



STATE OF NEW JERSEY  
PERFORMANCE ASSESSMENT REVIEW

PAR Model  
Ramapo College of New Jersey  
**Supervisor**

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| Ratee: | Title:                | Rating Period: |
|        |                       |                |
| Rater: | Dept/Agency-Location: |                |
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**SECTION 1- JOB EXPECTATIONS**

Major Goals of the Unit/Work Group

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### SECTION 1- JOB EXPECTATIONS

| Major Goals of the Ratee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                            |
| <p>I have reviewed this package and have had a face-to-face meeting with my supervisor to discuss the Core Mission Areas, Major Goals (Unit and Ratee), Major Job Responsibilities, Essential Criteria, Performance Factors, Point Accumulation Methodology, and the Evaluation Conversion to the Overall Rating by which I will be rated. <b>This meeting was held on</b> _____ (Date)</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree with the elements of this PAR.</p> | <p>My signature indicates that the Ratee's positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p> <hr/> <p>My signature indicates that the Ratee's positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p> |
| <p style="text-align: center;">Ratee Comments <span style="float: right;">(Use Additional Sheets as Necessary)</span></p> <div style="height: 100px;"></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                            |



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**SECTION 1- JOB EXPECTATIONS (Continued)**

Major Job Responsibilities and Essential Criteria for Successful Accomplishment

Job Responsibility: (Use Additional Sheets as Necessary)

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Essential Criteria:

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Job Responsibility:

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Essential Criteria:

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**SECTION 1- JOB EXPECTATIONS (Continued)**

Major Job Responsibilities and Essential Criteria for Successful Accomplishment

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|---------------------|--------------------------------------|
| Job Responsibility: | (Use Additional Sheets as Necessary) |
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| Essential Criteria: |
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| Job Responsibility: |
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| Essential Criteria: |
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**SECTION 1- JOB EXPECTATIONS (Continued)**

Major Job Responsibilities and Essential Criteria for Successful Accomplishment

Job Responsibility: *(Use Additional Sheets as Necessary)*

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Essential Criteria:

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Job Responsibility:

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Essential Criteria:

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**SECTION 1- JOB EXPECTATIONS (Continued)**

Major Job Responsibilities and Essential Criteria for Successful Accomplishment

Job Responsibility: *(Use Additional Sheets as Necessary)*

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Essential Criteria:

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Job Responsibility:

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Essential Criteria:

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**SECTION 1- JOB EXPECTATIONS (Continued)**

Major Job Responsibilities and Essential Criteria for Successful Accomplishment

Job Responsibility: *(Use Additional Sheets as Necessary)*

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Essential Criteria:

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Job Responsibility:

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Essential Criteria:

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**SECTION 1- JOB EXPECTATIONS (Continued)**

Major Job Responsibilities and Essential Criteria for Successful Accomplishment

Job Responsibility: *(Use Additional Sheets as Necessary)*

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Essential Criteria:

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Job Responsibility:

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Essential Criteria:

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### SECTION 2-PERFORMANCE FACTORS

#### Job Achievement Factors

These factors are directly related to the outputs of the job: Section 1 Major Goals, Job Responsibilities, and Essential Criteria.

| <b>Job Achievement Factors</b>                                                                                                             | <b>1</b>                                                                                                       | <b>2</b>                                                                                                    | <b>3</b>                                                                                            | <b>Interim</b> | <b>Final</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------|--------------|
| <b>Goal Achievement</b><br><br>Overall extent to which employee accomplishes established ratee goals.                                      | Failed to accomplish most major goals; original objectives were not entirely achieved.                         | Achieved or exceeded major goals.                                                                           | Significantly exceeded original goals and objectives.                                               |                |              |
| <b>Quality of Work</b><br><br>Overall extent to which employee thoroughly and accurately meets the quality criteria.                       | Failed to achieve most or all essential quality criteria.                                                      | Achieved or occasionally exceeded all essential quality criteria.                                           | Significantly exceeded essential quality criteria.                                                  |                |              |
| <b>Quantity of Work</b><br><br>Overall extent to which employee produces an acceptable amount of work as defined in the quantity criteria. | Failed to produce an acceptable amount of work as identified in the essential quantity criteria.               | Produced acceptable or greater amount of work and met or occasionally exceeded essential quantity criteria. | Significantly exceeded essential quantity criteria.                                                 |                |              |
| <b>Timeliness</b><br><br>Overall extent to which employee meets specified schedules and deadlines.                                         | Rarely met work schedules or deadlines. Often was late in completing assignments within specified time frames. | Met and occasionally completed assignments ahead of specified deadlines.                                    | Consistently completed assignments, projects and job responsibilities ahead of scheduled deadlines. |                |              |
| <b>Job Achievement Subtotal</b>                                                                                                            |                                                                                                                |                                                                                                             |                                                                                                     |                |              |



