

Parent Observation Survey • Ages 5–15 • BestParentCourse.com

This assessment accompanies the book **BestParentCourse.com** — a practical guide to developing five skills for thriving in children ages 5–15. Available on Amazon.com.

About This Survey

This 20-question survey helps you see your child's current development across The Five skills that matter most for thriving — at school, in friendships, in family life, and eventually in work and marriage. Rate your child based on what you have actually observed in everyday situations. Questions are presented without category labels to help you respond to what you genuinely see. An answer key at the end will let you score by skill.

1 Rarely / Never This behavior is almost absent	2 Seldom Occurs less than half the time	3 Sometimes Occurs about half the time	4 Often Occurs more than half the time	5 Consistently This is a reliable, ongoing pattern
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Child's Name / Age: Date: Completed by: _____

For each statement, check or circle the number (1–5) that best describes your child. Rate typical patterns — not their best or worst day.

1. When my child wants to accomplish something that requires multiple steps, they can sketch out a workable sequence rather than just saying 'I want it.'

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Gets stuck at wanting the outcome; no sense of how to get there Breaks goals into steps and works toward them in an organized way :5 ■

2. When working on a shared task with others, my child notices how their piece fits with others' pieces and adjusts timing, pace, or approach to stay in sync.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Charges ahead without considering how their part affects others Checks in naturally, waits when needed, helps others when useful :5 ■

3. When my child encounters an unfamiliar problem or task with no adult directing them, they start working on it on their own.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Waits for someone to tell them what to do Immediately dives in and starts trying something :5 ■

4. When the original plan breaks down (a cancelled event, an unexpected change, a failed strategy), my child adjusts their approach without abandoning the goal.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Falls apart or gives up entirely when the plan changes Pivots and finds a new path toward the same destination :5 ■

The Five Skills Assessment

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5. When my child makes a commitment ('I'll be there,' 'I'll handle that,' 'I'll call you'), their words and actions line up.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Promises easily but delivers inconsistently

Word can be counted on; communicates ahead if plans change :5 ■

6. My child can sustain a back-and-forth exchange — asking follow-up questions, responding to what the other person said, and keeping the dialogue going.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Exchanges die after one turn; tends toward monologue

Keeps conversations alive with questions and genuine responses :5 ■

7. When something goes wrong (a conflict, a recurring problem, a failed project), my child strives to discover why it happened, not just wanting it fixed.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Focuses on the surface; doesn't look for the reason underneath

Asks why and identifies what was really causing the problem :5 ■

8. When a sibling, teammate, or friend is handling their part of a shared task, my child lets them do it — even if they would have done it differently or better.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Takes over others' parts; can't let an imperfect effort stand

Lets others carry their role and supports without controlling :5 ■

9. When a goal or activity my child cares about becomes hard and less exciting, they persevere rather than giving up.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Drops activities as soon as they stop being fun or easy

Pushes through the hard middle and sees long-term efforts through :5 ■

10. When my child's first attempt at solving a problem doesn't work, they look for a different or creative approach rather than quitting.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Gives up or says 'I can't do it'

Tries multiple fresh angles without being asked :5 ■

11. After a miscommunication or conflict with a sibling or friend, my child can return to the broken moment and work to repair it — rather than walking away or escalating.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Avoids repair; holds grudges or waits for discomfort to fade

Returns, clarifies, and works to restore the relationship :5 ■

- 12.** When something goes wrong and my child had a role in it, they acknowledge their part honestly — without deflecting, making excuses, or blaming others.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Deflects blame immediately; others are always at fault

Owns their role and focuses on what can be done next :5 ■

- 13.** When my child needs something, is frustrated, or has a point to make, they say it clearly and directly rather than circling around it or expecting others to guess.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Vague, rambling, or expects others to read their mind

States what they mean briefly and clearly, without prompting :5 ■

- 14.** When my child is part of a group project, team, or family task, they treat it as something that belongs to them — not just something happening around them.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Passive; uses 'they' rather than 'we' when describing group

