

SELF ASSESSMENT FOR PARENTS AND FAMILIES

Is your child prepared for today's education?

Instruction :

Answer each question as honestly and accurately as possible. Only with your sincerity can this parent readiness survey reflect your child's real situation and provide guidance that truly helps your child and your family.

Evaluation Categories :

Category #1. Index of network involving teachers, decision makers of admission, experts

Category #2. Index of opportunities for student's experiments and projects

Category #3. Index of the well functioning of habits, discipline, and actions for creativity focused learning

Category #4. Index of school based research and curriculum quality

Category #5. Index of environment and relationship fit

Category #1. Index of network involving teachers, decision makers of admission, college professors, and experts

When my child talks about a field I do not know well, I know whom to contact such as school teachers, decision makers of admission, or experts, and I can connect my child with them.

No ① ② ③ ④ ⑤ Yes

When my child shows interest in a new project or topic, I know whom to reach out to inside or outside the school to support their execution.

No ① ② ③ ④ ⑤ Yes

When discussing my child's interests or future career, I can explain why something is good or not based not only on my own thoughts but also on guidance from teachers or external experts.

No ① ② ③ ④ ⑤ Yes

When my child faces obstacles while exploring a new project, I have access to external resources or a network of people who can provide help.

No ① ② ③ ④ ⑤ Yes

I have created a network in which my child can ask questions or learn from college professors or experts comfortably.

No ① ② ③ ④ ⑤ Yes

When my child shows deep interest in a particular field, I have connected them with experts in that field so they can learn and expand their thinking.

No ① ② ③ ④ ⑤ Yes

When my child develops a new interest, I have enough network connections to help them expand it.

No ① ② ③ ④ ⑤ Yes

Category #2. Index of opportunities for student's experiments and projects

When my child wants to start a new project or experiment, I make sure to provide the opportunity by connecting them with teachers or experts in the relevant field.

No ① ② ③ ④ ⑤ Yes

When my child fails a project or makes mistakes during an extracurricular activity, I can analyze the concern either by myself or together with an external expert and develop a solution.

No ① ② ③ ④ ⑤ Yes

When my child wants to try a new project, I help them analyze, plan, and execute it.

No ① ② ③ ④ ⑤ Yes

I do not restrict small experiments such as cooking, creating artwork, or building something at home even when they cause inconvenience, and I actively support the tools or materials needed.

No ① ② ③ ④ ⑤ Yes

Even when I notice my child doing something incorrectly, I allow them to try it in their own way and give them time to explore multiple approaches.

No ① ② ③ ④ ⑤ Yes

When my child starts a new activity, I value the attempt itself even if they fail, and I understand why this recognition matters.

No ① ② ③ ④ ⑤ Yes

When my child asks questions about something I do not know during an experiment, I do not leave everything to the school. I actively support them by involving appropriate experts.

No ① ② ③ ④ ⑤ Yes

I encourage my child to sustain their experiments and project attempts over a long period.

No ① ② ③ ④ ⑤ Yes

Category #3. Index of the well functioning of habits, discipline, and actions for creativity focused learning

When my child shows an illogical flow in their words or actions, I help them correct it and support them in building the habit of thinking logically.

No ① ② ③ ④ ⑤ Yes

When my child makes an incorrect statement or action, I do not give the answer immediately. Instead, I provide resources, texts, or video materials to help them discover the answer on their own.

No ① ② ③ ④ ⑤ Yes

I encourage my child to study, generate new ideas, and conduct small experiments, and I help them act daily through self discipline.

No ① ② ③ ④ ⑤ Yes

Each day, I ask my child to bring a small topic and spend time discussing why they find it interesting.

No ① ② ③ ④ ⑤ Yes

I teach my child the importance of developing consistent habits and self control through small actions, and I help them understand where creative thinking comes from.

No ① ② ③ ④ ⑤ Yes

I provide time and space each day for my child to engage in small exploratory activities.

No ① ② ③ ④ ⑤ Yes

I provide materials or tools that help my child develop the habit of setting creative goals and following through.

No ① ② ③ ④ ⑤ Yes

I encourage my child to understand the importance of generating new ideas from everyday experiences rather than only from unfamiliar or difficult tasks.

No ① ② ③ ④ ⑤ Yes

Category #4. Index of school based research and curriculum quality

When my child tries to solve concerns inside or outside the school, I have connected them with school teachers or college professors to support their guided research.

No ① ② ③ ④ ⑤ Yes

In my child's school, there is a clear person who can support and guide research or activities related to my child's interests.

No ① ② ③ ④ ⑤ Yes

I have provided my child with project based learning experiences to help them learn new theories and knowledge.

No ① ② ③ ④ ⑤ Yes

My child's school supports creative activities beyond the set curriculum with financial, time based, and space based support.

No ① ② ③ ④ ⑤ Yes

I know that my child's school provides new opportunities for creative projects and research that can help my child stand out.

No ① ② ③ ④ ⑤ Yes

Under the supervision of my child's school and teachers, my child can experiment, fail, and develop their abilities and skills.

No ① ② ③ ④ ⑤ Yes

I can confirm that my child's school offers a personalized pathway of learning, research, and activities that allows my child to stand out.

No ① ② ③ ④ ⑤ Yes

Category #5. Index of environment and relationship fit

My child's current school listens to their concerns and takes active steps to address them.

No ① ② ③ ④ ⑤ Yes

I believe my child has many opportunities in their current environment to express or explore their creative ideas.

No ① ② ③ ④ ⑤ Yes

I believe my child's school and learning environment reflect their individuality and future goals, and I see the school supporting efforts that help my child stand out.

No ① ② ③ ④ ⑤ Yes

I believe no changes to my child's school are needed to maximize admission to the college of their first choice.

No ① ② ③ ④ ⑤ Yes

When my child chooses not to speak up about something in the school, I understand their reasoning and find their logic reasonable.

No ① ② ③ ④ ⑤ Yes

Even when my child's chosen activities differ from the expectations of teachers or college counselors, they allow it.

No ① ② ③ ④ ⑤ Yes

Although my child and I recognize that the school has certain limitations in supporting admission to the college of their first choice, I still prefer that my child remain at the school.

No ① ② ③ ④ ⑤ Yes

What comes next :

After completing all five categories, parents should follow these steps :

1. Write the score for each category;
2. Compare the five scores and identify which categories are the strongest;
3. Identify which categories received lower scores; and
4. Use these results to understand what types of support or opportunities may be helpful for their child.

Higher scoring categories show areas where the home environment already supports the child effectively.

Lower scoring categories show where the child may benefit from more structured opportunities, clearer guidance, or additional access to teachers, experts, or school based pathways.

This profile does not judge or evaluate parents. It is a simple reflection tool that helps families see their support system more clearly and understand how Lighthouse Creativity's products or services can fill the specific gaps identified in each category.

For questions or further guidance, please contact info@lighthousecreativity.com.