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THE COMPLETE FREE WORKBOOK

Clear notes. Useful next steps.

Four complete messages. One careful
release check.

Make the next step clear.

A six-learner evidence packet / A recipient check and correction / Ten answer-key checks

EDITION 2.0 / SEPTEMBER 2026

A practical workbook, not a promise of results.

Inside the workbook

A complete free six-chapter parent-update workbook with six fictional learners, four finished messages, recipient checks, a corrected count, delivery arithmetic and ten answers. No real sending, student-data upload or learning guarantee.

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How to use this workbook

A useful update tells an authorized recipient what was observed, what remains uncertain and one manageable next step. This complete free workbook includes six fictional learner records, four finished messages, a correction, a contact-release exercise and ten answers. Nothing needed to complete the exercise is hidden behind membership.

Cedar Music Studio, all learner codes and the contact ledger are fictional and independent of the other workbooks. No real child, family or recording is represented. Do not paste real student notes, diagnoses, recordings, addresses or family circumstances into an unapproved AI service. Teacher review and recipient checks happen before any real message; this workbook has not sent one.

1. Separate observation from interpretation

The teacher is preparing updates after Monday October 12, 2026. The table contains the complete evidence available. A successful attempt means meeting the specific task condition written in the row; it is not an exam grade or a measure of general musical ability. Different tasks must not be combined into a leaderboard.

Learner	Earlier observation	Latest observation	Reporting decision
M1	Same four-bar rhythm at 60 beats/minute: 2 of 4 attempts accurate	Same task and tempo: 3 of 4 accurate	Describe the bounded change
M2	Previous task note exists	Absent; no new performance observed	No invented progress score
M3	Four-bar phrase at 48 beats/minute: 4 of 4 accurate	Phrase at 60: 2 of 4 accurate	Conditions changed; do not claim decline
M4	Same five-entry exercise at 56: 2 of 5 accurate	Same task and tempo: 4 of 5 accurate	Describe the bounded change
M5	First attempt not scored	Learner asked to pause before the second attempt	Report only the observation privately
M6	Adult learner; self-directed goal	Asked for a private lesson summary	Send only to the authorized learner

For M1, accuracy changes from 50% to 75% for this small task: 25 percentage points. It is not "25% more talented" and does not prove a teaching method caused improvement. M4 changes from 40% to 80% on a different five-entry task: 40 percentage points. Do not average those changes into a studio-wide outcome.

An unhelpful draft says, "M3 has fallen behind and needs much more practice." The record supports neither a comparison with peers nor a practice-history explanation. A useful rewrite says, "At the faster 60-beat tempo,

two of four attempts met today's phrase criterion. We will recheck at the earlier tempo before comparing results." Preserve both tempo and task when reporting a change.

2. Check who may receive each update

The office keeps a separate restricted contact register. The following is its fictional release view. "Verified" means the studio has already confirmed the permitted recipient and channel for this purpose; the workbook does not prescribe a legal authorization process. Do not infer access from a shared surname, a payment record or a person appearing at collection.

Learner	Contact code	Current instruction	Release decision
M1	G1	Verified guardian; established email	Release teacher-approved update
M2	G2	Verified guardian; email later bounces	Attempt once; hold failed address
M3	G3	Contact authorization unresolved	Hold pending office verification
M4	G4	Verified guardian; established email	Release teacher-approved update
M5	G5	Requests private conversation, not email detail	Hold written detail; arrange approved channel
M6	S6	Adult learner; established personal email only	Release to S6, not a parent

At release time there are four approved written recipients: G1, G2, G4 and S6. M3 and M5 are not eligible for this written batch. A hold is not evidence that the learner is doing badly; it records a communication constraint. Use separate individual messages rather than exposing a group recipient list.

Before sending, compare learner code, current recipient, allowed purpose, channel, attachment and teacher-approved version. A parent update is not automatically permission for promotional email, a testimonial or public performance footage. Keep those decisions separate. The fictional worksheet supplies no public-sharing permission for any learner.

