



UNIVERSITY OF TORONTO  
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

**Mid-way Placement Performance Report  
2017-2018**

Student's Name *(Please Print)*: \_\_\_\_\_

Mentor's Name *(Please Print)*: \_\_\_\_\_

Placement Organization *(Please Print)*: \_\_\_\_\_

**Instructions for Mentors and Students**

***Background Information:***

- This form may be used at any time during the placement to track student performance progress and encourage continual reflection and learning.  
*(Additional copies of this form can be printed from the student's course web site.)*
- Completion of this mid-way placement performance report is OPTIONAL. Marks awarded in this mid-way assessment will not count towards the student's final grade in the class, but the feedback provided may be highly beneficial for student learning and may inform potential areas for improvement before the final assessment.
- For detailed explanations of each of the criterion included in the evaluation categories please refer to the document: "Criteria for Mentor Evaluation of Student Placement Performance".

***Steps for Students:***

1. Fill in the student, mentor and placement organization information above.
2. Honest self-reflection on your placement performances will help set the stage for an effective evaluation. Prepare in advance by completing Part A of this form (Student's Self-Reflection).
3. Send a copy of the this form to your Mentor and kindly request a meeting date to discuss your placement performance to-date with an aim of celebrating placement performance successes, discussing next steps to support the student's ongoing learning, and developing strategies to address any areas needing improvement.

**Steps for Mentors:**

1. Review the written information provided by your student about his/her placement performance.
2. Please complete Part B of this form (Mentor's Ratings and Comments).
3. At a time that is convenient for you, please discuss with the student your ongoing/ mid-way assessment of his/her placement performance with an aim of celebrating placement performance successes, discussing next steps to support the student's ongoing learning, and developing strategies to address any areas needing improvement.
4. If a student's performance is in need of improvement, additional progress meetings may be held to facilitate and assess implementation of established recommendations for improvement.

**Assessment Descriptions Chart**

*The following chart is to assist both the student and mentor in assessing placement performance.*

<b>Not Applicable</b> <b>N.A.</b>	This particular component does not apply to this student's situation in your organization
<b>Excellent</b> <b>5 marks</b>	Student is very proficient, highly skilled and motivated and performance can be improved only slightly.
<b>Very good</b> <b>4 marks</b>	Student's skill in this area is well developed with some room for improvement.
<b>Good</b> <b>3 marks</b>	Performance is satisfactory, student is capable in this area, a positive attitude and self-improvement is evident.
<b>Below average</b> <b>2 marks</b>	Level of competency is below that required, greater effort and/or training is needed.
<b>Poor</b> <b>1 or 0 marks</b>	Level of competency is very low; attitude and motivation for improvement are not exhibited.

**Part A. Student's Self-Reflection:**

*Based upon your reflections on your performance to date and practising your ability for honest and realistic self-evaluation; for Category I to IV below, circle the number (or letters) most appropriate to your performance and add your highlights and challenges for your mentor's consideration.*

**Category I: Responsibility For Own Learning**

Assessment criteria include motivation and enthusiasm, work habits, initiative/self-starting ability, openness to suggestions/criticism.

N.A.    5    4    3    2    1

Highlights:

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Challenges:

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**Category II: Competence in Placement Activities**

Assessment criteria include knowledge base, organization and planning, communication skills, and quality of work.

N.A.    5    4    3    2    1

Highlights:

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Challenges:

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**Category III: Critical Thinking**

Assessment criteria include creativity, adaptability, self-evaluation, and application of ideas.

N.A. 5 4 3 2 1

Highlights:

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Challenges:

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**Category IV: Relations in the Workplace**

Assessment criteria include interpersonal and intercultural skills and understanding of workplace.

N.A. 5 4 3 2 1

Highlights:

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Challenges:

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**Part B. Mentor's Ratings and Comments**

*For Category I to IV below, circle the number (or letters) most appropriate to your student's performance and add your comments. (See "Criteria for Mentor Evaluation of Student Placement Performance" for more detailed category descriptions.)*

**Category I: Responsibility For Own Learning**

Assessment criteria include motivation and enthusiasm, work habits, initiative/self-starting ability, openness to suggestions/criticism.

N.A. 5 4 3 2 1

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**Category II: Competence in Placement Activities**

Assessment criteria include knowledge base, organization and planning, communication skills, quality of work and degree to which learning outcomes are accomplished.

N.A. 5 4 3 2 1

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**Category III: Skills of Self-Reflection & Critical Thinking**

Assessment criteria include creativity, adaptability, self-evaluation, and application of ideas.

N.A. 5 4 3 2 1

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**Category IV: Relations in the Workplace**

Assessment criteria include interpersonal and intercultural skills and understanding of workplace.

N.A. 5 4 3 2 1

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*Total Mark out of 20: \_\_\_\_/20*

*Mentor's Positive Feedback on Student's Performance:*

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**Mentor's Recommendations for Improvement:**

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2. 

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3. 

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