Takes initiative as if the outcome is personally theirs :5 ■

- 15.** When my child disagrees with a friend, sibling, or group member, they can voice the disagreement without turning it into a fight or damaging the relationship.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Avoids all conflict or lets disagreements become ruptures

States view respectfully and repairs the relationship if needed :5 ■

- 16.** When my child experiences a setback (a lost game, a failed test, a friendship problem), they bounce back and re-engage within a reasonable time.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Stays down for days; one setback derails everything

Recovers and tries again without much prompting :5 ■

- 17.** When my child is part of a group — a team, a class project, a family activity — they get along, contribute positively, and help motivate others without dominating or withdrawing.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Takes over or fades into background; misreads the room

Reads the group well, encourages others, keeps energy up :5 ■

- 18.** When my child starts something — a chore, a project, a commitment to a friend — they see it through to the end, especially through the tedious middle.

☐ 1 Rarely/Never	☐ 2 Seldom	☐ 3 Sometimes	☐ 4 Often	☐ 5 Consistently	Score _____
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■ 1: Regularly leaves things unfinished; open loops pile up

Reliably completes what they start, even when excitement is gone :5 ■

- 19.** When someone else — a sibling, friend, or adult — is talking, my child listens to understand rather than just waiting for their turn to speak.

☐ 1 <i>Rarely/Never</i>	☐ 2 <i>Seldom</i>	☐ 3 <i>Sometimes</i>	☐ 4 <i>Often</i>	☐ 5 <i>Consistently</i>	Score _____
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■ 1: Distracted, interrupts, or jumps to their own topic

Listens fully and responds to what was actually said :5 ■

- 20.** When something bad happens to my child, they can find something useful in the experience — a lesson, a next step, or a different way of looking at it.

☐ 1 <i>Rarely/Never</i>	☐ 2 <i>Seldom</i>	☐ 3 <i>Sometimes</i>	☐ 4 <i>Often</i>	☐ 5 <i>Consistently</i>	Score _____
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■ 1: Sees only the worst interpretation; catastrophizes readily

Finds something constructive to take from every setback :5 ■

Answer Key & Scoring Guide

The questions above were presented without category labels. Use this key to sort your scores by skill. Find your four question numbers for each skill, enter the scores you recorded, and add them up.

Skill 1 — RESOURCEFULNESS

Question	Facet Measured	Your Score (1–5)	Notes (optional)
Q1	Strategic Thinking	_____	
Q3	Initiation	_____	
Q7	Critical Thinking	_____	
Q10	Innovation	_____	
Subtotal		___ / 20	

Skill 2 — RESPONSIBILITY

Question	Facet Measured	Your Score (1–5)	Notes (optional)
Q5	Reliability	_____	
Q12	Accountability	_____	
Q14	Ownership	_____	
Q18	Follow-Through	_____	
Subtotal		___ / 20	

Skill 3 — RESILIENCE

Question	Facet Measured	Your Score (1–5)	Notes (optional)
Q4	Adaptability	_____	
Q9	Perseverance	_____	
Q16	Recovery	_____	
Q20	Reframing	_____	
Subtotal		___ / 20	

Skill 4 — COMMUNICATION

Question	Facet Measured	Your Score (1–5)	Notes (optional)
Q6	Conversation	_____	
Q11	Repair	_____	
Q13	Expression	_____	
Q19	Reception	_____	
Subtotal		___ / 20	

Skill 5 — COLLABORATION

Question	Facet Measured	Your Score (1–5)	Notes (optional)
Q2	Coordination	_____	
Q8	Trust	_____	
Q15	Constructive Friction	_____	
Q17	Chemistry	_____	
Subtotal		___ / 20	

Add Your Skill Subtotals Below

Transfer each skill subtotal from above, then add them together for your Total Score.

