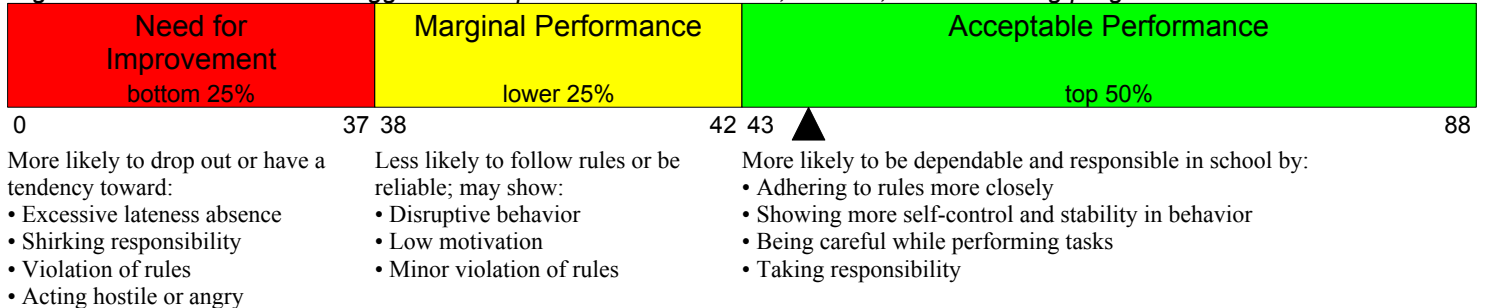


PAR Administrative Report

Student Performance and Retention Summary

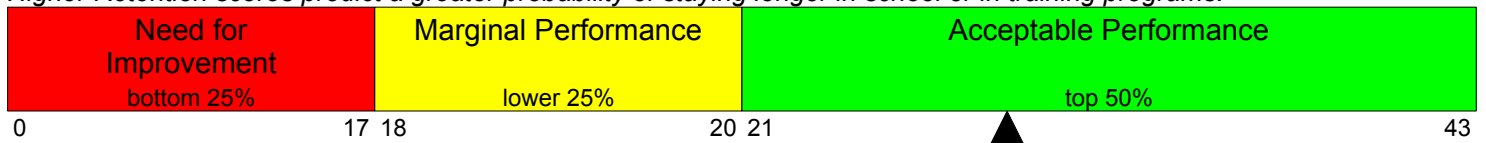
Performance Scale Score: 46

Higher Performance scores suggest better performance in school, at work, and in training programs.



Retention Scale Score: 29

Higher Retention scores predict a greater probability of staying longer in school or in training programs.



Introduction

The purpose of the Performance and Retention (PAR) Assessment is to assess and ultimately improve the performance and retention of students in an education and/or training program. PAR assesses PERSONALITY, which in turn predicts BEHAVIOR, which predicts OUTCOMES, which predicts either SUCCESS or a NEED FOR IMPROVEMENT.

PAR is an outgrowth of a highly validated assessment called "The Employment Inventory." Validation studies involved over 300,000 individuals in over 300 different settings and circumstances. The original instrument was used to predict success in employment.

Recent studies involving thousands of youths has led to the development of PAR. This new version is designed to predict the performance and retention of youth involved in education, training and work experience. A sample summary of results indicates that students with high performance and retention ratings/scores have:

- 26% Fewer discipline incidents
- 24% Fewer problem terminations
- 24% More program completers
- 35% More excellent job skills
- 22% More favorable reviews
- 37% Improvement in 12 performance categories

PAR Student Reports and Worksheets

Overview

The Performance and Retention (PAR) Assessment consists of a series of statements and questions designed to measure basic personality traits that drive conscientious, dependable, responsible, rule-following and orderly behaviors. Productive behaviors result in outcomes that are more favorable to your success.

The PAR Assessment is made up of two scales; Performance and Retention.

Performance This scale indicates your performance levels that relate to your attitude, attendance, attention, flexibility, rule following, work ethic and ability to pay attention to details.

