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
1.00	0.6
0.75	0.5
0.75	0.5
0.75	0.5
1.00	0.8
1.50	1.2
0.75	0.5
0.75	0.55
6.00	5
0.75	0.3
0.75	0.5
1.25	1

1.00	0.7
0.50	0.4
0.50	0.4
0.50	0.4
0.50	0.4
0.20	0.2
0.20	0.2
0.20	0.2
0.20	0.2
0.20	0.2
20.00	15.25

YES! Consultation Rubric

Comments

Better and clearer questions could have elicited more effective responses from the client. Mastering the type of questions that can break the ice better and get the student to become more interested in the session would generate a better outcome. Time spent was rasonable.

Confirmation of ID was done effectively. However the opportunity to introduce the self-discove

Even thouugh the ToC was discussed, a bit more encouragement on future use of the report co

The scales were mentioned in the course of discussing the personality traits, even though not tl

Main traits were discussed and student confirmed them generaly.

Attention of student was drawn to reflect on and illustrate the nuances of the main traits where

Implications were discussed sometimes with illustrations and the student was encouraged to cc

Emphasis were made about the Strengths and potential struggles, but there were no indication

The synthesis of the student's personality was done, establishing the essence of the uniquenes:

The interest pathways was not explained as a tool. However, the essence of the tool was not lo

The Hollard Code was illustrated in the discussions, even though there was still much to explain

The interest gragh was explained quite extensively with illustrations.

This was adequately done.

Adequately done with emphasis on natural abilities.

Adequately done, even soliciting for students own awareness and understanding of the prioritie

Adequately done.

Feedback from parents demonstrated the extent of appreciation and necessary steps to be take

The student was kept in the limelight all throughout the session, notwithstanding the presence of the parents.

Adequate effort was made to keep the session fresh and engaging.

The student was effectively allowed to express herself and given the needed feedback to demo

Adequately done.

The session demonstrated the need and way to help the student to grow and florish.

Trainer Comments

:ry objective was not adequately done.

uld have been done.

horoughly enough. A bit more illustration of the scales, main traits and subtraits was necessary.

e appropriate.

onfirm appreciation of them.

of homework as expected.

s of the personality and making the student aware of the unique personality design.

st in the discussions made.

about it.

es.

en for the development not only of the student, but by extension, to the family as a whole.

nstrate that she was listened to, whiles encouraging her share her thoughts.

Area	Points possible	Points Assigned
Personality	**3**	2.5
Interest	**2**	2
Skills/Abilities	**1.5**	1.2
Priorities	**1.5**	1.2
Recommendation	**2**	2

Comments

Emphasis were laid on the main and subtraits and strengths

Main interests were highlighted including self disclosed interests.

Major skills and abilities were highlighted

Priorities in each focused area was emphasized.

Recommendations were made around the entire unique design as well as her own unique name as well.