

The Youth Success Record

One child. One record. Kept by the family, for as long as it takes.

This record belongs to	_____
Date of birth	_____
Started on	_____
Kept by	_____

This is your record, not the school's and not ours. Nobody sees it unless you show it to them. There is no score at the end and nothing in it diagnoses anything — it is a place to keep what you notice, so that nothing important gets lost between one year and the next.

How to use it

- **Fill in what you can, when you can.** A half-finished record is far better than none. Nobody completes this in one sitting.
- **Date every entry.** Movement over time is worth more than any single result.
- **Write what actually happened,** not whether it was right. Their exact words are usually the most useful thing on the page.
- **Ask for what schools and doctors already have.** Screening results, test scores, eye and hearing checks. It is yours to request and yours to keep.
- **Take it with you** to appointments and to school meetings. It is the only place the whole picture exists.

“How are the children?” — “All the children are well.”

The traditional Maasai greeting. This record exists so that one day we can answer it honestly.

Where this is going

A record is only useful if it is heading somewhere. Every entry here is either a step toward the destination below, or a warning that the path is blocked.

Birth to five	Arrives at kindergarten with the engine started — language, curiosity, the ability to stay with something hard, and no uncorrected condition in the way.
Kindergarten to grade 2	Learning the words at school, and building the understanding half at home at the same time. Every condition checked at least once.
Grade 3	Reads with understanding, and passes the state reading test. The single most consequential milestone in this record.
Grades 4 to 8	Passes every state test. Reading now carries every subject, so knowledge compounds instead of gaps compounding.
Grades 9 to 12	Passes every state test. Graduates on time, with real options rather than the one option left over.
After school	Training, an apprenticeship, college or work — and a stable career and an independent life. That is the point of all of it.

Each milestone is reachable if the ones before it were reached. That is the whole reason for keeping a record — you can see the path being built, or see where it stopped, in time to do something about it.

The eight things this record watches

1	Body	5	Machinery
2	Safety and stability	6	Language and knowledge
3	Feelings	7	Learning — reading first
4	Belonging	8	Doing

SECTION ONE

Birth to five

There is nothing to diagnose at this age — nothing has been built yet that could break. These years are pure construction, and almost all of it happens at home.

1 Body

Ask at well-child visits. Most of these are free and most are never done unless a parent asks.

Newborn hearing screen	Date _____ Result _____
Eyes checked — by whom, when	_____
Ear infections — how many before age three	_____ Hearing rechecked? ☐ yes ☐ no
Blood lead test	Date _____ Result _____
Sleep — hours, and any snoring	_____
Anything ongoing (asthma, allergies, other)	_____

2 Safety and stability

Nothing here is anyone's fault, and none of it needs to be written in detail. A date and a word is enough to remember by.

Home has been settled since	_____
Anything big that happened, and when	_____

Help we asked for, and from whom	_____

3 Feelings

How they settle, and how you are doing. Your own state is not separate from theirs.

Settles when comforted	☐ easily ☐ with effort ☐ rarely Noted _____
Tantrums — when they started, how they go	_____
How I am doing as a parent	☐ fine ☐ stretched ☐ struggling Date _____

4 Belonging

At this age it means the steady adults. Later it will mean friends too.

Adults who are reliably in their life	_____
Time with other children each week	_____

5 Machinery

Not tested at this age. What you can note is what you see.

Stays with something they enjoy	☐ yes ☐ briefly ☐ not really Date _____
Follows a two-step instruction	☐ yes ☐ sometimes ☐ not yet Date _____
Games and puzzles they enjoy	_____

6 Language and knowledge

The most important pages in this section. What a child knows in speech at five largely decides how they read at nine.

Answers to their own name	Age _____
Points at things to show you (not just to ask)	Age _____
About fifty words	Age _____
Two words together	Age _____
Tells you what happened, roughly in order	Age _____
Uses because, if, but	Age _____
Tells a story with a beginning and an end	Age _____
Asks what words mean	Age _____

Question level check — two minutes, monthly. Note the hardest kind of question they could answer, and the date.