Retention This scale shows the likeliness that you will stay in school, complete assignments and stick with commitments as well as be on time for school, classes or work experience.

The results reveal that students with high scores are more apt to be successful in many ways. They tend to remain enrolled in programs longer, receive higher performance ratings, complete assignments and programs, and are more apt to graduate successfully.

Reports & Worksheets

The PAR Assessment results are in the form of a series of reports and worksheets. The reports contain feedback from the PAR assessment and suggestions about which habits will help you in school, work experience and training. The worksheets will allow you to work on and monitor the behaviors you have chosen to address. It will be very useful for you to discuss the results with a teacher or counselor.

Reports

Performance Results

The Performance scale assesses performance. More specifically, it indicates your performance levels that relate to your attitude, attendance, attention, flexibility, rule following, work ethic and ability to pay attention to details.

The performance results include:

- Performance Profile Report - graphic representation of performance results with interpretation.
- Performance Strengths Report - listing of behavioral strengths.
- Need For Improvement Report - listing of behaviors that need improvement.

Retention Results

The Retention scale assesses likely you are to stay in school, complete assignments and stick with commitments as well as be on time for school, classes or work experience. The retention results include:

- Retention Profile Report - a graphic representation of retention results with interpretation.

Worksheets

Performance And Retention Behavior Review Worksheet

This worksheet allows you to assess and monitor your behavior over various time periods. You can use this as a personal plan to set goals, develop an action plan and check progress.

Personal Development Plan Worksheet

This worksheet is used to plan your personal development. Using your "Need for Improvement Report" and the "Performance and Retention Behavior Review Worksheet" you can identify and monitor behaviors that need improvement.

PAR Performance Profile Report

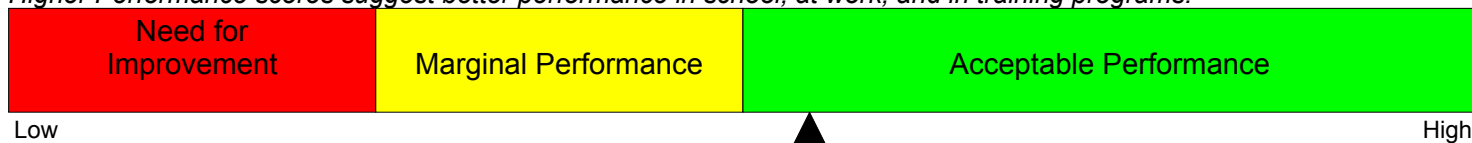
You recently took the Performance And Retention (PAR) Assessment. The assessment asked questions about your background, schooling, work experience, thoughts and interests. Based on your responses, your potential work habits have been identified.

The way you act, perform and behave in school, on work experience and training may affect how successful you are. For example, if you finish all of your assignments and work carefully, you may be a more valued and respected student. If you refuse to do your part, miss assignments or school, or have conflicts with authorities, you may receive poor ratings which in turn can affect your immediate future.

Performance Profile

Performance Scale

Higher Performance scores suggest better performance in school, at work, and in training programs.



Your score on the Performance part of PAR was Acceptable. Those with higher performance scores are more likely to work harder, be someone your teachers and work supervisors can depend on, and earn higher grades and ratings. Your score shows that you may need to improve some habits to be successful in school and in work experience.

Even though your score as acceptable, it still pays to work on things like following school and worksite rules, completing assignments carefully, keeping your work area clean, working hard, paying attention to details, checking with your teachers if something doesn't seem right, having a good attitude, and controlling your temper.

PAR Performance Strengths Report

Based on your responses to the Performance and Retention (PAR) Assessment, you are likely to have the following performance strengths. If you maintain and practice these strengths you will be on your way to increasing your chances of success. The more you can keep these habits or behaviors, the more successful you will be.

