

	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:

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Possible Points	Points Earned
1.00	4
0.75	4
0.75	3.5
0.75	4.5
1.00	4.5
1.50	4
0.75	3.5
0.75	3.5
6.00	3.5
0.75	3.5
0.75	4.5
1.25	4.5

1.00	4
0.50	3.5
0.50	5
0.50	4
0.50	3.5
0.20	4
0.20	4
0.20	3
0.20	4
0.20	4
20.00	

YES! Consultation Rubric

Comments

I had a zoom interview prior to assessment. I introduced the process of the assessment, chatted around the main topics under investigation. Ask many questions in order to get a reasonable base line of understanding of the student.

Confirmed the necessary details of the student and spent time engaging around the 'Packing/Unpacking' of the student's experiences.

I engaged with the student around the 4 areas in the assessment. I failed to mention that it could be a good idea to have a 'Packing/Unpacking' of the student's experiences.

I did explain the scores and tried to explain the beauty of being midrange in a practical way through example. Helping the student understand the benefit of being able to move easily between different situations.

I spent time making sure the student understood the main traits and sought confirmation from the student.

I spent time making sure the student understood the sub-traits and implications of her personality.

Student was surprised at how accurate her assessment was. I believe we spent time chatting around the student's experiences.

Student didn't have many struggles but we did chat around the implications of the struggle and the student's experiences.

I spent time on Synthesis but may have left out themes and balancers. I could have alluded to it.

I explained the interest pathways.

Spent time discussing the Holland graph with the student and sent her a copy with explanation.

Spent time discussing how the Pie Chart percentages were distributed and we did engage in discussion.

We discussed the students interests and I asked questions for clarity. Also, we ruled out certain
I did discuss the tie up between personality and interests and what to look for but omitted to lo
I spent time talking around priorities and asked for further clarity and confirmation of understa
I appropriately and trust accurately tied her priorities back to her interests and skills. Also, spoke around 1 or 2 priorit
I attempted to use the Client-aligned Occupation choice. I have also sent her website addresses
I think I did
I believe I maintained presence
I think for the most part I did but could have been a bit side tracked by other potential question
Yes, I believe I asked a lot of open questions
I feel there was a succesful opening of the students mind and heart to her potential for the futu

Trainer Comments
unpacking' of the backpack for preparation of future purpose.
ld be used in he future.
the student.
ality and sought confirmation from the student. May not have shared enough on the nuiances.
round her personality implications as we worked through each trait.
I encouraged her to be aware of her struggle and attempt at times to overcome it.
. I used my own power point on Blending the personality, strengths and struggles. Due to my technical weakness
n for home consideration.
cussion around the different areas and where she felt comfortable and drawn to.

interests as being things she wouldn't like to do as an occupation but more for relaxation.

ok at the lowest skills.

nding.

to use to further look at career options we had spoken about and to find out exactly what they do and what sub

S.

ire.

I sent her the blank copy of the worksheet to work on herself.

jects sre a base requirement.

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

Comments	