Date	Highest question level managed	What they actually said

7 Learning

No reading yet, and none expected. What to record is what is being built.

Someone reads aloud with them	☐ most days ☐ a few times a week ☐ now and then
Books they ask for again and again	_____
Places we have taken them	_____
Preschool or childcare, and from when	_____

8 Doing

The beginnings of persistence.

Keeps going at something difficult	☐ often ☐ sometimes ☐ rarely Date _____
Recovers from disappointment	☐ usually ☐ with help ☐ rarely Date _____

Before kindergarten — the things worth having done

☐	A full eye exam — not a school screening	Date _____
☐	Hearing checked, especially if there were ear infections	Date _____
☐	Blood lead test	Date _____
☐	Developmental screening at the doctor (9, 18 and 30 months)	Dates _____
☐	Dental visit	Date _____
☐	Anything that worried me raised with someone	Date _____

SECTION TWO

Kindergarten to grade three

School teaches the words. The understanding half is still being built at home, and almost nothing in these years measures whether it is.

1 Body

The single highest-value page in this section. Any one of these clearing is the most common good outcome there is.

Full eye exam — eye teaming and tracking, not a chart	Date _____ Result _____
Loses place, rubs eyes, headaches, tires fast	☐ yes ☐ no Date _____
Hearing checked	Date _____ Result _____
Sleep on a school night	_____ hours Snoring? ☐ yes ☐ no
Eats before school	☐ most days ☐ sometimes ☐ rarely
Days of school missed this year	Yr 1 _____ Yr 2 _____ Yr 3 _____
Blood lead test	Date _____ Result _____

2 Safety and stability

A date and a word. You need not write down what happened.

Anything big or unsettling, and when	_____

Support we found	_____

3 Feelings

How they are, in themselves.

Generally	☐ happy ☐ up and down ☐ often low Date _____
Worries about school	☐ no ☐ a little ☐ a lot Date _____
Recovers when things go wrong	☐ usually ☐ with help ☐ rarely

4 Belonging

Ask them. The answer to the first question is the most protective thing in this whole record.

An adult they would go to if something was wrong	Who: _____ Date asked _____
Has friends at school	☐ yes ☐ one or two ☐ not really
Feels part of things at school	☐ yes ☐ unsure ☐ no

5 Machinery

Quick checks a parent can run. Each takes a minute or two. Date them and watch them move.

Naming fluency — animals in 60 seconds	Date _____ Number _____ Date _____ Number _____
Three-step instruction — how many survived	Date _____ Steps _____ Date _____ Steps _____
Definition quality — the form of the answer	Date _____ ☐ association ☐ use ☐ category
Anything a screen or assessment found	_____

6 Language and knowledge

Still the half nobody at school is measuring.

Question level check	Date _____ Level _____ Date _____ Level _____
Can retell a story in their own words	☐ easily ☐ with prompting ☐ not really
Asks what words mean	☐ often ☐ sometimes ☐ rarely
Places we have taken them, things we have shown them	_____

7 Learning — reading first

Ask the school for the breakdown, not the headline number. It is yours and they must provide it.

School reading screener — which one	_____
Overall result, by year	K _____ G1 _____ G2 _____ G3 _____
Oral vocabulary sub-score — the one to find	_____
Interim test (MAP, i-Ready, Star) — which	_____
Comprehension and vocabulary sub-scores	_____
Projected proficiency — on track?	☐ yes ☐ no ☐ not given Date _____
Grade 3 state reading test	Result _____ Date _____
Home Reading Check — listening vs reading	Date _____ ☐ words ☐ meaning ☐ both fine
Reading aloud together happens	☐ most days ☐ a few times a week ☐ rarely
Math — how it is going	_____

If reading and understanding are both fine at grade three, the most consequential milestone in this record has been reached.