Have a Good Attitude

You have a good attitude, which helps you to do a better job and get along better with your co-workers. Even when there are problems, you are able to control your temper and remain calm. You tend to be polite and pleasant to your co-workers and your boss, and you have a good attitude toward the work that you do. Employers value workers who have a good attitude, especially in difficult situations. To do an even better job, keep up these work habits:

- Be willing to take routine orders from teachers and superiors.
- Admit it when you make a mistake
- Keep working, even if you get tired or bored, until you have a scheduled break
- Don't blame other people when mistakes happen
- If you see something likely to cause a mistake, correct it
- Be careful when you're talking; no swearing or "trash talk."
- Don't get violent when you're angry
- Control your temper when something goes wrong
- Keep calm when complaining about something

Attendance

In school or job, your attendance is generally good. It is usually important to you to be on time or even get to work early. If you have to be late or can't come in to work, you would normally let your boss know. Employers value workers who have good attendance. To do an even better job, keep up these work habits:

- Call in if you need to miss work.
- Go to work unless you have an emergency.
- Be late for work only if you have an emergency.
- Always be on time for work.
- Arrive early to get a head start on the day's work.
- Take breaks only when you are supposed to take them.
- Come back from breaks and meals when you are supposed to come back.

PAR Need for Improvement Report

What You Can Do To Improve Performance

Some areas in which you might improve your performance are listed here. Many of these suggestions can help make your school and work experience more rewarding, although a few might not apply to you. The more you can develop these good habits, the more successful you will be.

Follow School Rules

Rules help make school a safer place and help everyone perform better. There may be times when you have to try harder to follow the rules set by your school, even though you do not agree with some of them or think that they are too strict. Teachers admire students who follow the rules. These are some of the habits that will help you perform better:

- Smoke cigarettes only where allowed.
- Stay alert in school.
- Chew gum only if it is okay.
- Follow the safety rules so you avoid accidents.
- Tell friends not to steal or damage school property.
- Follow school rules.
- Follow the rules that relate to your regular assignments.
- Let someone know before you leave the school grounds.
- Before you leave class early, get an okay from your teacher.
- Follow the suggested steps in all assignments just the way they're listed.
- Report the exact amount of time you spent working on a project.
- Fill out assignments and forms with correct information.
- Make sure that people who are not students stay away from areas where they're not supposed to be.

Work Hard

Working hard and sticking to the job you're supposed to be doing is what every employer expects of its employees. Show that you are willing to work extra hard for long periods of time and are happy to go the extra mile -- even without being asked. Employers value workers who willingly work extra hard. These are some of the work habits that will help you do a better job:

- If you're in doubt, ask your teacher before doing something.
- Make a routine decision when your teacher can't be found.
- Let your teacher know that you're willing to take on extra assignments.
- Let someone (teachers, counselor, or parent) know if work is getting behind schedule.
- Keep working, even if your peers are standing around and talking.
- Pick up litter that could cause someone to slip or fall.
- Put something back in place as needed.
- Take the time to check out anything that looks unusual.
- Pick up something that is out of place, even if you feel it is not your responsibility.
- Do whatever is needed to correct a mistake.
- Look for something else to do, without being told, after you've done what you're supposed to do.
- During slow work times, find something to do to keep busy.
- Learn about school work during times when you're not being asked or assigned.
- Learn about school procedures during times when you're not busy.

Pay Attention to Details

You could spend more time keeping your work organized and neat. Take time to see that your work is being done right and that you do more than what your boss expects. Check over your work carefully and fill out paperwork neatly so everyone can read it. Employers value workers who pay attention to details. These are some of the work habits that help you do a better job:

- Remember to do routine assignments.
- Follow the rules when you do your regular work.
- Check with your teachers right away if you have any questions.
- Fill out paperwork neatly so it doesn't have to be done over.
- Fill out assignments completely.
- Fill out all paperwork neatly and properly.
- Clean up the work area before you leave, so the next class doesn't have to do it.
- Keep your work area clean.
- Tell someone if there is a problem with any equipment associated with your class.

