

WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

Palmer, Lucas Christopher
 20534173
 Spring 2016
 3B Applied Mathematics
 Toast Inc

Job Title: Software Engineering/Developer

Job Description: **NOTE FROM CECA RE: EMPLOYMENT BASED IN THE USA* This work opportunity will be based in the USA; therefore all applicants must determine whether they are eligible to work in the USA. To assess your eligibility please go to <https://uwaterloo.ca/co-operative-education/working-abroad/finding-international-job-opportunities/are-you-eligible-work-abroad> and read the information listed in its entirety before you apply for this job. For specific information on the USA visa process that affects co-op employment, please refer to <http://uwaterloo.ca/co-operative-education/working-abroad/work-permits-international-co-op-work-terms/usa-work-permitj-1-visa>. Before you apply to this job, please be aware of mandatory and other requirements for students working outside Canada: <https://uwaterloo.ca/co-operative-education/working-abroad/found-international-job-jobmine>

Toast Inc

(www.toasttab.com) was founded in 2011 in Boston to help modernize the restaurant industry. Since signing our first customer (in mid-2013), we have rapidly expanded and are now deployed in over 1000 restaurants including cafes, nightclubs and full-serve restaurants. At its core, Toast has built a powerful and easy to use Android tablet based Point-of-Sale system which is deployed "on-the-cloud". We help our customers operate more efficiently and connect with their customer base in new and innovative ways. With new customers signing everyday, we need talented engineers to both scale the product and continue expand its scope and vision. Toast's team consists of first-rate industry talent (including Waterloo alumni). We mostly originated from Endeca Technologies (a successful Boston-based E-Commerce company that was purchased by Oracle in 2011). As a startup: we move fast, iterate quickly on new features, and release new code often to ensure our customers are successful. Toast is looking for self-motivated individuals who love building great software and want to have fun while doing it. We work extensively with Android, iOS, and web front ends, using Java (Play framework) back end infrastructure on Heroku. We work hard to provide a well designed user interface for our customers and to provide the infrastructure stability necessary so that this complex distributed system "just works". We need talented engineers to build and maintain the highest quality product as our vision moves forward. Responsibilities * Work on small team of engineers (~20 people), solely responsible for the entire Toast product * Architect, build, and maintain high performance, flexible, and highly scalable web and mobile applications * Participate in designing, estimating effort, implementing, testing, debugging, configuring, integrating and documenting database, middle-tier and front-end code * Diagnose performance bottlenecks and implement optimizations * Think in terms of the end-user and design accordingly * Survey and evaluate available technology options * Actively contribute to product design and feature selection discussions * Participate in code reviews to ensure technical implementations meet functional requirements Desired Skills * Deep Java development experience * Mobile software development experience, preferably with Android * Well-versed in tiered web application architecture and databases * Proficient in the web front-end basics - HTML, CSS and JavaScript (jQuery)

1. Interest in Work. The degree to which the student pursues goals with commitment and takes pride in accomplishments.							
● 1	● 2	● 3	● 4	● 5	● 6	● 7	● Not Observed
Developing Performance • Shows little enthusiasm for assigned work, infrequently requests additional tasks		Good Performance • Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks			Superior Performance • Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities		
2. Ability to Learn. The extent to which the student becomes proficient with job duties and work processes.							
● 1	● 2	● 3	● 4	● 5	● 6	● 7	● Not Observed
Developing Performance • Sometimes slow to become proficient at new tasks or work processes		Good Performance • Quick to become proficient at new tasks			Superior Performance • Exceeds expectations in the complexity and difficulty of work they are able to successfully complete		
3. Quality of Work. The ability of the student to set high standards for own personal performance; strive for quality work; put forth extra effort to ensure quality work.							

