

YES

<p>CRITERIA: Area of Evaluation</p>	<p>Greatly Exceeds Expectations (Excellent) 5 Points</p>
<p>A: Introduction</p>	
<p>Interview: asked important and relevant questions; reasonable time spent</p>	<p>5</p>
<p>Cover page: Confirmed ID; discussion of "self-discovery"</p>	<p>5</p>
<p>Table of Contents (ToC): When to use this report (to encourage future use)</p>	<p>4</p>
<p>Explanation of Scales and Scores, including mid-range, Self Assessment of Personality</p>	<p>5</p>
<p>B: Personality</p>	
<p>Personality: Main trait, description, sought student confirmation</p>	<p>5</p>
<p>Personality: Sub-traits used to explain nuances of main trait; sought student confirmation</p>	<p>5</p>
<p>Personality: Personality Implications (Student ID of the most important ones; any not apply)</p>	<p>5</p>
<p>Strengths/Potential Struggles: clear explanation, markings, summary, "homework"</p>	<p>5</p>
<p>Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design</p>	<p>5</p>
<p>C: Interests</p>	
<p>Explanation of YES! Interest Pathways</p>	<p>5</p>
<p>Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)</p>	<p>4</p>
<p>Pie graph: good explanations of how the student's interests are distributed; good questions</p>	<p>5</p>
<p>Working through Interests appropriately</p>	<p>5</p>
<p>D: Skills</p>	

Skills: confirm highest scoring skills, any red flags with the lowest skills	4
E: Priorities	
Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful	5
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?	5
F: Interactive Action Plan	
Synthesis Process: Create a Funnel with student	
G: ICF Core Competency Standards	
Cultivates trust & safety for the student	5
Maintains presence	5
Listens actively to student	5
Evokes awareness - ask questions	5
Facilitates student's growth	5
Overall Feedback for Consultant	

Comments

The coach asked meaningful, targeted questions about Jonathan's school experience, interests, and extracurricular activities. The coach confirmed Jonathan's details and initiated a conversation that explored his self-discovery, dreams, and goals.

A clear explanation was given on how to use the report, though some areas could have been clarified further.

The coach provided a detailed explanation of the scales and scores used in the assessment, ensuring Jonathan understood the results.

The coach discussed Jonathan's primary personality traits, making the conversation interactive by allowing Jonathan to share his thoughts. Sub-traits were effectively used to explore Jonathan's nuances, and the coach encouraged Jonathan to express where he felt balanced or more inclined to certain traits.

The implications of Jonathan's personality traits were connected to real-life situations, helping him understand how they might manifest in his future. The coach articulated Jonathan's strengths and potential struggles, providing practical advice on how to leverage his strengths and address challenges.

The coach synthesized Jonathan's personality with his vocational interests, guiding him to reflect on how his traits might influence his career choices.

The coach provided a thorough explanation of Jonathan's interest pathways, ensuring he understood how his interests could lead to various career options.

The coach discussed the Holland graph and Jonathan's perceptions, but there was room for a more in-depth exploration of the graph's implications.

The pie graph was used effectively to illustrate how Jonathan's interests aligned with career options, helping him visualize the connection. The coach worked through Jonathan's interests in a methodical way, guiding him to see how his passions could translate into a career path.

The coach linked Jonathan's skills effectively to his personality and interests, giving him a clearer under

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The coach explored Jonathan's values deeply, helping him understand his personal priorities and how t

The coach explored Jonathan's values deeply, helping him understand his personal priorities and how t

The coach built strong rapport with Jonathan, making him feel comfortable discussing his interests and f:

The coach was fully present throughout the session, consistently engaging with Jonathan and guiding hin

The coach actively listened to Jonathan's responses, providing feedback that demonstrated an underst

Thoughtful and open-ended questions were asked to help Jonathan reflect on his personality traits and s

The coach facilitated Jonathan's growth by guiding him through a reflection on his personality and intere

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tracurricular activities, which helped Jonathan to reflect on his preferences and learning style.
rawing connections between his experiences and potential career interests.

urther to help Jonathan connect more with the content on his own.

nathan understood the purpose behind the scores and their implications on his future career choices.

ving Jonathan to reflect on whether the traits aligned with his self-perception.

derstand how these could influence his decision-making and career paths.

leverage his strengths and be mindful of areas needing attention.

ow his values and personality traits align with potential career paths.

ow his personal interests connected with various career options.

depth exploration of how his perceptions could influence his career choices.

elping him visualize his fit within certain pathways.

ns could translate into practical career choices.

Understanding of how these traits can support his career decisions.

How they relate to his career choices.

How they relate to his career choices.

His growth journey.

How he grew through the conversation in a supportive way.

Understanding of his unique traits and personality.

How he identified his strengths, evoking a deeper understanding of his capabilities.

How he applied his strengths, encouraging him to think critically about how his strengths could be applied in real-life scenarios.