

YES!

CRITERIA : Area of Evaluation	Possible Points	Points Earned
A: Introduction		
Interview: asked important and relevant questions; reasonable time spent		4
Cover page: Confirmed ID; discussion of "self-discovery"		4
Table of Contents (ToC): When to use this report (to encourage future use)		3.5
B: Personality		
Explanation of Scales and Scores as appropriate within the context of discussing personality, including explanation of mid-range		4.5
Personality: Main trait, description, sought student confirmation		4.5
Personality: Sub-traits used to explain nuances of main trait; sought student confirmation		4
Personality: Personality Implications (Student ID of the most important ones; any not apply)		3.5
Strengths/Potential Struggles: clear explanation, markings, summary, "homework"		3.5
Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design		3.5
C: Interests		
Explanation of YES! Interest Pathways		3.5
Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)		4.5
Pie graph: good explanations of how the student's interests are distributed; good questions		4.5
Work through Interests appropriately and tied it back to personality.		4
D: Skills		
Skills: confirm highest scoring skills, tie skills to personality and interests, and note any red flags with the lowest skills		3.5
E: Priorities		
Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful		5
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.		4
F: Interactive Action Plan: Your Exploring Self Target		
Synthesis Process: Explain the YES! Target and demonstrate using a client-aligned Occupation choice		3.5
G: ICF Core Competency Standards		
Cultivates trust & safety for the student		4

Maintains presence	4
Listens actively to student	3
Evokes awareness - ask questions	4
Facilitates student's growth	4

Overall Feedback for Consultant:

! 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 backpack for preparation of future purpose.

I engaged with the student around the 4 areas in the assessment. I failed to mention that it could be used in the future.

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 and sought confirmation from the student. May not have shared enough on the nuances.

Student was surprised at how accurate her assessment was. I believe we spent time chatting around her personality implications as we worked through each trait.

Student didn't have many struggles but we did chat around the implications of the struggle and I encouraged her to be aware of her struggle and attempt at times to overcome it.

I spent time on Synthesis but may have left out themes and balancers. I could have alluded to it. I used my own power point on Blending the personality, strengths and struggles. Due to my technical weakness I sent her the blank copy of the worksheet to work on herself.

I explained the interest pathways.

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

Spent time discussing how the Pie Chart percentages were distributed and we did engage in discussion around the different areas and where she felt comfortable and drawn to.

We discussed the student's interests and I asked questions for clarity. Also, we ruled out certain interests as being things she wouldn't like to do as an occupation but more for relaxation.

I did discuss the tie up between personality and interests and what to look for but omitted to look at the lowest skills.

I spent time talking around priorities and asked for further clarity and confirmation of understanding.

I appropriately and trust accurately tied her priorities back to her interests and skills. Also, spoke around 1 or 2 priorities that needed to be noted and spoken / asked about.

I attempted to use the Client-aligned Occupation choice. I have also sent her website addresses to use to further look at career options we had spoken about and to find out exactly what they do and what subjects are a base requirement.

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 questions.

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 future.