Skill 1 — Resourcefulness	___ / 20
Skill 2 — Responsibility	___ / 20
Skill 3 — Resilience	___ / 20
Skill 4 — Communication	___ / 20
Skill 5 — Collaboration	___ / 20
TOTAL SCORE (add all five subtotals above)	
___ / 100	

What Your Scores Mean

Scores tell you where the reps are — not what kind of parent you are or what kind of kid yours is. The gift of this assessment is knowing exactly where to put your energy next.

Per-Skill Score (out of 20)

4–8	Your Greatest Opportunity
This skill hasn't had many chances to develop yet — and that's actually good news. Skills at this level respond quickly to intentional coaching. You need to create more moments where your child gets to practice without you stepping in. Even small, weekly reps at home will move the needle within a few months.	

9–13 Room to Make Your Greatest Impact

This skill is present but not yet reliable. Your child shows it sometimes — in familiar situations — but it tends to disappear when things get hard or emotionally loaded. This is exactly where a parent's intentional involvement pays the biggest dividends. You're not starting from zero. You're building on a foundation that already exists.

14–17 Building Toward Strength

Solid, developing ground. Your child demonstrates this skill regularly and with some consistency. Your job shifts from initiating reps to expanding the complexity — putting your child in slightly harder situations with a little less rescue. Praise what you see specifically. That naming reinforces what's already working.

18–20 A Strength to Celebrate and Deploy

This skill is a genuine strength right now. Celebrate it out loud so your child develops a vocabulary for their own competence. Then look for ways to put this strength to work for others: mentoring a younger sibling, taking a leadership role, or being given more independence where they've already proven themselves.

Total Score (out of 100)

20–49 The Most Important Season You Could Start

Your child has significant room to grow across most of The Five — which means you have significant influence ahead of you. This doesn't reflect a character flaw or a parenting failure. Start with the two lowest-scoring skills. Don't try to work on all five at once. Focused attention on one or two areas, practiced in ordinary daily moments, is how the numbers begin to move.

50–69 A Strong Foundation — Time to Build Deliberately

Your child has a working foundation across most of The Five, with some skills developing faster than others. The basics are there — now the work is about intentionality. Look at your two or three lowest-scoring skills and choose one to focus on for the next 60 to 90 days. One skill, actively coached, in the situations your child is already in. Compound that over the years and the trajectory changes substantially.

70–84 A Child Who Is Ready for Bigger Reps

This is genuinely strong. Your child demonstrates most of The Five reliably, and the gaps are specific rather than broad. The most productive work is precision: look at the lowest-scoring facets within your lowest-scoring skill, and design real-world opportunities there. Your child is ready for more complexity — more independence, more leadership moments, more situations where the outcome isn't guaranteed.

85–100 A Thriving Young Person

Across The Five, your child is thriving. They have a working set of skills that will carry weight in every classroom, friendship, team, and job they will ever encounter. Keep the reps coming in more complex situations, put their strengths in service of others, and reassess as they grow — a 10-year-old's strengths differ from what a 14-year-old needs. Also: take a moment to notice what you did. You paid attention during the most important developmental window there is.

Your Next 4 Moves

- 1 Identify your child's two lowest-scoring skills.**
These are where your intentional presence will do the most good. Don't scatter your attention across all five. Pick two and go deep.
- 2 Find the lowest-scoring facet inside each of those skills.**
Each skill has four observable parts. The specific facet that scored lowest tells you exactly what kind of moment to look for this week.
- 3 Reassess in 90 days.**
Skill development in children is measurable over 2–3 months of consistent coaching. Small, repeated moments — not big interventions — are what move the scores. Come back in one season and notice what has shifted.
- 4 Enroll in the online parent training course.**
For step-by-step guidance on developing each of The Five skills, visit **BestParentCourse.com**. Get the practical tools, coaching strategies, and real-world exercises to turn your assessment insights into lasting growth.

For the full parent training course, visit BestParentCourse.com