H projects.  |                          |                          |                          |                          |
| • Has large participation in 4-H activities and events.   |                          |                          |                          |                          |
| • 4-H participants are advancing to county-wide, area and state activities.   |                          |                          |                          |                          |
| <b>4. Resources:</b> Gives leadership in securing needed resources to carry out projects and activities .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Secures needed project materials.   |                          |                          |                          |                          |
| • Effective in assisting agents with fund raising activities.   |                          |                          |                          |                          |
| • Secures desirable meeting places and facilities.  |                          |                          |                          |                          |
| <b>5. Public Relations:</b> Advances public relations for the 4-H program. ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Contributes to having desirable reports of 4-H accomplishments.   |                          |                          |                          |                          |
| • Makes meaningful contacts with community leaders.   |                          |                          |                          |                          |
| • Contributes desirable success stories.  |                          |                          |                          |                          |

**Comments:**

**Subtotal for Section II:** \_\_\_\_\_

Employee Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

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**Section III. Organizational and Performance Skills and Abilities that Contribute to Quality and Quantity of Accomplishments (16 points)**

- |   | 1                        | 2                        | 3                        | 4                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>1. Planning:</b> In cooperation with the supervising agent, is effective in developing and maintaining an effective Plan of Work that: ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Provides activities that support of the 4-H Program in the County.  |                          |                          |                          |                          |
| • Establishes priorities with relevant planned activities that are of interest to the youth/leaders.  |                          |                          |                          |                          |
| • Produce a functional calendar that provides for effective, timely, and coordinated activities.  |                          |                          |                          |                          |
| <b>2. Accountability:</b> Is proficient in providing accountability materials. ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Records and reports are submitted on time and accurate.   |                          |                          |                          |                          |
| • Records and reports are complete.   |                          |                          |                          |                          |
| <b>3. Programs:</b> Is effective in conducting programs and related activities. ....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Projects are systematically conducted and completed.  |                          |                          |                          |                          |
| • Activities are coordinated and effectively completed.   |                          |                          |                          |                          |
| • Leaders are effective.  |                          |                          |                          |                          |
| • Resources are properly attained and organized.  |                          |                          |                          |                          |
| <b>4. Communication:</b> Possesses and used desirable communications skills. ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Contributes to a desirable work and learning atmosphere.  |                          |                          |                          |                          |
| • Provides desirable learning experiences for youth and leaders.  |                          |                          |                          |                          |
| • Keeps supervising agent and leaders informed of concerns, accomplishments, and developments.  |                          |                          |                          |                          |

**Comments:**

**Subtotal for Section III:** \_\_\_\_\_

Employee Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

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**Section IV. Attitude, Interest and Leadership Performed that Contributes to Quality and Quantity Accomplishments (20 points)**

- |  | 1                        | 2                        | 3                        | 4                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>1. Initiative:</b> Shows initiative in performance of responsibilities. ....  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Exhibits leadership.   |                          |                          |                          |                          |
| • Is enthusiastic about doing work.  |                          |                          |                          |                          |
| • Responds to making needed changes.   |                          |                          |                          |                          |
| <b>2. Commitment:</b> Exhibits commitment to job. ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Works as a team member.  |                          |                          |                          |                          |
| • Reliable, carries through on commitments.  |                          |                          |                          |                          |
| • Contributes to a friendly, efficient office atmosphere.  |                          |                          |                          |                          |
| <b>3. Image:</b> Presents a positive, desirable image to the 4-H program and the Cooperative Extension Service. ....         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Understands and expresses a positive attitude toward the mission of the 4-H program.                                       |                          |                          |                          |                          |
| • Encourages participation in 4-H by youth and leaders.  |                          |                          |                          |                          |
| • Understands and has an appreciation for the worth, growth, and development of people through 4-H.                          |                          |                          |                          |                          |
| <b>4. Personal Skills:</b> .....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Work attire is neat and appropriate.   |                          |                          |                          |                          |
| • Remains calm in problem or pressure situations and makes appropriate decisions.  |                          |                          |                          |                          |
| • Keeps non-work related activities to a minimum while on the job.   |                          |                          |                          |                          |
| • Is punctual in reporting to work and in returning from break and/or lunch.   |                          |                          |                          |                          |
| • Requests all absences from work through a supervising agent.   |                          |                          |                          |                          |
| <b>5. Ability:</b> Has skills necessary to complete assigned tasks. ....   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Keeps up-to-date on job skills by participating in in-service training meetings and other training methods.                |                          |                          |                          |                          |
| • Has working knowledge of tools, equipment, and technology that are necessary for completion of tasks and responsibilities. |                          |                          |                          |                          |

**Comments:**

**Subtotal for Section IV:** \_\_\_\_\_

Employee Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

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**Section V: Goals Achieved/Year End Assessment (20 Points)**

*To be completed by employee*

List below specific employee goals which were established for the year and how the goals were achieved.

<p><b>Goal:</b></p>  <p><b>How goal was achieved:</b></p>
---

<p><b>Goal:</b></p>  <p><b>How goal was achieved:</b></p>
---

<p><b>Goal:</b></p>  <p><b>How goal was achieved:</b></p>
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**Comments:**

**Subtotal for Section V:** \_\_\_\_\_

Employee Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

## Section VI: Rating/Performance Summary

To be completed by supervisor

### Overall Rating

Section I \_\_\_\_\_  
Section II \_\_\_\_\_  
Section III \_\_\_\_\_  
Section IV \_\_\_\_\_  
Section V \_\_\_\_\_  
TOTAL \_\_\_\_\_

### Performance Summary

Supervisor to check one

- Exceeds Expectations
- Meets Expectations
- Needs Improvement
- Unsatisfactory

Describe outstanding services or functions performed by this employee during the year:

Areas in this employee's performance which need improvement are:

### Review and Approval

Employee signature certifies only that employee and supervisor participated in the performance review. This form will become a part of the employee's personnel file.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Area Program Director

\_\_\_\_\_  
Date

Employee Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_

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## Section VII: Goals for the Upcoming Year

*To be completed by both supervisor and employee*

List below specific employee goals, including projects or training, etc., for the upcoming year and suggested activities to achieve goals.

<p><b>Goal:</b></p>  <p><b>Suggested activities to achieve goal:</b></p>
--

<p><b>Goal:</b></p>  <p><b>Suggested activities to achieve goal:</b></p>
--

<p><b>Goal:</b></p>  <p><b>Suggested activities to achieve goal:</b></p>
--

*This form will become part of the employee's personnel file and will be used as a tool for the upcoming Performance Appraisal.*

\_\_\_\_\_  
*Employee*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Supervisor*

\_\_\_\_\_  
*Date*