

ESP Appraisal Rubric

STANDARD		HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT	UNSATISFACTORY
1 - ACCOMPLISHMENT OF ASSIGNED DUTIES	(A) ATTENDANCE Maintaining good attendance and arriving on time. (Impacts employee and organizational continuity and effectiveness.)	Maintains exemplary attendance and punctuality to work.	Maintains good attendance and punctuality to work.	Takes leave without notice or prior approval, as applicable.	Demonstrates a pattern of taking leave without pay without a legitimate reason, or has abused sick leave.
	(B) APTITUDE Demonstrating aptitude with verbal, non-verbal, and written tasks and directions. (Relates to ability to develop knowledge, skills, and growth potential.)	Comprehends verbal, non-verbal, and written material with ease and beyond expectations.	Comprehension of verbal, non-verbal, and written material meets expectations and is sufficient for knowledge and skills development.	Comprehension or interpretation of verbal, non-verbal, or written material falls short of expectations, often resulting in confusion.	Difficulty with comprehension of verbal, non-verbal, or written material inhibits ability to develop job knowledge or skills.
	(C) PROFICIENCY Demonstrating knowledge and practical skill required to complete assigned duties. (Transfers to action and performance which contribute to success.)	Demonstrates mastery of required knowledge and skills.	Demonstrates the required knowledge and skills for assigned duties.	Knowledge or skills fall short of expectations for assigned duties.	Knowledge or skills fall well below expectations for assigned duties, requiring critical corrective action.
	(D) PUNCTUALITY Completing work assignments on time. (Impacts workplace morale and productivity.)	Is punctual in completing work assignments.	Is rarely late in completing work assignments.	Is frequently late in completing work assignments.	Has a tendency to be late in completing work assignments.
	(E) INITIATIVE Taking appropriate action without specific direction and prompting. (Feeds on individual creativity, enthusiasm, and vision to turn opportunity into action.)	Bold and creative in taking appropriate, well-oriented initiative. A consummate self-starter who requires only broad guidance to inspire action.	Self-starter who takes a sufficient level of initiative for the tasks assigned.	Requires some prompting or specific direction in the completion of assigned tasks.	Takes little initiative or requires a level of specific guidance that detracts from the employee's ability to perform independently.
	(F) RESPONSIBILITY AND ACCOUNTABILITY Accepting responsibility and accountability for the outcome of work assignments. (Direct impact on dependability.)	Enthusiastically embraces responsibilities and accountability for outcomes. Recognizes that personal accountability is a part of the equation. Utterly dependable.	Accepts responsibilities and accountability for outcomes, consistent with expectations for the job. Dependable.	Reluctantly accepts responsibilities or accountability for outcomes.	Avoids acceptance of the responsibilities associated with assigned duties or accountability for outcomes, adversely affecting dependability.

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2 - WORK ENVIRONMENT	(A) SETS THE EXAMPLE Serving as a role model through personal action. (As the most visible and tangible facet of leadership, this lends credibility to the expectations and standards we set for others.)	Consummate positive role model for students; sets a powerful example others strive to emulate.	Good role model for others.	Inconsistent role model for others.	Poor role model for others.
	(B) LEARNING ENVIRONMENT Creating and promoting an atmosphere appropriate for an academic institution. (Efforts facilitate, condition, and encourage student learning and achievement.)	Dynamically creates and promotes an atmosphere highly appropriate for an academic institution.	Creates and promotes an atmosphere appropriate for an academic institution.	Creates an atmosphere that does not meet expectations for an academic institution.	Creates an atmosphere that is not appropriate for an academic institution.
	(C) COMPOSURE Contributing to an effective work environment through self-control. (Promotes a positive, non-threatening work environment.)	Through example of personal composure, facilitates de-escalation in situations in which others have lost emotional self-control.	Maintains composure in difficult situations.	Sometimes loses composure in difficult situations.	Frequently loses composure, sometimes even in routine situations.
	(D) INTERPERSONAL RELATIONS Contributing to cooperative relationships in the work environment. (Multiplies productivity and organizational success.)	Routinely exhibits traits and behaviors that promote and encourage cooperative professional relationships.	Communicates and interacts with others in a professionally cooperative manner appropriate for an educational institution.	Communicates or interacts with others in a manner that sometimes creates unproductive conflict or friction in the workplace.	Communicates or interacts with others in a manner that frequently creates unproductive conflict or friction in the workplace.
	(E) ORGANIZATION Effectively organizing work and work resources. (Ensures an effective and productive work flow.)	Effectively organizes work and work resources to the extent that tasks are routinely completed expertly and on time or early.	Organizes work and work resources to the extent that tasks are generally completed as expected and on time.	Successful or timely completion of work tends to suffer due to inadequate work or work resource organization.	Work tends to be unsuitable or untimely due to poor work or work resource organization.

