

STUDENT INTERN'S EVALUATION – Polytechnique Montreal

Intern's name:	
Intern's school ID:	
Company name:	
Supervisor's name:	
Supervisor's telephone (office):	
<p>A. Act professionally During the internship, the student has shown that he/she is able to:</p>	
Show initiative (actions, suggestions, ideas, etc.):	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Organize him/herself by establishing priorities and schedules:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Fulfil the responsibilities of the job:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Perform quality work (attention to detail, error-free, etc.):	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Provide an appropriate workload	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Act fairly and ethically	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
<p>During the internship, the student has shown:</p>	
Appropriate interest and motivation throughout the internship:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Practical understanding in solving the problems encountered:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
The ability to establish good relations with others:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level

- | | |
|--|---|
| | <input type="radio"/> Exceeds the expected level
<input type="radio"/> Not applicable / Not observed |
|--|---|

The ability to adapt to different situations:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
In a new situation that overwhelms him, the student is able to identify the gaps in his knowledge or skills and take the means to overcome these shortcomings.	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Comments A:	
B. Engineering knowledge During the internship, the student has shown that he/she is able to apply:	
Basic knowledge of mathematics and science:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Basic knowledge in engineering:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Advanced knowledge in his/her engineering specialty:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Comments B:	
C. Communication and information-sharing In his/her work environment, the student has shown that he/she is able to:	
Choose the elements that are relevant when communicating:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Read and write documentation:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Prepare and give a clear presentation or guidance:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed

Adapt his/her message to the situation:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Comments C:	
D. Problem analysis and investigation When dealing with technical problems, the student has shown that he/she is able to:	
Review the existing documentation:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Identify and formulate the problem:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Formulate testable hypotheses:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Explore problem-solving approaches and plan a process:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Plan and prepare any necessary tests:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Produce results:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Analyze the results:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Formulate recommendations:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Comments D:	

E. Use of modern engineering tools, including software	
When faced within a variety of situations, the student has shown that he/she is able to:	
Evaluate and select the appropriate tools:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Apply the selected engineering tools:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Create or adapt a tool if needed:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Effectively integrate engineering tools into his or her tasks:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Comments E:	
F. Teamwork and project management	
In a multidisciplinary work context, the student has shown that he/she is able to:	
Establish and fulfil his/her role within the team:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Interact with the team:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Contribute to the team's functioning:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Contribute to the team's development:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed
Appropriately integrate project management practices:	<input type="radio"/> Clearly below the expected level <input type="radio"/> Almost at the expected level <input type="radio"/> Conform to the expected level <input type="radio"/> Exceeds the expected level <input type="radio"/> Not applicable / Not observed

Comments F:

G. Internships & Jobs Service:

What is your overall assessment of your experience with Polytechnique's Internships & Jobs Service:

- Clearly below the expected level
- Almost at the expected level
- Conform to the expected level
- Exceeds the expected level
- Not applicable / Not observed

Comments G:

General assessment

Strengths: In which area(s) did the student perform the best?

Areas for improvement: In which area(s) must the student improve his/her performance?

Overall assessment:

- Highly satisfactory
- Satisfactory
- Fair
- Unacceptable

Have you discussed this evaluation with the student?

- Yes
- No