

## ANNUAL PERFORMANCE EVALUATION AND GOALS

Questions 1-11 are to be filled out by the student prior to meeting with the mentor. It is recommended that students and mentors meet before March 1.

1. How do you feel your project is progressing? What new data have you generated in the last year and how do they advance your project or lead you in new directions?

2. How would you rate the quality of your performance and why?

3. How would you rate your productivity? Do you consider yourself to be on target for completion of your degree?

4. What experiments, data, or analyses are needed for you to complete a publication? Are there obstacles to completing these experiments and analyses or collecting these data?

5. What are the specific major goals for your research in the coming year?

6. What would you consider to be your most significant growth area in the past year? Are there factors that are impeding your progress, and if so, what can be done to address those problems?

7. When do you expect to complete your PhD? What do you feel you have left to accomplish to meet that goal?

8. For what fellowships or grants, if any, are you applying or have you recently applied?

9. What activities outside of the lab are you pursuing to boost your skills and/or career options?

10. What are your long-term professional goals? Do you feel that your current IDP and other activities are optimized to achieve your goals? If not, what needs to be improved or changed?

11. How are you going about developing connections with individuals who can help you develop your professional skills and marketability? Can you identify individuals who can help you better establish these connections? Do you feel that you have appropriate mentorship for all aspects of your professional development?

**ANNUAL PERFORMANCE EVALUATION AND GOALS (Continued)**  
**(to be filled out by STUDENT and MENTOR)**

Use this worksheet to assess and identify skills that you would like to target in the coming year. Ask your advisor to fill out the same form and then meet to discuss your respective responses. An honest self-assessment and discussion will help you set your goals. This form does not need to be submitted to the graduate program coordinator, but you should summarize the main points of your joint assessment to your thesis committee at your annual meeting.

Mark your perceived  
current performance level

Weak		Strong	
1	2	3	Target for this yr

**RESEARCH SKILLS AND SCIENTIFIC THINKING**

Broad-based knowledge of science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Critical reading of scientific literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Experimental design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Statistical analysis and interpretation of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Creativity and innovative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Overall research productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

**COMMUNICATIONS**

Scientific writing (grant proposal or publication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Grammar and sentence structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Speaking to an audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Communicating one-on-one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Upholding commitments and deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
English fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Working with constructive criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Identifying and seeking advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>