

FALL GRADE CHECK GUIDE

READ THE SIGNAL. CHANGE THE DIRECTION.

Progress
today.
Brighter
tomorrow.

A clear
parent-and-
student plan
for understanding
what the numbers
mean and deciding
what to do next.

- ☒ UNDERSTAND
- ☒ DISCUSS
- ☒ PLAN
- ☒ TAKE ACTION

Student Progress Report

Course	Grade	Trend
English	B	↗
Algebra II	C	—
Biology	B	↗
U.S. History	B-	↗
Spanish I	C+	↗

Next Steps:

- ☒ Review feedback
- ☒ Set goals
- ☒ Create a plan
- ☒ Check progress
- ☒ Keep going!

BETTER HABITS
BRIGHTER GRADES
BIGGER POSSIBILITIES



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Grades are
feedback—not identity.

A grade shows what has happened so far—
not what must happen next.

REFLECT
ADJUST
IMPROVE
GROW

THE GRADE IS A **SIGNAL**—NOT THE WHOLE STORY

One number can point to very different needs.
Read the evidence before choosing the response.

Look
Deeper.
Support
Smarter.
Brighter
Tomorrow.



UNDERSTAND
DISCUSS
PLAN
TAKE ACTION



UNDERSTANDING

The content or skill
is not yet secure.



ORGANIZATION

Materials, deadlines, or
routines are breaking
down.



MISSING WORK

Completed learning is
not reaching the
gradebook.



ASSESSMENT

Tests or major
assignments carry
the greatest impact.



ATTENDANCE

Lost instructional time
is affecting progress.



CONFIDENCE

Stress, avoidance, or
discouragement is
blocking action.

WHAT MIGHT
THIS GRADE
ACTUALLY BE
TELLING US?

SAME GRADE. DIFFERENT CAUSE. DIFFERENT NEXT STEP.



FIRST SIGNAL I NOTICE:



ONE PIECE OF EVIDENCE:



ONE QUESTION TO ASK:



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Do not react to the number alone.
Investigate the pattern behind it.

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

THE FIVE-MINUTE GRADE SNAPSHOT

Start with the facts. Scan every class before deciding where attention is needed most.

*Small Check.
Bigger Progress.
You Got This.*



UNDERSTAND
DISCUSS
PLAN
TAKE ACTION



MY CURRENT ACADEMIC PICTURE

TREND KEY:

↑ RISING → STEADY ↓ FALLING

	CLASS	CURRENT GRADE	TREND	MISSING WORK	LOWEST CATEGORY	NEXT MAJOR DUE DATE	CONFIDENCE 1-5
1							
2							
3							
4							
5							
6							



START HERE

Which class needs attention first?



LOOK CLOSER

What pattern appears more than once?



ACT THIS WEEK

What is one move we can complete now?

HIGHEST PRIORITY = LARGE IMPACT + URGENT DEADLINE + CLEAR NEXT STEP



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Do not chase every number at once.
Find the first move that creates momentum.

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

FIND THE PATTERN BEFORE CHOOSING THE SOLUTION

Small
Check.
Bigger
Progress.
You Got This.



UNDERSTAND
DISCUSS
PLAN
TAKE ACTION

The same grade can come from five different problems—and each one needs a different response.

WHAT IS DRIVING THE GRADE?

1

UNDERSTANDING GAP



Evidence:

Confusion continues even after instruction or practice.

Response:

Reteach the skill and practice with feedback.

2

MISSING-WORK PROBLEM



Evidence:

The student understands the work but has zeros or incomplete tasks.

Response:

Triage assignments and rebuild completion routines.

3

STUDY-SYSTEM BREAKDOWN



Evidence:

Effort happens, but preparation is inconsistent or ineffective.

Response:

Change when, where, and how studying happens.

4

ATTENDANCE OR PARTICIPATION



Evidence:

Missed instruction, late arrivals, or limited engagement created gaps.

Response:

Recover essential learning and protect future access.

5

CONFIDENCE OR OVERWHELM



Evidence:

Avoidance, shutdown, perfectionism, or stress blocks action.

Response:

Create one achievable win and add the right support.

THE WRONG DIAGNOSIS CREATES THE WRONG SUPPORT.



MY BEST CURRENT HYPOTHESIS:

EVIDENCE THAT SUPPORTS IT:

WHAT WE NEED TO VERIFY:



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Name the cause clearly.
Then choose the smallest response
that can change the pattern.

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

MISSING WORK TRIAGE

Small
Check.
Bigger
Progress.
You Got This.



UNDERSTAND
DISCUSS
PLAN
TAKE ACTION

Not every assignment deserves the same amount of time. Sort the work before you start.

SORT EACH ASSIGNMENT



DO NOT SPEND TWO HOURS RECOVERING TWO POINTS WHILE A MAJOR DEADLINE PASSES.

