

## **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: the consultant was short and clear with the following up of the 2nd lesson, allowed the parents to t**

This rubric is a very good exercise, but I think I am maybe too harsh with my evaluation. I am still learning to put my head around YES! and not evaluating like I am used with Career Direct

**Possible Points    Points Earned**

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1.00	1
0.75	0.25

0.75	0
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0.75	0.75
1.00	0.5

1.50	1.4
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0.75	0.4
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0.75	0.75
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6.00	4.5
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0.75	0.2
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0.75	0.75
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	1.25	1.1
	1.00	0.5
	0.50	0.1
	0.50	0.5
	0.50	0.4
	0.50	0.2
	0.20	0.1
	0.20	0.2
	0.20	0.2
	0.20	0.2
	0.20	0.2
	0.20	0.2
	<b>20.00</b>	<b>14.20</b>

ear with the personality part, great to s  
alk quite a lot

# YES! Consultation Rubric for Jonathan

## Comments

She really entered with her question into Jonathan's hobbies, interest and comments, good open-ended questions, good length of about 10min (parents shared also quite a lot, so I wonder how to do that right) great she started with prayer (great that she said it would be only the personality today)

id checked nothing else, no use of the backbag

no use

Student needed to ask for explanation of the main traits definitions, but started to ask good question afterwards to help Jonathan to position himself, great she included the parents too, good explanation of midrange

not always given John. the chance to first answer, the parents jumped in

well done,,,, presented nuances, includes Jonathan's to confirm

missed that this was presented clearly

homework, just be aware ,but we are not checking them,,, good explanation,,,,, keep to your strength

Dad often restated questions, which was interesting. Used the blend it to give an overall personality sense ...working with the world of superpower, asking him to do homework, 3-5 strength, sending the pathways to circle his interest

gave it to Jonathan without too many explanations

ask for feedback of what Jonathan circled of the different interests

tied the students responses well with the report , good encouragment to do what he is motivated for

this has been missed out to tie it back to the personality

only mentioned the 4 highes one without to many other explanations

ask for student explanation as well as open ended question to see where exactly the priorites are applied

tied the priorities well back to the personality, ask good question in life priorities about faith being the lowest, she was very sensitive in asking questions but gave long explanations

missing, but endet with some encouraging words how she sees his design

compared with brother

ok

well done

ok

gave some ideas,

**he gave homework for the Blend it and the pathway...connected well**

## Trainer Comments



Area	Points possible	Points Assigned
<b>Personality</b>	<b>3</b>	<b>0</b>
<b>Interest</b>	<b>2</b>	<b>0</b>
<b>Skills/Abilities</b>	<b>1.5</b>	<b>0</b>
<b>Priorities</b>	<b>1.5</b>	<b>0</b>
<b>Recommendation</b>	<b>2</b>	<b>0</b>

There was no funnel or interactiv AP

Comments