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3 - SELF-MANAGEMENT	<p>(A) COMMUNICATION SKILLS Skillful listening, speaking, and writing. (Effects ability to perceive problems and situations, provide guidance, express ideas, asks questions, raise issues and concerns, and offer opinions.)</p>	Displays superior listening, speaking, and writing skills. Insightfully perceives and identifies problems and situations, provides articulate guidance, and asks clear questions.	Displays effective listening, speaking, and writing skills. Consistent with expectations, identifies problems and situations, provides clear guidance, and asks questions.	Struggles to listen, speak, or write effectively, or is inconsistent in identifying problems or situations, providing clear guidance, or asking questions.	Displays poor listening, speaking, and writing skills. Does not perceive problems or situations, or does not provide effective guidance, express ideas, or ask questions well enough to be effective.
	<p>(B) TEAMWORK Working cooperatively to enhance collective success and effectiveness. (Fosters collective success and effectiveness.)</p>	Actively encourages and engages a spirit of cooperation and teamwork in the workplace that enhances collective success and effectiveness.	Works cooperatively with colleagues in order to maintain collective success and effectiveness.	Sometimes works uncooperatively or inconsistent with the designed direction of the team.	Works uncooperatively or inconsistently with the designed direction of the team, with diminishment of collective success or effectiveness.
	<p>(C) STUDENT WELL-BEING Showing a genuine interest in the well-being of students and stakeholders. (Efforts enhance focus on a successful academic environment.)</p>	Has a genuine interest in the well-being of students and stakeholders in a manner and to an extent that is readily apparent to others.	Has a genuine interest in the well-being of students and stakeholders.	Seems vaguely interested in the well-being of students or stakeholders.	Seems not to be interested in the well-being of students or stakeholders.
	<p>(D) PERFORMANCE Achieving desired results in performing assigned duties. (Reflects the employee's competence and commitment to success.)</p>	Consistently produces results with quality and efficiency beyond expectations.	Meets requirements of assigned duties; commitment, and competence meet expectations. Results maintain status quo.	Inconsistent in fulfilling assigned duties, or commitment, or competence short of expectations. Results diminish status quo.	Results, commitment, or competence fall well below expectations or are generally characterized by failure.
	<p>(E) FAIRNESS Interacting impartially, consistently, and justly with others. (Impacts the effectiveness of dispute and conflict resolution by and toward fellow stakeholders.)</p>	Is consistently impartial, consistent, and just in providing rewards, discipline, opportunities, and feedback, as appropriate, in improving the effectiveness of dispute and conflict resolution.	Is impartial, consistent, and just in providing rewards, discipline, opportunities, and feedback, as appropriate.	Is sometimes not impartial, consistent, or just in providing rewards, discipline, opportunities, or feedback.	Is often not impartial, consistent, or just in providing rewards, discipline, opportunities, or feedback.

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4 - PROFESSIONALISM	<p>(A) JUDGMENT Drawing on knowledge, experience, and values to make wise choices. (Lends substance to decision-making; reflects a comprehension of the consequences of available courses of action.)</p>	Decisions reflect exceptional insight and wisdom beyond expectations. Counsel and advice sought by others. Superior judgment inspires confidence in others.	Decisions are consistently correct and are considerate of the consequences.	Decisions can be suspect due to thought process that sometimes does not adequately or accurately consider the consequences.	Decisions often inspire scrutiny because thought process often does not reflect adequate consideration of the consequences.
	<p>(B) POLICIES AND PRACTICES Adhering to established policies and practices. (Provides direction and a basis for consistency for employee performance.)</p>	Consistently adheres to established policies and practices; facilitates similar compliance in others.	Adheres to established policies and practices.	Inconsistent adherence to established policies or practices.	Frequently fails to adhere to established policies or practices, sometimes resulting in harm.
	<p>(C) RAPPORT Establishing and maintaining an appropriate professional rapport with fellow stakeholders. (Reflects on the employee's ability to establish a basis for effective leadership and management.)</p>	Establishes and maintains an appropriate professional rapport with fellow stakeholders; relationship is instrumental in maintaining effective workplace success.	Establishes and maintains an appropriate professional rapport with fellow stakeholders.	Professional rapport with fellow stakeholders is irregular, adversely impacting workplace success.	Fails to engage fellow stakeholders in order to establish rapport; failure adversely impacts workplace success.
	<p>(D) DILIGENCE Embracing and responding to professional guidance and vision. (Breathes life into growth potential.)</p>	Enthusiastically embraces guidance and aligns actions with vision.	Accepts guidance and suggestions for improvement and makes appropriate changes.	Takes guidance or suggestions with reluctance or hesitation.	Reponds poorly or unacceptively to guidance or suggestions for improvement in a manner that adversely impacts growth potential.
	<p>(E) CONFIDENTIALITY Maintaining student/employee information with confidentiality. (Information security is essential to student/employee welfare and confidence in the organization.)</p>	Consistently preserves confidentiality of student/employee information; facilitates similar compliance in others.	Preserves confidentiality of student/employee information.	Inconsistent preservation of student/employee information.	Frequently fails to preserve confidentiality of student/employee information, sometimes resulting in damage to security.
	<p>(F) SAFETY Adhering to safe practices and established safety procedures and protocols. (Impacts employee well-being and preservation of assets.)</p>	Always adheres to established safety procedures and protocols, exercises sound discretion with regard to safety and potential hazards, and intervenes to eliminate hazards when encountered.	Adheres to established safety procedures and protocols, and exercises sound discretion with regard to safety and potential hazards.	Generally adheres to established safety procedures or protocols, but sometimes exercises less than sound discretion with regard to safety or potential hazards.	Fails to adhere to established safety procedures or protocols to the extent that it poses a noteworthy safety risk.