Have a Flexible Schedule

Bosses appreciate and need people who are flexible about working different hours and extra hours when asked. These are some of the work habits that will help you do a better job:

- Study and work hard and willingly accept extra assignments.
- Work extra when asked.
- During slow work times, help out fellow students who seem to be extra busy.
- Change plans, if necessary, to make sure all assignments are completed on time.

Keep Your Attention on Work

Work hard at what you were assigned to do, rather than something else. Also, follow through and finish what you are supposed to do. School personnel value students who can concentrate on their assignments, even if there are distractions. These are some of the study and work habits that will help you do better in school:

- Have few distractions during school or at home when doing homework.
- Do any personal business on personal time.
- Concentrate on your work and don't let your friends distract you.
- Keep your mind on your work to avoid mistakes.
- Do the work you are supposed to do instead of doing "busy work."
- Finish an assignment before you leave for home or work.

PAR Retention Profile Report

You recently took the Performance And Retention (PAR) Assessment. The assessment asked questions about your background, schooling, work experience, thoughts and interests. Based on your responses, your potential for commitment and motivation has been identified.

This report indicates how well you stick to your commitments such as attending classes, finishing assignments, completing courses and ultimately, finishing school.

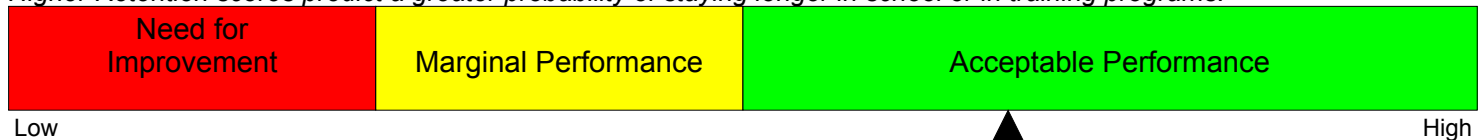
Sticking to your commitments will have a major effect as to your success in school, work experience and ultimately on the job. For example, if you finish all of your assignments and work carefully, you may be a more valued and respected student. If you refuse to do your part, miss assignments or school, or have conflicts with authorities, you may receive poor ratings which in turn can affect your immediate and long term future.

Individuals who are committed and motivated usually stick to what they started which in turn leads to more productivity, better grades and most importantly SUCCESS.

Retention Profile

Retention Scale

Higher Retention scores predict a greater probability of staying longer in school or in training programs.



Your score on the Retention part of the PAR Inventory was Acceptable. The higher the Retention score, the more likely you are to stay in school, have a good attendance record, and complete your assignments. Your score shows that you have a good chance of remaining in school and of receiving an attractive job offer when you complete school. To do an even better job, keep up these work habits:

- Go to school even when you feel down or tired
- Go to school even when you'd rather do something else
- Always remember to go to school
- Give school a high priority
- Keep in mind the advantages of staying in school, so you will want to go each day
- Stick with school even if it's hard to get used to
- Accept that you'll have to put up with some people or rules you don't like

PAR Behavior Review worksheet

Recently you had an opportunity to complete the Performance And Retention (PAR) Inventory. This inventory was designed to provide you with some insight of how you might perform in school, in training, and on a job. It also had a scale that indicated the degree to which you would complete assignments or even stay in school, training, or a job.

After completing the inventory you received a report that indicated your Strengths and areas where there is a Need Improvement. This information was a result of how you answered all the questions. The answers helped to predict how you might perform in the future. They are not facts or absolutes but they are an indication of your personality and personality usually predicts behavior, outcomes, and ultimately Success or Failure. Personality does not change unless you change your Behavior. Therefore this inventory can also be used to predict your potential success in a job or work experience.

To assist you in monitoring your behavior we have provided a Performance Rating Form. This form will allow you to monitor your behavior over various time periods. We also recommend that the form be filled out by a teacher or counselor that has knowledge of your performance. Once completed by you and a superior comparisons can be made as to how you and a superior perceive your performance/behavior.

