

# ePerformance Rating Scales

## OVERALL PERFORMANCE ratings

Performance rating	Definition	Application guidance
<b>5 – Leading performance</b>	Contributions have tremendous and consistently positive impact and value to the department and or the organization. May be unique, often one-time achievements that measurably improve progress towards organizational goals. Easily recognized as a top performer compared to peers. Viewed as an excellent resource for providing training, guidance, and support to others. Demonstrates high-level capabilities and proactively takes on higher levels of responsibility.	Reserved for work that is <b>truly extraordinary</b> across the board. It could involve unique, one-time initiatives that required the <b>mastery</b> of different skills and a significant time commitment to skill building and completion of a project or event. This rating also indicates work that had a <b>far-reaching impact</b> in moving the department ahead on a significant goal.
<b>4 – Strong performance</b>	Consistently demonstrates high level of performance. Consistently works toward overall objectives of the department and or organization. Viewed as a role model in position. Demonstrates high levels of effort, effectiveness, and judgment with limited or no supervision.	Applies to an employee who <b>consistently demonstrates a high level</b> of performance. Throughout the entire performance year, the employee worked <b>“above and beyond”</b> to successfully achieve goals and they often worked with <b>very limited or no supervision</b> .
<b>3 – Solid performance</b>	Consistently demonstrates effective performance. Performance is reflective of a fully qualified and experienced individual in this position. Viewed as someone who gets the job done and effectively prioritizes work. Contributes to the overall objectives of the department and or the organization. Achieves valuable accomplishments in several critical areas of the job.	Describes employees who <b>consistently demonstrate effective</b> performance, who get the <b>job done and effectively prioritize</b> work. Typically the <b>majority of employees</b> will receive an overall rating of <b>3</b> .
<b>2 – Building performance</b>	Working toward gaining proficiency. Demonstrates satisfactory performance inconsistently. Achieves some but not all goals and is acquiring necessary knowledge and skills.  <i>For new employees:</i> this rating can be used when an employee is still coming up to speed with their job duties as appropriate, based on their tenure in the position.	Appropriate for employees who are <b>new to their role</b> and are <b>still learning</b> the skills of the position. This rating is also for employees who have an <b>uneven or inconsistent performance</b> . The employee might perform some goals well, but other goals require additional training, coaching, and feedback.
<b>1 – Not meeting expectations</b>	The quality of performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at appropriate levels.	<b>Should not come as a surprise</b> to an employee — regular performance discussions should have been in place consistently before this point of final assessment. An employee receiving this rating should already be on a Performance Improvement Plan. <b>Speak to your Human Resources department before giving this rating.</b>

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## GOALS ratings

Goal rating	Definition
<b>3 – Met</b>	Goal was fully achieved (i.e. on time, on budget).
<b>2 – Partially met</b>	One or more dimensions of the goal (i.e. on time, on budget, etc.) were not achieved.
<b>1 – Needs improvement</b>	Most or all dimensions of the goal (i.e. on time, on budget, etc.) were not achieved.
<b>0 – Not applicable</b>	This goal is no longer applicable.

## COMPETENCIES ratings

Competencies rating	Definition
<b>4 – Advanced</b>	Has broad and deep understanding and skills, with substantial expertise and experience in this area. Can apply this competency regularly and independently and display this competency in complex, varied situations. Role model for this competency.
<b>3 – Proficient</b>	Has sufficient understanding and experience to operate at a full professional level with this broad range of moderately complex situations. Can generalize basic principles to effectively function in both predictable and new situations.
<b>2 – Developing</b>	Newly developing in this area; has a general understanding of key principles but limited or no applied experience with this competency. Is capable of using this competency with coaching and support, in simple situations.
<b>1 – Does not demonstrate</b>	Does not demonstrate this competency at the expected level, even with available assistance or direction from others.

## DIRECT REPORT (*managers only*) ratings

Direct report rating	Definition
<b>3 – Highly effective / strength</b>	Demonstrates high-level capability in this area
<b>2 – Effective</b>	Consistently demonstrates capability in this area
<b>1 – Needs improvement</b>	Needs to improve capability in this area.