8 Doing

The one to watch hardest. A child who has decided they cannot do this will resist every kind of help.

When asked to read	☐ happy ☐ neutral ☐ avoids it ☐ it is a fight
“When you read, what are you trying to do?”	_____
Anything they have said about themselves	_____

Keeps going at something hard	☐ often ☐ sometimes ☐ rarely
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SECTION THREE

Grades four to twelve

From here, almost everything a child learns arrives through reading. The record now tracks whether the path is holding — and, if it is not, what is in the way.

State tests — the running record

One line a year. Nothing else in this record shows the trajectory as plainly.

Grade	Reading	Math	Other	Date
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

The goal is a full column of passes. Where one is missed, the questions are: what changed that year, what was in the way, and what did we do about it.

1 Body

Still worth rechecking. Vision changes, sleep changes, and nobody rechecks unless a parent asks.

Eye exam — teaming and tracking	Date _____ Result _____
Hearing	Date _____ Result _____
Sleep on a school night	_____ hours Snoring? ☐ yes ☐ no
Days missed — by year	_____
Anything ongoing	_____

2 – 4 Safety, feelings, belonging

Ask them directly at this age. They will tell you more than you expect, and the answers change.

An adult they would go to	Who: _____ Date _____
Friends	☐ good ☐ some ☐ struggling Date _____
How they seem in themselves	☐ fine ☐ up and down ☐ worried ☐ low
Anything big that happened	_____
Support we found	_____

5 – 6 Machinery, language and knowledge

If school is unexpectedly hard — or if it takes far longer than it should — this is where to look.

Homework takes	_____ compared with what it should
Exhausted by the end of the week	☐ yes ☐ sometimes ☐ no
Any cognitive assessment — what and when	_____
What it found	_____
Reads for pleasure	☐ yes ☐ occasionally ☐ never

7 Learning — reading first

The state test row above is the headline. This is what sits behind it.

Reading level, by year	_____
Full Reading Check — what it found	Date _____ ☐ words ☐ meaning ☐ both fine
Reading accurately but slowly	☐ yes ☐ no Date _____
Audiobooks or read-alouds continuing	☐ yes ☐ no
Subjects going well	_____
Subjects struggling	_____
Support at school — what, and from when	_____
Has an IEP or 504	☐ yes ☐ no Since _____

8 Doing

By now this often matters more than anything else in the record.

Believes effort changes the result	☐ yes ☐ unsure ☐ no Date _____
Anything they have said about themselves	_____
What they are good at, and know it	_____
What they say they want	_____

The last stretch

Graduating on time	☐ on track ☐ at risk ☐ graduated _____
What comes next	☐ work ☐ training ☐ apprenticeship ☐ college ☐ undecided
Steps taken toward it	_____

What we found, and what we did

The most valuable pages in this record. Every time something is found and something is tried, write it here — so that in three years nobody has to reconstruct it from memory.

Date	What we found	What we did	What happened

Who has helped

Name and role	For what	From when	Contact

A few things worth knowing

This record is yours

No school, agency or organization has a right to it. Show it to whoever you think will help — a doctor, a teacher, a specialist — and to nobody else. Take a copy of anything you hand over.

You can ask for a free evaluation yourself

At any time, without a doctor's note and without anyone's permission. Before your child turns three, contact your county's early intervention program. From age three, contact your school district and ask for the special education office — even if your child does not attend school there. Most children who are evaluated turn out to need nothing at all. The ones who do need something get years back.

Nothing here is a diagnosis

Every entry leads either to something you can change this week, or to one sentence worth saying at your next appointment. That is all it is for.

The tools behind this record are free

Check These First, the Quick Checks, the Home Reading Check, the milestone guides, and everything else this record refers to are available to any family at no cost. Ask us, or find them online.

How are the children?

One record at a time, we will be able to answer.

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