

**Forensic Science Program
Marshall University**

Due August 8 after documented meeting with the intern

**SUPERVISOR'S ASSESSMENT
OF THE STUDENT KNOWLEDGE, SKILLS, ATTITUDES & BEHAVIORS**

Intern Name _____ Evaluator(s) _____

Inclusive Dates _____ Contact Information _____

Area(s) of Assessment

<input type="checkbox"/> DNA	<input type="checkbox"/> Firearms & Toolmarks	<input type="checkbox"/> Microscopy
<input type="checkbox"/> Drug	<input type="checkbox"/> Arson & Explosives	<input type="checkbox"/> Computer Forensics
<input type="checkbox"/> Toxicology	<input type="checkbox"/> Other Comparative Sciences	<input type="checkbox"/> Evidence Handling
<input type="checkbox"/> Crime Scene		

Other _____

Instructions:

When completing this evaluation form, rate the degree of effectiveness which best describes the student's terminal level of performance. When rating the student, assessors are asked to base their evaluation on the amount of education and experience that the student has at the time of assessment. Note: Values between any two points may be assigned, e.g., 3.5, 4.7, 2.9, etc.

Rating Scale:

Points	Equivalent Grade	Description of Student Performance
5	A	Demonstrates excellent performance for a student with no previous work experience. Performs above those with similar education and experience. Rarely requires assistance in evaluation of situations and solutions. Student shows exceptional attention to detail.
4	B	Demonstrates good performance for a student with no previous work experience. Performs equal to those with similar education and experience. Sometimes requires assistance in evaluation of situations and solutions.
3	C	Demonstrates moderately consistent performance. Performs above and below those with similar education and experience. Often requires assistance in evaluation of situations and solutions.
0	D	Demonstrates moderately inconsistent performance. Performs below, more than above, as compared to other interns with similar education and experience.
0	F	Demonstrate difficulty grasping important concepts. More likely, than not, that this person will make errors that they may, or may not reveal.

Note: Individuals receiving grades of D or F receive zero (0) points. The reason for such a grade should be well documented.

I. Skills and Competency in Performance of Tests

	A	B	C	D	F	NA	Comments
A. Manual Dexterity – Learns techniques quickly and rarely has accidents or makes mistakes. Repeats resulting from technical error are rare.	5	4	3	0	0		
B. Precision & Accuracy – Consistently performs tests and follows procedures with precision and accuracy.	5	4	3	0	0		
C. Handling Instruments – Operates instruments skillfully and makes adjustments as appropriate and alerts the appropriate person when repairs are needed.	5	4	3	0	0		

II. Understanding and Application of Knowledge

	A	B	C	D	F	NA	Comments
A. Application of Knowledge – Excellent grasp of theory; applies what was instructed well.	5	4	3	0	0		
B. Case Correlation – Correlates test results with other evidence data; notes are thorough and legible; performs confirmatory tests where appropriate and calls unusual findings to supervisor's attention immediately.	5	4	3	0	0		

III. Carefulness and Concern for Order and Clarity

	A	B	C	D	F	NA	Comments
A. Evidence and Reagent Identification – Confirms identity of evidence; follows accepted labeling procedures.	5	4	3	0	0		
B. Adherence to Established Protocol – Adheres strictly; does not take shortcuts; always adheres to safety procedures.	5	4	3	0	0		
C. Reporting of Case Findings – Accurate and legible. Appropriate for court testimony. An individual with similar skill could read and interpret written case findings without ambiguity.	5	4	3	0	0		
D. Maintenance of Laboratory – Leaves equipment and working area clean and in good order; replenishes supplies; places orders as needed to avoid disruption in workflow.	5	4	3	0	0		

IV. Efficiency and Organization

	A	B	C	D	F	NA	Comments
A. Judgment of Priorities and Organization – Organizes for priority and efficiency; can	5	4	3	0	0		

perform multiple procedures simultaneously without making errors; works efficiently; anticipates future needs and plans accordingly; meets timeline expectations of superiors. Remains on task while avoiding distractions.							
B. Time Element – Works under time and volume pressure without the loss of accuracy or composure. Makes good use of time. Handles interruptions skillfully.	5	4	3	0	0		