The results can become a prescription for behavior change, modification, or maintenance of positive behaviors. To complete the Form simply place check marks next to each statement that applies, then total and compare the results. You can also use the PAR Personal Plan to list and track progress.

PAR Behavior Review worksheet

Student: _____ SS #: _____

Performance Period: From ___/___/___ to ___/___/___

School/Organization: _____

Rater's Name: _____

Rater's Title: _____

How well do you know this student's day-to-day performance?

Not at all Somewhat Adequately Well

Based on what you know would you recommend this student for work experience?

Yes No

Were the ratings discussed with the student?

Yes No

Overall Student Behavioral Rating (Circle one - A B C D E F)

Note: We recommend that you save each Performance Rating so you can track your progress.

PAR Behavior Review worksheet

Note: Any reference to "work" below includes:

- (a) programs sanctioned by your school,
- (b) training programs associated with Co-operative Education or School-To-Work Programs, or
- (c) any part time jobs held.

For each of the statements below circle the letter that best describes how often you (the student) exhibit the following behaviors?

- A - Almost Always
- B - Usually
- C - Sometimes
- D - Rarely
- F - Almost Never

Having a Good Attitude

- | | | | | | |
|---|---|---|---|---|---|
| Willing to take routine orders from teachers and superiors. | A | B | C | D | F |
| Admit it when you make a mistake. | A | B | C | D | F |
| Keep working, even if you get tired or bored, until you have a scheduled break. | A | B | C | D | F |
| Don't blame other people when mistakes happen. | A | B | C | D | F |
| Correct something likely to cause a mistake. | A | B | C | D | F |
| Refrain from swearing or "trash" talk. | A | B | C | D | F |
| Refrain from getting violent when you're angry. | A | B | C | D | F |
| Control your temper when something goes wrong or not your way. | A | B | C | D | F |
| Keep calm when disagreements arise. | A | B | C | D | F |

Maintaining Attendance

- | | | | | | |
|--|---|---|---|---|---|
| Call or let someone know if you have to miss school, class or work experience. | A | B | C | D | F |
| Attend school or work unless you have an emergency. | A | B | C | D | F |
| Be on time for school, class or work unless you have an emergency. | A | B | C | D | F |
| Arrive early to get a head start on the day's work. | A | B | C | D | F |
| Take breaks only when you are supposed to take them. | A | B | C | D | F |
| Come back from breaks and lunch when you are supposed to come back. | A | B | C | D | F |

Keeping Attention on Assignments, Responsibilities and Work Related Activities

- | | | | | | |
|--|---|---|---|---|---|
| Minimize distractions during school or at home when doing assignments. | A | B | C | D | F |
| Conduct any personal business on personal time. | A | B | C | D | F |
| Concentrate on your work and don't let your friends distract you. | A | B | C | D | F |
| Keep your mind on your work to avoid mistakes. | A | B | C | D | F |
| Complete the work you are supposed to do instead of doing "busy work" or wasting time. | A | B | C | D | F |
| Finish an assignment before you leave for home or work. | A | B | C | D | F |

Having a Flexible Schedule

- | | | | | | |
|---|---|---|---|---|---|
| Study and work hard and willingly accept extra assignments. | A | B | C | D | F |
| Work extra when asked. | A | B | C | D | F |
| Help fellow students/workers during slow or down times at school or work. | A | B | C | D | F |
| Change plans, if necessary, to make sure all assignments are completed on time. | A | B | C | D | F |

PAR Behavior Review worksheet

Following School and Work Place Rules

Refrain from smoking cigarettes.	A	B	C	D	F
Stay alert in school and on the job.	A	B	C	D	F
Chew gum only if it is okay.	A	B	C	D	F
Follow the safety rules so you avoid accidents.	A	B	C	D	F
Encourage others not to steal or damage school or work site property.	A	B	C	D	F
Follow the rules that relate to your regular assignments, responsibilities and work site tasks.	A	B	C	D	F
Notify teacher or supervisor when you leave the class, school grounds or work site.	A	B	C	D	F
Follow the suggested steps in all assignments.	A	B	C	D	F
Report the exact amount of time you spent working on a project or work assignment.	A	B	C	D	F
Fill out assignments and forms with correct information.	A	B	C	D	F
Make sure you stay away from areas where you're not supposed to be.	A	B	C	D	F