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Work does not meet expectations, has more than the expected number of errors 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Work does not meet expectations, has more than the expected number of errors 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Work is usually very thorough and well done, few errors 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Work is usually very thorough and well done, few errors 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Work is usually very thorough and well done, few errors 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Work is always very thorough and of excellent quality, few if any errors 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Work is always very thorough and of excellent quality, few if any errors 	<input type="radio"/> Not Observed
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4. Quantity of Work. The volume of work produced by the student, along with his or her speed and consistency of output.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Does not always complete work within time limits 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Does not always complete work within time limits 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Completes the majority of work within specified deadlines 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Completes the majority of work within specified deadlines 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Completes the majority of work within specified deadlines 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Consistently completes work ahead of schedule; seeks additional tasks 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Consistently completes work ahead of schedule; seeks additional tasks 	<input type="radio"/> Not Observed
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5. Problem Solving. The student's demonstrated ability to analyze problems or procedures, evaluate alternatives, and select the best course of action.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Can make routine decisions but needs guidance and checking 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Can make routine decisions but needs guidance and checking 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Can be relied upon to make good decisions, requires limited guidance 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Can be relied upon to make good decisions, requires limited guidance 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Can be relied upon to make good decisions, requires limited guidance 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Independently manages complex tasks and makes good decisions for work without guidance 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Independently manages complex tasks and makes good decisions for work without guidance 	<input type="radio"/> Not Observed
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6. Teamwork. The degree to which the student works well in a team setting.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Sometimes uncooperative; or experiences difficulty relating to others 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Sometimes uncooperative; or experiences difficulty relating to others 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Frequently cooperative, good team worker 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Frequently cooperative, good team worker 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Frequently cooperative, good team worker 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Consistently cooperative, proactively seeks to improve working relationships 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Consistently cooperative, proactively seeks to improve working relationships 	<input type="radio"/> Not Observed
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7. Dependability. The manner in which the student conducts his or herself in the working environment.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Displays a strong work ethic and is present at work and meetings in a reliable and timely manner 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Displays a strong work ethic and is present at work and meetings in a reliable and timely manner 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Displays a strong work ethic and is present at work and meetings in a reliable and timely manner 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands 	<input type="radio"/> Not Observed
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8. Response to Supervision. The manner in which the student responds to direction and constructive criticism.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Sometimes disregards direction and feedback from supervisor 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Sometimes disregards direction and feedback from supervisor 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Integrates feedback from supervisor into their work to improve productivity & efficiency 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Integrates feedback from supervisor into their work to improve productivity & efficiency 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Integrates feedback from supervisor into their work to improve productivity & efficiency 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Takes the initiative to follow through on all feedback from supervisor and to continuously improve upon their daily tasks and approach to work 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Takes the initiative to follow through on all feedback from supervisor and to continuously improve upon their daily tasks and approach to work 	<input type="radio"/> Not Observed
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9. Reflection. The student's demonstrated ability to learn and adapt from previous experience.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work 	<input type="radio"/> Not Observed
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10. Resourcefulness. The student's demonstrated ability to develop innovative solutions and display flexibility in unique or demanding circumstances.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances 	<input type="radio"/> Not Observed
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11. Ethical Behaviour. The extent to which the student's behaviour demonstrates integrity and ethics in work and relationships.

<input type="radio"/> 1 Developing Performance <ul style="list-style-type: none"> • Can make routine decisions but needs guidance and checking 	<input type="radio"/> 2 Developing Performance <ul style="list-style-type: none"> • Can make routine decisions but needs guidance and checking 	<input type="radio"/> 3 Good Performance <ul style="list-style-type: none"> • Can be relied upon to make good decisions, requires limited guidance 	<input type="radio"/> 4 Good Performance <ul style="list-style-type: none"> • Can be relied upon to make good decisions, requires limited guidance 	<input type="radio"/> 5 Good Performance <ul style="list-style-type: none"> • Can be relied upon to make good decisions, requires limited guidance 	<input checked="" type="radio"/> 6 Superior Performance <ul style="list-style-type: none"> • Independently manages complex tasks and makes good decisions for work without guidance 	<input type="radio"/> 7 Superior Performance <ul style="list-style-type: none"> • Independently manages complex tasks and makes good decisions for work without guidance 	<input type="radio"/> Not Observed
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<p>Developing Performance</p> <ul style="list-style-type: none"> Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests 	<p>Good Performance</p> <ul style="list-style-type: none"> Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests 	<p>Superior Performance</p> <ul style="list-style-type: none"> Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues
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12. Appreciation of Diversity. The degree to which the student shows understanding and sensitivity to needs and differences of others (i.e. ethnicity, religion, language, etc.)

1	2	3	4	5	6	7	Not Observed
<p>Developing Performance</p> <ul style="list-style-type: none"> Has difficulty interacting with others due to individual differences 		<p>Good Performance</p> <ul style="list-style-type: none"> Has positive interactions with others and is respectful of individual differences 			<p>Superior Performance</p> <ul style="list-style-type: none"> Demonstrates leadership in promoting positive interactions and encouraging others to work together despite individual differences 		

13. Entrepreneurial Orientation. The student's demonstrated ability to take informed risks that demonstrate creativity and add value to the company.

