

EXAMPLES FROM ADDIE'S GRADE-LEVEL LIBRARY

How Addie captures student voice, year by year.

Addie can call, text, use WhatsApp, or meet students in the browser. Each guided conversation asks for a real experience, helps the student make meaning, and adds counselor-ready context to the Ledger.


HOW THE CONVERSATIONS WORK

Experience → meaning → pattern → next action

1. Ask for a real moment

What actually happened?

2. Explore significance

Why did it matter?

3. Identify a pattern

What might it reveal?

4. End with agency

What will you try, ask, or notice next?

THE FOUR-YEAR LIBRARY

Different developmental work at every grade.

9
KNOW
Belonging & learning

Where am I connected, how do I learn, and what helps me grow?

10
EXPLORE
Values & possible futures

What matters, how does it show up, and what can I test?

11
PLAN
Well-being, fit & story

What environments help me thrive, and what evidence supports that?

12
ACT
Applications & transition

What has changed, what have I contributed, and what will I carry forward?

These are examples—not a rigid six-conversation requirement.

Schools choose grade journeys and timing that fit the calendar. Addie provides proven prompts and a consistent reflection structure without asking the school to invent a new curriculum.

GRADE 9 • KNOW

Belonging & becoming

Developmental question
Where do I belong, how do I learn, and what helps me grow here?

1 Starting High School

"What feels exciting, uncertain, or unfinished?"

ENTERS THE LEDGER

A starting point, priorities, and questions.

COUNSELOR USE

Begin warm and identify early follow-up.

2 Finding My Place

"Tell me about a moment when you felt most like yourself at school."

ENTERS THE LEDGER

Belonging, early friction, trusted people and places.

COUNSELOR USE

See connection gaps and prepare human follow-up.

3 How I Learn Here

"Describe a class or task that taught you how your brain works."

ENTERS THE LEDGER

Learning conditions, strategies, challenge, help-seeking.

COUNSELOR USE

Improve course, study, and support conversations.

4 People Who Know Me

"Who really gets you—and what do they do?"

ENTERS THE LEDGER

Trusted adults, peers, contexts, and support.

COUNSELOR USE

Understand the relationship network around the student.

5 How I Contribute

"When did you make a group or community better?"

ENTERS THE LEDGER

Contribution, inclusion, initiative, responsibility.

COUNSELOR USE

Surface strengths grades may not show.

6 Carry Forward

"What habit, relationship, or strength do you want to bring into Grade 10?"

ENTERS THE LEDGER

A student-owned intention and next step.

COUNSELOR USE

Create a clear Grade 10 handoff.

YEAR-END LEDGER OUTPUT

Belonging & Learning Profile

Each reflection adds student language, concrete evidence, emerging patterns, and a next human question.

GRADE 10 • EXPLORE

Values, purpose & possible futures

Developmental question
What matters to me, how does it show up, and what will I test next?

1 Change & Continuity

"What changed since last year—and what still feels true?"

ENTERS THE LEDGER

Growth, continuity, identity shifts, and evidence of change.

COUNSELOR USE

Compare across years instead of restarting intake.

2 Values in Action

"Choose one thing you say matters. Tell me about a recent choice that proves it."

ENTERS THE LEDGER

A value, concrete evidence, and a tradeoff.

COUNSELOR USE

Use evidence rather than attractive labels.

3 How I Learn and Grow

"When did you have to change the way you learned or ask for help?"

ENTERS THE LEDGER

Learning patterns, challenge, support, and strategy.

COUNSELOR USE

Improve course and pathway guidance.

4 Possible Versions of My Future

"Imagine three futures that each feel plausible. What attracts you to each?"

ENTERS THE LEDGER

Possible selves, curiosity, uncertainty, and influence.

COUNSELOR USE

Explore without forcing premature certainty.

5 A Question to Test

"What question could you answer through a course, activity, project, or conversation?"

ENTERS THE LEDGER

A small experiment and what evidence to notice.

COUNSELOR USE

Turn interest into tested direction.

5 My Personal Rubric

"What conditions help you learn, belong, and contribute?"

ENTERS THE LEDGER

A student-owned rubric and next experiment.

COUNSELOR USE

Enter Grade 11 with shared language and evidence.

YEAR-END LEDGER OUTPUT

Personal Rubric + Next Experiment

Each reflection adds student language, concrete evidence, emerging patterns, and a next human question.

