YES! - Personal Consultation Rubric

CRITERIA: Area of Evaluation	Greatly Exceeds Expectations (Excellent) 5 Points	Exceeds Expectations (Good) 4 points	Meets Expectations (Satisfactory) 3 points	Below Expectations (Fair) 2 points	Does Not Meet Expectations (Poor) 1 point	Comments
A: Introduction						
Interview: asked important and relevant questions; reasonable time spent			x			**Would have asked the student more questions and not just discuss what Yes is about.**
Cover page: Confirmed ID; discussion of "self-discovery"	x					
Table of Contents (ToC): When to use this report (to encourage future use)		x				
Explanation of Scales and Scores, including mid-range, Self Assessment of Personality			x			**Didn't discuss the scales and how it looks when something is a strong skills and something is mid range or something is below mid range. Getting her and mom to be active with the slef-assessment gave them great delight.**
B: Personality						
Personality: Main trait, description, sought student confirmation			x			**Would explain it in a bit more detail what a main trait is and how it has subtraits and how they all fit together.**
Personality: Sub-traits used to explain nuances of main trait; sought student confirmation	x					
Personality: Personality Implications (Student ID of the most important ones; any not apply)	x					**Explain what her strengths and weaknesses are. She gives her input and mom gives her input.**
Strengths/Potential Struggles: clear explanation, markings, summary, "homework"			x			**Not really a clear indication of what the homework is, what does she need to do going from here.**
Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design		x				**Using the ready, steady, go and how if will change her behaviour going forward is a good way to understand and see wether she has understood what was shared with her. Would have spent a little more time on that to not only ask about the strong personlity traits but also how she will act when a situation comes up and it is with one of her not so strong personality traits.**
C: Interests						
Explanation of YES! Interest Pathways				x		Did not give enough information about this.
Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)			x			Give a little bit more information about how it all fits together. It's a lot of lines and things on one paper and could be overwhelming.
Pie graph: good explanations of how the student's interests are distributed; good questions			x			
Working through Interests appropriately			x			
D: Skills						
Skills: Confirm highest scoring skills, any red flags with the lowest skills		x				
E: Priorities						
Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful			x			Consultant uses the word values instead of priorities.
Surroundings, Results, and Life Purpose: Any others need to be added (top 5?) Anything low in Priorities that should be noted/pointed out/asked about?			x			Would have asked more open ended questions and given the student and mom some time to gove their info before the info from the assessment is shared. Got a bit rushed at the end and tried to get as much info in.
F: Interactive Action Plan						
Synthesis Process: Create a Funnel with student		x				The funnel and all the GPS, back, etc was sdiscussed very well and gave her great excitement.
G: ICF Core Competency Standards						
Cultivates trust & safety for the student	x					
Maintains presence	x					
Listens actively to student	x					
Evokes awareness - ask questions	x					
Facilitates student's growth	x					
Overall Feedback for Consultant						

Student was very involved in her feedback session and mom as well. It reall created a great openness and atmosphere of acceptance and ecouragement. She definitely got an idea of who she is and what she has great strengths in. Feel that there was a bit of a rush in some areas as well as a bot of jumping around without giving a clear indication of eg. we are now going to look at how we bring it all together.