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### SECTION 2-PERFORMANCE FACTORS

#### Job Related Factors

These global factors support the core values of the organization and expected performance of the job.

| Job Related Factors                                                                                                                                                                                                                                                                                  | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Interim | Final |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| <b>Communication</b><br><br>Effective expression of ideas, concepts or directions in individual or group situations, using supportive gestures, voice level and organization of materials. If communication is written, thoughts are expressed with appropriate grammar, organization and structure. | Informal communication was ineffective due to disorganization of thoughts, and/or inappropriate use of voice volume/tone. Formal presentations failed to inform or persuade due to lack of structure or poor organization. Didn't listen during verbal exchanges. Written communication was poorly structured, contained poor grammar, or was difficult to read due to inadequate organization. Communication flaws included: poor listening, no organization of thoughts, or inappropriate gestures. | Successfully communicated ideas, thoughts or directions. Asked appropriate questions and involved the listener. Sought clarification and affirmed understanding in verbal exchanges. Used appropriate supportive gestures, voice level and organization of materials. Formal presentations were organized and had appropriate detail. Written communication was concise and appropriate for target audience. Key points were understood by intended audience. Affirmed understanding with appropriate questions. | Excelled in the communication of ideas, thoughts or directions. Thought well, fast and appropriately on his or her own feet in formal situations. Informal presentations created word pictures, leaving no room for confusion. Apt questions uncovered lingering confusion. Presented complex or technical information in a manner easily understood by target audience. Written communication was letter perfect and clearly appropriate for target audience. |         |       |



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### SECTION 2-PERFORMANCE FACTORS

| Job Related Factors                                                                                                                                             | 1                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                                      | 3                                                                                                                                                                                                                                                                   | Interim | Final |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| <b>Customer Service</b><br><br>Identifies and meets customer (internal and external) needs.                                                                     | Diagnosed customer needs inaccurately; lacked consistency in meeting customer needs; was not attentive and inquisitive when dealing with customers; did not consistently meet time, quality and cost requirements. | Accurately assessed customer needs; provided necessary or requested service within acceptable timeframes requiring few corrections or revisions; sought customer feedback and expression of satisfaction with work product. Occasionally sought alternative solutions. | Frequently anticipated internal and external customer needs; advanced quality alternative solutions; work quality was characterized by exceptional insights and technical expertise.                                                                                |         |       |
| <b>Interpersonal Skills</b><br><br>Uses interpersonal skills to take charge, direct, motivate or coordinate activities to achieve results and follow up.        | Did not secure cooperation. Lacked control and failed to motivate others. Follow-up was not evident. Methods fell short of getting desired results.                                                                | Succeeded in gaining respect. Generated a positive working environment that produced expected results. Involved and motivated others to achieve desired results.                                                                                                       | Achieved exceptional results through instilling confidence and motivating others. Effectively used the full range of interpersonal skills in achieving exceptional results.                                                                                         |         |       |
| <b>Job Knowledge/Skills</b><br><br>Extent to which employee knows the details of the job. Understands job and applies necessary technical knowledge and skills. | Rarely demonstrated any application of skills or knowledge which clearly had an adverse effect on job performance. Rarely able to answer queries. Usually did not know when to ask others for information.         | Effectively demonstrated job knowledge and ability to answer queries. Knowledge and skills contributed to the work of the unit.                                                                                                                                        | Demonstrated expert skills and knowledge above expectations. Stayed abreast of recent developments and changes in job's technical area or discipline. Knowledge was sought by others and thought to have significant impact on the results of the work of the unit. |         |       |



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**SECTION 2-PERFORMANCE FACTORS**

| Job Related Factors                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Interim | Final |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| <b>Managing Resources</b><br><br>Identifies all physical plant, material, vendor and staff resources required to complete operational projects; uses allocated resources effectively and efficiently. Regarding staff, sets performance expectations; appraises employee performance; provides feedback; develops employees; promotes cooperation and teamwork; identifies employees' needs and works with them to improve; encourages adherence to core values. | Failed to identify the resources required to accomplish assigned projects; did not utilize a working resource control methodology. Regarding staff, did not clarify performance expectations for employees; did not recognize employee contributions or deficiencies; provided minimal feedback; failed to appraise employee performance in writing using the performance appraisal system; inhibited teamwork; planned without consulting affected parties; failed to utilize abilities of others; stifled efforts of others. | Identified the resources required to accomplish assigned projects; utilized a resource control methodology which minimized the waste of resources. Regarding staff, set performance expectations; identified performance deficiencies; encouraged team effort; modified and updated staff plans as circumstances changed; assigned work to enhance employee development; recognized employee achievements; recognized capabilities and matched people with assignments. Encouraged others to achieve; provided constant feedback; encouraged employee participation; anticipated staff needs and developed contingency plans; prepared others for additional responsibilities; instilled confidence in others; encouraged teamwork. | Identified with precision the resources required to accomplish assigned projects; utilized a resource control methodology which fully optimized the use of allocated resources. Regarding staff, clearly correlated mission and goals of the work unit with expected and actual individual performance results; created a work environment which promoted synergy of effort and talent; empowered employees to identify and develop skills which supported the operational needs, mission and core values of the agency. |         |       |