V. Interpersonal Relationships

	A	B	C	D	F	NA	Comments
A. With Clients – Demonstrates awareness of feelings; reassures if frightened; treats considerately. Always professional.	5	4	3	0	0		
B. With Colleagues – Helps others willingly. Able to associate well with different personality types.	5	4	3	0	0		
C. With Supervisor – Receptive to constructive criticism; asks questions concerning improvement and indicates appreciation for guidance.	5	4	3	0	0		

VI. Dependability and Integrity

	A	B	C	D	F	NA	Comments
A. Attendance and Punctuality – Arrives on time, begins work promptly. Notifies well in advance of expected absence.	5	4	3	0	0		
B. Ethics – Treats evidentiary information as confidential unless a need to know can be justified and documented. Performs work to the best of his/her ability. Maintains a neutral, unbiased position regarding evidence testing and reporting.	5	4	3	0	0		
Work Performance – Conscientious. Always prepared and seeking new knowledge. Remains on task until the work is completed.	5	4	3	0	0		
D. Mistakes – Admits readily and takes immediate steps to correct.	5	4	3	0	0		
E. Perseverance – Good concentration and undertaking in spite of difficulties.	5	4	3	0	0		

VII. Communication

	A	B	C	D	F	NA	Comments
A. With Public, Juries, Officers of the Court, Attorneys, or other Non-scientists – Demonstrates the appropriate	5	4	3	0	0		

communication skills and confidence to provide and document explicit information using easy-to-understand analogies and appropriate terminology to facilitate understanding appropriate for the specific circumstance.							
B. With Law Enforcement Officers or Agencies – Able to communicate consumption needs, need to test additional items, quarantined items, etc. to facilitate the desired outcome.	5	4	3	0	0		
C. With Supervisors and Colleagues - Listens carefully and repeats to check for accurate comprehension.	5	4	3	0	0		
D. Oral Communication Skills - Has good personal and professional interpersonal skills; is an effective communicator.	5	4	3	0	0		
E. Written Communication Skills – Provides clear and concise laboratory reports. All elements of the research paper score in the upper 25% on all rubric components.	5	4	3	0	0		

VIII. Personal Appearance and Grooming

	A	B	C	D	F	NA	Comments
A. Grooming – Demonstrates good personal hygiene for a professional appearance.	5	4	3	0	0		
B. Dresses for the Occasion – Interprets the dress code with demonstrated skill. Skillfully distinguishes between what is, and is not, appropriate usual attire.	5	4	3	0	0		
C. Prepares for the Unexpected – Appearance is appropriate for changing circumstances.	5	4	3	0	0		
D. Representing the Organization – Recognizes, by dressing appropriately, that he/she represents their supervisor, employer, organization, city, and state. By dressing appropriately, understands the concept of “first impressions”.	5	4	3	0	0		

IX. Professional Values and Ethics

	A	B	C	D	F	NA	Comments
A. Recognizes their responsibility to show respect and gratitude for the help, guidance, and constructive criticism provided by other individuals.	5	4	3	0	0		
B. Recognizes their responsibility for nonmaleficence (refraining from harming one’s self or another).	5	4	3	0	0		

C. Recognizes their responsibility for beneficence (doing good work or bringing about good).	5	4	3	0	0		
D. Recognizes their responsibility for fidelity (keeping one's word).	5	4	3	0	0		
E. Recognizes their responsibility for veracity (to tell the truth and not to deceive someone).	5	4	3	0	0		
F. Recognizes their responsibility for reparation (to apologize if or admit mistakes).	5	4	3	0	0		

Additional Comments:

Assessment Grading Scale:

Total each column and add together the points to derive a total point value (TPV). Divide the TPV by the number of applicable assessment items to determine the evaluation score.

#A's: _____ x 5 = _____

#B's _____ x 4 = _____

#C's _____ x 3 = _____

#D's _____ x 0 = _____

#F's _____ x 0 = _____

Total - _____ divided by total applicable items = _____
(Assessment Score)

Average	Interpretation	Percentage
3.00 – 3.32	C	75
3.33 – 3.66	C+	79
3.67 – 3.99	B-	82
4.00 – 4.32	B	85
4.33 – 4.66	B+	89
4.67 – 4.99	A	95
5.00	A+	100

