

**Work Performance Evaluation**

Student: \_\_\_\_\_

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

Worksite: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Job task requirements	Performance	Implications
General mobility requirements	Performance	Implications
Physical demands—gross motor	Performance	Implications
Physical demands—fine motor	Performance	Implications

**FORM 3.2.** (continued)

Length of work tasks	Performance	Implications
Variability of daily job tasks	Performance	Implications
Problem-solving requirements	Performance	Implications
Production rate requirements	Performance	Implications
Work product quality requirements	Performance	Implications
Continuous working requirements	Performance	Implications

**FORM 3.2.** (continued)

Co-worker presence/task-related contact	Performance	Implications
Non-task-related social contacts while working	Performance	Implications
Social atmosphere of worksite	Performance	Implications
Interactions with customers	Performance	Implications
Supervisory contact	Performance	Implications
Distraction level	Performance	Implications

**FORM 3.2.** (continued)

Comfort factors	Performance	Implications
Equipment/tool use requirements	Performance	Implications
Environmental support	Performance	Implications
Supervisor and co-worker support	Performance	Implications

From Renzaglia, A., & Hutchins, M. (2005). Materials developed for *A model for longitudinal vocational programming for students with moderate and severe disabilities*. (page 4 of 4)  
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