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**SECTION 2-PERFORMANCE FACTORS**

| Job Related Factors                                                                                                                                                                                                                                                                                                                        | 1                                                                                                                                                                                                                                                                                                              | 2                                                                                                                                                                                                                                       | 3                                                                                                                                                                                                                                                         | Interim | Final |
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| <b>Managing/Valuing Diversity</b><br><br>Builds, maintains, and/or contributes to a work environment that is fair, equitable, inclusive and cooperative in valuing individual differences such as culture, race, ethnicity, religion, gender, sexual orientation, physical attributes, lifestyles, interests, values or other differences. | Failed to make appropriate social accommodations to ensure a fair, inclusive, and respectful working environment. Did not demonstrate respectfulness for individual differences. Created and/or encouraged a hostile environment for others.                                                                   | Incorporated different perspectives into work actions; fostered a fair and inclusive environment demonstrating respect for others. Worked towards a proactive approach in soliciting and using contributions from diverse perspectives. | Championed diversity and demonstrated through specific actions its value in the organization. Created a work culture that fostered fairness, respect and cooperation. Recognized individual differences while building an environment of esprit de corps. |         |       |
| <b>Problem Solving</b><br><br>Identifies and analyzes problems; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments.                                                                                       | Demonstrated a poor approach to problem resolution and was slow in resolving problems. Had difficulty in making choices and establishing alternatives. Failed to identify and/or distinguish risks and benefits, needed considerable assistance in identifying alternatives and evaluating risks and benefits. | Performed as a competent problem solver. Exhibited a logical approach to problem solving. Considered risks and benefits in weighing alternatives.                                                                                       | Consistently exercised a logical, thorough approach to problem solving which resulted in meaningful solutions to complex problems.                                                                                                                        |         |       |



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**SECTION 2-PERFORMANCE FACTORS**

| Job Related Factors                                                                                                                                                 | 1                                                                                                                                                                                                                                                                                                                                                                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3                                                                                                                                                                                                                                                                                                                          | Interim | Final |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| <b>Safety</b><br><br>Contributes to a safe and secure working environment for self and others in the performance of the job functions and the delivery of services. | Failed to follow safety rules for self or to make safety a priority in dealing with others. Did not use available safety equipment or resources to maintain a safe work area. Behaved as if safety was not a critical element of the work environment. Was aware of conditions that affected operational and employee safety, but did not recommend safety improvements. | Took specific steps to demonstrate safe work practices. Anticipated potential safety issues and took action to alleviate them before a problem occurred. Observed appropriate safety standards and minimized exposure to unsafe conditions for self and others. Regularly demonstrated compliance with safety requirements and recommended measures to enhance safety whenever possible. Set an example in demonstrating safety requirement. | Was a role model in demonstrating safety requirements. Implemented new and technically sound processes, procedures and equipment to enhance safety on a continuous. Created a safety culture dedicated to technical and operational excellence. Encouraged others to create, promote and maintain a safe work environment. |         |       |





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**SECTION 2-PERFORMANCE FACTORS**

| Job Related Factors                                                                                    | 1                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                 | 3                                                                                                                                                                                                                                                                                                                                                                                 | Interim | Final |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|
| <b>Teamwork 1</b><br><br>Works collaboratively in a group as a team member to accomplish stated goals. | Did not share information or cooperate with others on team. Engaged in negative interaction or promoted destructive conflict among team members. Failed to responsibly assume fair share of workload. | Supported the team in meeting or exceeding essential objectives. Responsibly accomplished work assignments in support of team objectives. Effectively cooperated with and contributed to help meet established team results. Worked to encourage good performance from others. Shared information in order to help team members accomplish goals. Encouraged other team members to be successful. | Supported the team in significantly exceeding the essential objectives. Contributed exceptionally well and maximized the effectiveness of the group. Gave regular feedback to team regarding process and accomplishments. Ensured that group goals had priority over individual recognition. Alternated appropriately between leader and member to achieve the best team results. |         |       |
| Job Related Subtotal                                                                                   |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                   |         |       |