MY ASSIGNMENT RECOVERY TRACKER

ASSIGNMENT	CLASS	POINT VALUE	STILL ACCEPTED?	TIME NEEDED	TRIAGE CATEGORY	NEXT ACTION	COMPLETE
							☐
							☐
							☐
							☐
							☐

TODAY: _____ | **THIS WEEK:** _____ | **TEACHER QUESTION:** _____



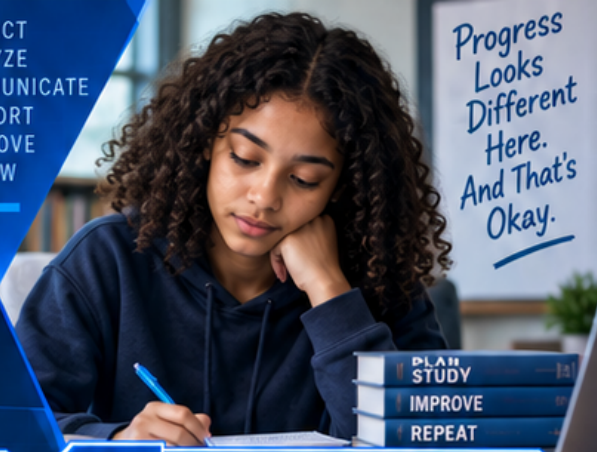
Recovery works when
**effort follows impact—
not panic.**

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

THE STUDENT REALITY CHECK

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

Progress Looks Different Here. And That's Okay.



Honest information creates useful support.
This is not about excuses—it is about seeing clearly.

1 WHAT I UNDERSTAND

What can I explain or complete without help?

2 WHAT I AVOID

Which class, task, or conversation do I keep putting off?

3 HOW I PREPARE

What do I actually do before a quiz, test, or deadline?

4 WHAT GETS IN THE WAY

Time? Confusion? Distraction? Stress?
Missing materials? Something else?

5 WHAT WOULD HELP

What support would make the next step easier to begin and finish?

MY CONFIDENCE RIGHT NOW

1
LOW

2

3

4

5
STRONG

MY NEXT STEP COMMITMENT

THE CLASS I MOST NEED TO ADDRESS:

ONE THING I CAN OWN:

ONE THING I NEED HELP WITH:

SMALL CHECKS.
BIGGER PROGRESS.
YOU GOT THIS.

BE HONEST ENOUGH TO FIND THE REAL PROBLEM—AND HOPEFUL ENOUGH TO CHANGE IT.



Your current grade is information. **Your next move is still yours.**

Better Students
Brighter Futures.

THE PARENT-STUDENT CONVERSATION

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

Stronger
Conversations
Brighter
Futures.

Trade blame for clarity. The goal is a workable next step—not a lecture.

LISTEN
SUPPORT
GUIDE
TOGETHER



TRY THIS OPENER

“Let’s look at this together. I want to understand what is happening and help you decide what comes next.”

SHARE
THINK
PLAN
GROW

1



NOTICE

What do we see in the grades, assignments, and recent patterns?

2



NAME

What feels accurate? What surprised us?

3



UNDERSTAND

What is within the student’s control? What support may be missing?

4



CHOOSE

What is one change the student is willing to make?

5



AGREE

Who will do what—and when will we check again?

KEEP THE CONVERSATION USEFUL

- ✓ Stay curious.
- ✓ Ask one question at a time.
- ✓ Listen without interrupting.
- ✓ Separate behavior from identity.
- ✓ End with a specific action.



OUR SHARED NEXT STEP

STUDENT WILL:

ADULT WILL:

WE WILL CHECK AGAIN ON:

THE GOAL IS NOT TO WIN THE CONVERSATION. IT IS TO IMPROVE WHAT HAPPENS NEXT.



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Connection creates
the honesty that
real change requires.

Better
Students
Brighter
Futures.

CONTACT THE TEACHER WITH CLARITY

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

Stronger
Conversations
Brighter
Futures.

A focused message makes it easier to understand the problem,
identify priorities, and agree on the next step.

Clear
Messages
Create
Progress.

PARTNER
SOLVE
SUPPORT
SUCCEED



READY-TO-USE MESSAGE

Hello [Teacher Name],

We reviewed [Student Name]'s current grade and assignments in [Class]. We noticed [specific pattern or concern]. Could you help us understand the highest-priority issue and the most useful next step?

We would especially appreciate clarity about [missing work, skill gaps, assessment performance, or available support].

Thank you for helping us build a practical plan.

[Parent/Student Name]



6 PRODUCTIVE QUESTIONS

1

What pattern are you seeing?

2

Which missing or incomplete work still matters most?

3

What skill or concept should the student address first?

4

What support, reassessment, or recovery options are available?

5

What should improvement look like over the next two weeks?

6

When and how should we check progress again?