1	2	3	4	5	6	7	Not Observed
<p>Developing Performance</p> <ul style="list-style-type: none"> Has difficulty evaluating alternative ideas and making choices that enhance the department or organization 		<p>Good Performance</p> <ul style="list-style-type: none"> Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization 			<p>Superior Performance</p> <ul style="list-style-type: none"> Able to effectively evaluate alternative ideas and independently makes choices that enhance the department or organization 		

14. Written Communication. The extent to which the student demonstrates effective written communication.

1	2	3	4	5	6	7	Not Observed
<p>Developing Performance</p> <ul style="list-style-type: none"> Not consistently clear and concise or requires frequent checking and editing 		<p>Good Performance</p> <ul style="list-style-type: none"> Normally clear, well organized and understandable and needs only moderate checking and editing 			<p>Superior Performance</p> <ul style="list-style-type: none"> Always clear, well organized and easily understandable; rarely requires checking and editing 		

15. Oral Communication. The extent to which the student demonstrates effective oral communication.

1	2	3	4	5	6	7	Not Observed
<p>Developing Performance</p> <ul style="list-style-type: none"> Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking 		<p>Good Performance</p> <ul style="list-style-type: none"> Normally clear, well organized, understandable, and persuasive, good public speaker 			<p>Superior Performance</p> <ul style="list-style-type: none"> Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker 		

16. Interpersonal Communication. The extent to which the student effectively listens, conveys, and receives ideas, information, and direction.

1	2	3	4	5	6	7	Not Observed
<p>Developing Performance</p> <ul style="list-style-type: none"> Displays inconsistent listening skills and is reluctant to seek input from others 		<p>Good Performance</p> <ul style="list-style-type: none"> Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others 			<p>Superior Performance</p> <ul style="list-style-type: none"> Interactions with others demonstrate exceptional active listening skills and the ability to proactively seek the opinions, ideas, and expertise of others 		

OVERALL PERFORMANCE RATING

<p>Outstanding Performance</p> <ul style="list-style-type: none"> The student has significantly exceeded all behavioural and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments This rating is reserved for only those few students who have distinguished themselves by their unique contribution or exceptional performance <p>Your written comments are required below in order to register the rating of Outstanding.</p> <p>Lucas has definitely been an outstanding co-op. I was excited to see how quickly he was able to get up to speed and begin being an effective contributor to the team, exceeding even some full time hires. He was able to effectively problem solve on his own, which is a huge positive. Often times co-ops require more attention to guide them towards producing the right solution. Lucas's questions often centered primarily around requirements for the feature/fix rather than how to fix it. Lucas was also the only member of my team that strived to write tests without prompting. Easily one of the best co-ops I have worked with.</p>	<input checked="" type="radio"/>
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Excellent Performance <ul style="list-style-type: none"> The student has exceeded all performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is delighted with this student's performance 	<input type="radio"/>
Very Good Performance <ul style="list-style-type: none"> The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is very pleased with this student's performance 	<input type="radio"/>
Good Performance <ul style="list-style-type: none"> The student meets performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is pleased with this student's performance 	<input type="radio"/>
Satisfactory Performance <ul style="list-style-type: none"> The student has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is mostly satisfied with the student's performance 	<input type="radio"/>
Marginal Performance <ul style="list-style-type: none"> Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory Receiving this rating means the manager is displeased with this student's performance 	<input type="radio"/>
Unsatisfactory Performance <ul style="list-style-type: none"> The student did not meet performance requirements 	<input type="radio"/>

Supervisor's Comments - Please comment on the student's overall job performance.

Lucas completed the following work: - Individual modifier pricing rollup - Added Google Analytics to new areas of Android App - Added information to Check Audit receipt - Fully developed KDS All Day Display - Safe Mode UI/UX Work - Kiosk v2.0 (part of a team) - Cash Drawer Computation Optimization - Fixed 20 bugs

Student's Comments - Please comment on your overall performance including your ability to achieve learning objectives and your future employment expectations.

Supervisor's Recommendations - Please provide your recommendations for the student's personal and/or professional development (optional).

In our company, once an employee becomes an effective individual contributor, the next step is to evaluate how they operate on team projects. We gave him one such project, from which he did well, but if I were to have more time with Lucas, I would give him more opportunities to work in larger team project environments to give him more experience in collaborative efforts.

*** required fields**

***Did you review the completed evaluation form with the student?** Please ensure the student has a copy.

Yes No

***Do you wish to have the student return for the next work term?**

Yes No Not Applicable

***If yes, have you offered to re-employ the student for the next work term?**

Yes No To be determined

If yes, was your offer:

Accepted Declined

If the student accepted, please confirm the work term dates:

Dates To be determined

Co-operative Education will contact you to confirm new job details.

Supervisor: Frank Moda III
Title: Senior Software Engineer

Management/Human Resources: Archie Grace
Title: Engineering Manager