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SECTION 3-COMPUTATION AND CONVERSION TO OVERALL RATING

| Computation                     |                    |                  |
|---------------------------------|--------------------|------------------|
| Performance Factors             | Interim Evaluation | Final Evaluation |
| Job Achievement Factor Subtotal |                    |                  |
| Job Related Factor Subtotal     |                    |                  |
| <b>Grand Total Points</b>       |                    |                  |

| Conversion to Overall Rating               |                                        |                                         |
|--------------------------------------------|----------------------------------------|-----------------------------------------|
| <i>1-Unsatisfactory<br/>(13-19 Points)</i> | <i>2-Successful<br/>(20-32 Points)</i> | <i>3-Exceptional<br/>(33-39 Points)</i> |
|                                            | <b>Interim Evaluation Rating</b>       | <b>Final Evaluation Rating</b>          |
| <b>Overall</b>                             |                                        |                                         |





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#### SECTION 4-JUSTIFICATION SHEET AND DEVELOPMENT PLAN-INTERIM

| Justification for Interim Evaluation                                                             |        |
|--------------------------------------------------------------------------------------------------|--------|
|                                                                                                  | Rating |
| <p><b>Interim Development Plan</b></p> <p><b>Specific Area(s) Identified for Development</b></p> |        |
|                                                                                                  |        |



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**SECTION 4-JUSTIFICATION SHEET AND DEVELOPMENT PLAN-INTERIM (Continued)**

| Interim Development Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific Action to be Taken by Ratee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                            |
| <p>I have reviewed Sections 1, 2, 3 and 4 of this package and have had a face-to-face meeting with my supervisor to discuss the Interim Rating, Justification, and Development Plan.<br/>This meeting was held on _____ (Date)</p> <p>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree with the Interim Rating.<br/>I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree with the Justification.<br/>I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree with the Development Plan.</p> | <p>My signature indicates that the Ratee's positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p> <hr/> <p>My signature indicates that the Ratee's positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p> |
| Ratee Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                            |
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### SECTION 5-JUSTIFICATION SHEET AND DEVELOPMENT PLAN-FINAL

#### Justification for Final Evaluation

Rating

#### Final Development Plan Specific Area(s) Identified for Development



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| Ratee: | Title:                | Rating Period: |
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**SECTION 5-JUSTIFICATION SHEET AND DEVELOPMENT PLAN-FINAL** (Continued)

| Final Development Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                            |
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| Specific Action to be Taken by Ratee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            |
| <p>I have reviewed this Sections 1, 2, 3 and 5 of this package and have had a face-to-face meeting with my supervisor to discuss the Final Rating, Justification and Development Plan.<br/><b>This meeting was held on</b> _____(Date)<br/>My signature indicates that I have been advised of these PAR elements.</p> <p>Ratee: _____</p> <p>Date: _____</p> <p>I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree with the Final Rating.<br/>I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree with the Justification.<br/>I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree with the Development Plan.</p> | <p>My signature indicates that the Ratee's positions have been noted.</p> <p>Rater: _____</p> <p>Date: _____</p> <hr/> <p>My signature indicates that the Ratee's positions have been noted.</p> <p>Reviewer: _____</p> <p>Date: _____</p> |
| Ratee Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                            |
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| Ratee: | Title:                | Rating Period: |
|        |                       |                |
| Rater: | Dept/Agency-Location: |                |
|        |                       |                |

**SECTION 6-FACT SHEET OF SIGNIFICANT PERFORMANCE EVENTS**

| Description of Significant Performance Event                                           | Rater Comments/Recommended Action                                                |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                                                                        | <div> <div>Ratee Initials</div> <div>Rater Initials</div> <div>Date</div> </div> |
| Description of Significant Performance Event                                           | Rater Comments/Recommended Action                                                |
|                                                                                        | <div> <div>Ratee Initials</div> <div>Rater Initials</div> <div>Date</div> </div> |
| Description of Significant Performance Event                                           | Rater Comments/Recommended Action                                                |
|                                                                                        | <div> <div>Ratee Initials</div> <div>Rater Initials</div> <div>Date</div> </div> |
| Description of Significant Performance Event                                           | Rater Comments/Recommended Action                                                |
|                                                                                        | <div> <div>Ratee Initials</div> <div>Rater Initials</div> <div>Date</div> </div> |
| Ratee Comments <span style="float: right;">(Use Additional Sheets as Necessary)</span> |                                                                                  |



STATE OF NEW JERSEY  
PERFORMANCE ASSESSMENT REVIEW

PAR Model  
Ramapo College of New Jersey  
**Supervisor**