

JONATHAN SOMMER III / SUE DERR

YES! Consultation Rubric

CRITERIA: Area of Evaluation	Possible Points	Points Earned	Comments
A: Introduction			
Interview: asked important and relevant questions; reasonable time spent	1.00	5.0	FELT SESSION WAS A BIT LONG BUT ASKED GOOD RELEVANT QUESTIONS
Cover page: Confirmed ID; discussion of "self-discovery"	0.75	3.0	NOT DISCUSSED
Table of Contents (ToC): When to use this report (to encourage future use)	0.75		
B: Personality			
Explanation of Scales and Scores as appropriate within the context of discussing personality, including explanation of mid-range	0.75	4.5	
Personality: Main trait, description, sought student confirmation	1.00	5.0	USED GOOD CLEAR DESCRIPTION
Personality: Sub-traits used to explain nuances of main trait; sought student confirmation	1.50	5.0	SUE USED GOOD DESCRIPTION OF TRAITS, ALLOWED FOR COMMENT AND WAS ENCOURAGING
Personality: Personality Implications (Student ID of the most important ones; any not apply)	0.75	5.0	
Strengths/Potential Struggles: clear explanation, markings, summary, "homework"	0.75	4.5	DRAW ATTENTION TO STRUGGLES AND MADE GOOD SUGGESTIONS
Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design	6.00	5.0	VERY GOOD EXPLANATION OF THE SYNTHESIS BROUGHT GOOD ENCOURAGEMENT TO THE STUDENT'S DESIGN.
C: Interests			
Explanation of YES! Interest Pathways	0.75	5.0	GOOD USE OF MILKSHAKE + BLENDER
Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)	0.75	5.0	GOOD DISCUSSION AROUND THE FOCUS AREA
Pie graph: good explanations of how the student's interests are		5.0	GOOD EXPLANATION WITH PIE CHART

distributed; good questions	1.25		
Work through Interests appropriately and tied it back to personality.	1.00	5.0	GOOD SUGGESTIONS AROUND FURTHER + FUTURE EXPLORATION
D: Skills			
Skills: confirm highest scoring skills, tie skills to personality and interests, and note any red flags with the lowest skills	0.50	5.0	GOOD TIE IN BETWEEN PERSONALITY / INTEREST / SKILLS
E: Priorities			
Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful	0.50	4.5	YES CONFIRMED STUDENT'S SELECTION AND MADE SOME USEFUL INPUT THROUGH QUESTIONS
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.	0.50	5.0	
F: Interactive Action Plan: Your Exploring Self Target			
Synthesis Process: Explain the YES! Target and demonstrate using a client-aligned Occupation choice	0.50	3.0	NO USE OF THE FUNNEL
G: ICF Core Competency Standards			
Cultivates trust & safety for the student	0.20	4.5	
Maintains presence	0.20	4.5	
Listens actively to student	0.20	4.5	
Evokes awareness - ask questions	0.20	4.5	
Facilitates student's growth	0.20		
Total	20.00		

Overall Feedback for Consultant: DOING THE CONSULTATION IN TWO SECTIONS FELT BETTER - LESS TIRING + DEMANDING FOR STUDENT
 QUALITY OF THE RECORDING WAS POOR + DIFFICULT TO FOLLOW AT TIMES
 SHE MANAGED TO MAINTAIN HER WITH VERY "INVOLVED" PARENTS
 GREAT EXAMPLE OF GOD'S DESIGN FOR A SPECIFIC PURPOSE