

## **CRITERIA: Area of Evaluation**

### **A: Introduction**

Interview: asked important and relevant questions; reasonable time spent

Cover page: Confirmed ID; discussion of "self-discovery"

Table of Contents (ToC): When to use this report (to encourage future use)

### **B: Personality**

Explanation of Scales and Scores as appropriate within the context of discussing personality, including explanation of mid-range

Personality: Main trait, description, sought student confirmation

Personality: Sub-traits used to explain nuances of main trait; sought student confirmation

Personality: Personality Implications (Student ID of the most important ones; any not apply)

Strengths/Potential Struggles: clear explanation, markings, summary, "homework"

Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design

### **C: Interests**

Explanation of YES! Interest Pathways

Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)

Pie graph: good explanations of how the student's interests are distributed; good questions

Work through Interests appropriately and tied it back to personality.

**D: Skills**

Skills: confirm highest scoring skills, tie skills to personality and interests, and note any red flags with the lowest skills

**E: Priorities**

Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful

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? Accurately/appropriately tied priorities back to personality, interests, and skills.

**F: Interactive Action Plan: Your Exploring Self Target**

Synthesis Process: Explain the YES! Target and demonstrate using a client-aligned Occupation choice

**G: ICF Core Competency Standards**

Cultivates trust & safety for the student

Maintains presence

Listens actively to student

Evokes awareness - ask questions

Facilitates student's growth

**Total**

**Overall Feedback for Consultant:**

**Possible Points    Points Earned**

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1.00                      0.50

0.75                      0.75

0.75                      0.75

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0.75                      0.70

1.00                      0.90

1.50                      1.40

0.75                      0.70

0.75                      0.65

6.00                      5.00

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0.75                      0.60

0.75                      0.70

1.25                      1.20

1.00	1.00
0.50	0.40
0.50	0.45
0.50	0.45
0.50	0.30
0.20	0.20
0.20	0.20
0.20	0.20
0.20	0.20
0.20	0.20
<b>20.00</b>	<b>17.45</b>

# YES! Consultation Rubric

## Comments

Did not complete consultation in the time allocated. With Selah's physical back pain, I should have given her the choice of two shorter sessions.

Included

Used the TOC and future use of the report.

Thorough explanation at the student level. Could use the number of each indicator more effectively with the student.

Yes, but took too long. Yet, I think waiting for the student or parent response is important.

Yes, but time management a problem.

Yes, but time management a problem.

Provided clear explanations and marked, but need to be clearer on homework.

I did connect traits and subtraits, but need to write the student report before doing the consultation. This will help me with synthesis and effective time management.

I lost my rhythm with the computer failure and had difficulty getting back to the task at hand. Missed some key points.

Yes.

Yes

Yes, but time management a problem.

Yes, but she lost focus during the skills section. Probably the most important moment was when I asked her about the repeated interest in "Environmental" and learned she wanted to work in the outdoors. This was news to her mother who is encouraging nutrition as a career. The other finding was her strength in "Mechanical Repair".

Yes, she was more responsive to these sections.

Yes, I did tie back to her personality, interests, and skills. Not certain she was engaged at this point in time. Time management a problem.

Not yet comfortable with this tool and did not use it correctly. I think it is potentially effective but feels like the student agrees rather than choosing what he or she believes as a descriptor.

## Trainer Comments



Area	Points possible	Points Assigned
<b>Personality</b>	<b>3</b>	
<b>Interest</b>	<b>2</b>	
<b>Skills/Abilities</b>	<b>1.5</b>	
<b>Priorities</b>	<b>1.5</b>	
<b>Recommendation</b>	<b>2</b>	

Comments