BEFORE YOU SEND

- ☐ Name the class.
- ☐ Describe one pattern.
- ☐ Ask one clear question.
- ☐ Request one next step.
- ☐ Keep the tone collaborative.

✓ PREPARE
✓ BE CLEAR
✓ BE RESPECTFUL
✓ GET RESULTS



FOLLOW-UP RECORD

KEEP TRACK. TURN CONVERSATION INTO PROGRESS.

TEACHER RESPONSE: _____

AGREED PRIORITY: _____

STUDENT ACTION: _____

ADULT SUPPORT: _____

CHECK-IN DATE: _____



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CLARITY GETS A BETTER RESPONSE THAN PANIC.

Ask for the information needed to act—
not just an explanation of the grade.

Better
Students
Brighter
Futures.

14 DAYS TO CHANGE THE TRAJECTORY

A short, focused recovery plan can replace overwhelm with visible progress.

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

Better
Students
Brighter
Futures.

WEEK 1 — STABILIZE

Stop the slide. Get clear. Remove the highest-impact barriers.

1 → 2 → 3 → 4 → 5 → 6 → 7



DAY 1-2 VERIFY

Confirm grades, missing work, deadlines, and teacher priorities.



DAY 3-4 TRIAGE

Choose the work and skills that will make the greatest difference.



DAY 5-6 COMPLETE

Finish priority work in focused blocks. Submit it correctly.



DAY 7 CHECK

Review what changed, what remains, and what needs support.

WEEK 2 — STRENGTHEN

Build the skill, routine, and follow-through that prevent another slide.

8 → 9 → 10 → 11 → 12 → 13 → 14



DAY 8-9 PRACTICE

Target the skill gap with short, deliberate practice.



DAY 10-11 APPLY

Use the skill on current classwork, corrections, or reassessment.



DAY 12-13 PROVE

Complete work independently and verify every submission.



DAY 14 REVIEW

Compare the starting point to today and choose the next move.



DO NOT TRY TO FIX EVERYTHING AT ONCE.

Choose the few actions most likely to change the outcome.

- ✓ CLEARER FOCUS
- ✓ HIGHER CONFIDENCE
- ✓ REAL PROGRESS
- ✓ BRIGHTER FUTURES



MY 14-DAY SCOREBOARD

TRACK PROGRESS. STAY ACCOUNTABLE. SEE THE DIFFERENCE.

Starting grade: _____

Current grade: _____

Priority assignments completed: ____ / ____

Practice sessions completed: ____ / ____

Teacher check-in completed: ☐ YES ☐ NOT YET

Next review date: _____



MY COMMITMENT

TURN TODAY'S PLAN INTO TOMORROW'S PROGRESS.

THE ONE OUTCOME WE ARE WORKING TOWARD: _____

STUDENT COMMITMENT: _____

ADULT SUPPORT: _____



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CONSISTENT ACTION BEATS LAST-MINUTE PANIC.

Measure progress by what is completed, understood, and sustained—not by promises alone.

Stronger
Conversations
Brighter
Futures.

THE GRADE IS A STARTING POINT. THE PLAN IS WHAT CHANGES IT.

REFLECT
ANALYZE
COMMUNICATE
SUPPORT
IMPROVE
GROW

Better
Students
Brighter
Futures.

Use what you learned. Choose the next right step. Keep moving.

Progress
Today
Brighter
Tomorrows

1



NOTICE THE SIGNAL

Pay attention to grades, feedback, and changes in performance.

2



FIND THE PATTERN

Look for trends, repeated challenges, and what's getting in the way.

3



CHOOSE THE PRIORITY

Focus on the work and skills that will make the biggest difference.

4



TAKE CONSISTENT ACTION

Use a plan, build routines, and put in steady effort.

5



REVIEW THE EVIDENCE

Check what has improved, what still needs work, and what comes next.



WHEN A STUDENT NEEDS MORE THAN A CHECKLIST

Early support can rebuild understanding, confidence, routines, and momentum before one difficult class becomes a larger struggle.



TUTORING & HOMEWORK HELP

Get unstuck, complete priority work, and strengthen understanding.



ACADEMIC SKILL SUPPORT

Build the foundational skills behind stronger classroom performance.



TEST & READINESS SUPPORT

Prepare with structure, strategy, practice, and confidence.



STUDENT SKILL DEVELOPMENT

Strengthen communication, financial literacy, technology use, and real-life readiness.



YOUR NEXT MOVE

- ☐ Continue the 14-day plan
- ☐ Contact the teacher

- ☐ Add targeted support
- ☐ Review progress again on: _____

DO NOT WAIT FOR THE STRUGGLE TO BECOME THE STUDENT'S STORY.

Start with a conversation. We will help you identify the right next step.



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SCAN TO EXPLORE



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Better support. Stronger confidence. Brighter futures.

Stronger
Conversations
Brighter
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