Working Hard

Request help from your teacher or job supervisor if you have questions.	A	B	C	D	F
Make a routine decision when your teacher or supervisor can't be found.	A	B	C	D	F
Let your teacher know that you're willing to take on extra assignments.	A	B	C	D	F
Let an authority figure know if your assignments or work is getting behind schedule.	A	B	C	D	F
Keep working, even if your peers are standing around and talking.	A	B	C	D	F
Pick up litter that could cause someone to slip or fall.	A	B	C	D	F
Put something back in place as needed.	A	B	C	D	F
Take the time to check out anything that looks unusual.	A	B	C	D	F
Pick up something that is out of place, even if you feel it is not your responsibility.	A	B	C	D	F
Take appropriate action to correct a mistake.	A	B	C	D	F
Look for something else to do, without being told, after you've done what you're supposed to do.	A	B	C	D	F
Find something constructive to do to keep busy during slow or down time period.	A	B	C	D	F
Learn more about the subject matter during times when you're not being asked or assigned.	A	B	C	D	F
Learn about school and work procedures during times when you're not busy.	A	B	C	D	F

Paying Attention to Details

Remember to do routine assignments.	A	B	C	D	F
Follow the rules when you do your regular work.	A	B	C	D	F
Check with your teachers and supervisors if you have any questions.	A	B	C	D	F
Fill out paperwork neatly and properly.	A	B	C	D	F
Complete assignments.	A	B	C	D	F
Keep your work area clean.	A	B	C	D	F
Report problems with any equipment associated with your class or work site.	A	B	C	D	F

PAR Behavior Review worksheet

Determine your Overall Performance Rating

1. Add the total number of circled A's, B's, etc., for each column (e.g. 25 A's, 15 B's, 10 C's and 10 'Ds)
2. Enter the total for each letter in the Performance Rating Calculation below
3. For each letter multiply the value shown (e.g. A: 4x25=100, B: 3x15=45, C: 2x10=20, D: 1x10=10).
4. Add the results from step 3 and record the total (e.g. Total: 100+45+20+10=175).
5. Determine the overall rating, based on the Overall Rating Key (e.g. A score of 175 is in the "B" range)
6. Circle the final performance rating (e.g. circle the "B")

Performance Rating Calculation:

A = 4 x _____ = _____
 B = 3 x _____ = _____
 C = 2 x _____ = _____
 D = 1 x _____ = _____
 F = 0 x _____ = _____

Total Score = _____

Overall Rating Key:

A = 183-228
 B = 137-182
 C = 91-136
 D = 45-90
 F = 0-44

Overall Performance Rating: A B C D F

Rating Date ____/____/____

PAR Personal Development Plan Worksheet **My Goals, Action Plan, and Progress**

How can I use the PAR Report?

Look over your PAR report especially the section labeled "Need For Improvement" and the Worksheet called the "Student Performance Rating" for Behaviors that need to be improved. Decide on several recommendations you will work on and write them in the spaces below. A good idea would be to review them with your teacher or counselor. You should check your progress periodically by using the Student Performance Rating Worksheet

1. My Goals - What Behaviors I will Work On
2. My Progress - How Am I Doing

What I will work on:	My progress:
<i>Examples:</i> <ul style="list-style-type: none"> • I will try to come to school on time. • I will try to be more friendly. • I will try not to waste time. 	<ul style="list-style-type: none"> • I was late only once last month. • I am doing something extra for 3 teachers every day. • I keep thinking what I would tell myself to do if I were the teacher.
1.	
2.	
3.	
4.	
5.	

Generally it would be a good idea to review your plan and your progress with your teacher or counselor at least once a month.