GRADE 11 • PLAN

Well-being, fit & story

Developmental question
What environments help me thrive—and what evidence supports that?

1 Starting Point

"What feels exciting, confusing, or unfinished as the process begins?"

ENTERS THE LEDGER

Readiness, uncertainty, influences, and priorities.

COUNSELOR USE

Start the first meeting further ahead.

2 Academic Strengths & Sustainable Performance

"When did you do demanding work without losing yourself?"

ENTERS THE LEDGER

Strengths, challenge, stress signals, support, and growth.

COUNSELOR USE

Understand the learner behind the transcript.

3 Life Outside the Classroom

"What has shaped you outside class—and why?"

ENTERS THE LEDGER

Activities, work, family roles, leadership, and contribution.

COUNSELOR USE

See beyond the résumé.

4 Future Path

"What kinds of problems, topics, or environments could you imagine working with?"

ENTERS THE LEDGER

Possible majors, careers, pathways, values, and constraints.

COUNSELOR USE

Explore direction without flattening complexity.

5 College Fit in My Own Words

"What parts of your school experience would you want again—and what would you change?"

ENTERS THE LEDGER

Academic, social, geographic, cultural, and support fit.

COUNSELOR USE

Ground the list in the student's own evidence.

6 Story & Support Map

"What stories, supports, and questions should your counselor carry into summer?"

ENTERS THE LEDGER

Story bank, open questions, support, and recommendation evidence.

COUNSELOR USE

Prepare meetings, lists, and recommendations.

YEAR-END LEDGER OUTPUT

Counselor-Ready Fit & Story Map

Each reflection adds student language, concrete evidence, emerging patterns, and a next human question.

GRADE 12 • ACT

Application, decisions & legacy

Developmental question
What has changed in me, what have I contributed, and
what am I ready to carry forward?

1 The Story Only I Can Tell

"Which change would be invisible if someone only saw your transcript?"

ENTERS THE LEDGER

Longitudinal growth, themes, language, and story evidence.

COUNSELOR USE

Find authentic material for letters and essays.

2 Leadership & Impact

"Where did you influence people or culture—and what did you learn?"

ENTERS THE LEDGER

Contribution, leadership style, impact, humility, and legacy.

COUNSELOR USE

Use concrete evidence of how the student shows up.

3 Application Evidence Check

"Which claims are supported by concrete stories—and what is missing?"

ENTERS THE LEDGER

Recommendation evidence, essay seeds, themes, and gaps.

COUNSELOR USE

Focus application work without manufacturing the story.

4 Essay & Recommendation Direction

"Which stories best reveal the person behind the application?"

ENTERS THE LEDGER

Student-owned themes, quotations, and priorities.

COUNSELOR USE

Workshop better while preserving authorship.

5 Decision & Fit Reflection

"What does this choice honor—and what tradeoffs are you accepting?"

ENTERS THE LEDGER

Decision rationale, fit, family context, and support needs.

COUNSELOR USE

Guide a more thoughtful decision.

6 Transition & Legacy

"What are you carrying forward, and how do you want to leave your school?"

ENTERS THE LEDGER

Gratitude, legacy, transition needs, and the next chapter.

COUNSELOR USE

Close the loop and support transition.

YEAR-END LEDGER OUTPUT

Application & Transition Dossier

Each reflection adds student language, concrete evidence, emerging patterns, and a next human question.

WHAT EVERY CONVERSATION CONTRIBUTES

Not another transcript to read. A structured handoff for the next human interaction.

The full conversation remains available, but counselors receive a concise summary designed for action.

Student's own words

Two or three direct quotations, separated from Addie's interpretation.

Experience discussed

The concrete event, situation, or decision the student described.

Emerging insight

A clearly labeled interpretation—not presented as fact or diagnosis.

What changed

A comparison with prior reflections, where relevant.

Next experiment or intention

The action, question, or strategy selected by the student.

Recommended human follow-up

One question or next move for the advisor or counselor.

The Student Ledger preserves evidence—not just labels.

Patterns should be described carefully: newly expressed, emerging across conversations, repeatedly evidenced, or student-confirmed.

Students retain agency

They can pause, type instead of speak, choose a different example, and correct enduring summaries.

Counselors remain responsible

Addie organizes and proposes. Adults interpret, advise, write, decide, and follow up.

Safety follows school protocol

Human-reportable concerns can reach designated adults. Addie is not therapy or emergency response.

The goal is not more information. It is better counselor conversations.

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