3. Write complete, specific messages

The following messages are ready-to-review examples, not evidence of a delivery. Replace the fictional facts through teacher review before using any version. A reply should use the studio's established private channel; do not invite personal details in social comments.

Message A - M1 practice update. Subject: One rhythm focus from Monday's lesson. "Hello G1, in the same four-bar rhythm at 60 beats per minute, M1 completed three of four attempts accurately today, compared with two of four in the earlier check. This is a small task observation, not an exam prediction. For the next practice, try the teacher's four-bar rhythm slowly twice, pause, and then try it once at the lesson tempo if it feels manageable. Stop the exercise if it becomes uncomfortable and discuss the task with the teacher rather than pushing through. Next lesson we will listen to the same rhythm again. Please tell us through the usual studio channel if the instructions are unclear. Thank you, Cedar Music Studio."

Message B - M2 absence. Subject: Arranging the next lesson check. "Hello G2, M2 was absent from Monday October 12's lesson, so we do not have a new performance observation to report. We will review the current task when teaching resumes. Please contact the office through your established channel to discuss the next appointment under the existing studio arrangements. This note does not confirm a replacement lesson, fee adjustment or a change to your regular time. Thank you, Cedar Music Studio."

Message C - M6 adult learner. Subject: Your requested private lesson summary. "Hello S6, this is the private summary you requested. Your self-directed goal remains the focus for our next lesson; today's record does not include a scored assessment, so we have not added a progress percentage. Bring the passage or question you would like to work on next. We will agree a specific check together before comparing future attempts. This summary is addressed only to you through the channel you selected. Thank you, Cedar Music Studio."

Message D - M4 next step. Subject: One entry to revisit next lesson. "Hello G4, in the same five-entry exercise at 56 beats per minute, M4 completed four entries accurately today, compared with two at the earlier check. The teacher has chosen a short next-step task: identify the entry that was difficult using the lesson sheet, then try that entry slowly before returning to the whole exercise. We will check it together next lesson. This is feedback on the recorded exercise, not a grade or a comparison with other learners. Please use the usual studio channel if the lesson-sheet instruction needs clarification. Thank you, Cedar Music Studio."

The fictional teacher has reviewed all four messages and approved their next steps for this exercise. M5's pause is not labeled anxiety, poor motivation or a medical problem. The teacher follows the studio's established support process and the agreed private conversation route. For any real use, a teacher must supply the actual task and approved support rather than copying these invented instructions onto another learner.

4. Correct a mistake without spreading it

Assume a separate erroneous M1 message was already sent to G1 saying "four of four". The original lesson note says three of four. Correct the message to the same verified recipient, identify exactly what changed, and preserve the corrected version with the teacher's review. Do not silently alter the internal record to match the mistaken email.

Complete correction: "Hello G1, a correction to my earlier lesson update: M1 completed three of four attempts accurately, not four of four. The comparison is two of four earlier and three of four at the latest check, at the same 60-beat tempo. The next practice focus is unchanged. I am sorry for the reporting error; our current lesson summary now carries the corrected count. Please use our usual channel if you have questions. Cedar Music Studio."

Log original message ID U1, correction U1-v2, the incorrect count, the verified count, teacher approval, recipient recheck and delivery result. Do not remove the original from the audit trail. A correction is not a second learner update when counting people reached.

If instead a message went to the wrong recipient, stop further sending and use the studio's incident process. Do not include the private details again in a general apology or ask AI to improvise legal assurances. This exercise does not establish a notification deadline or resolve what any law requires.

5. Measure delivery and use AI carefully

For the original four-recipient batch only, the fictional delivery record is U1/G1 delivered, U2/G2 bounced, U4/G4 delivered and U6/S6 delivered. The correction scenario is separate. Three of four original attempts were delivered: 75%. There are six learner records, but six is not the denominator for delivery rate because two were held before sending.

G1 and S6 reply; G4 does not reply during the observation window. Two of three delivered recipients replied, about 66.67%. Two of four attempted recipients replied, 50%. Label either rate clearly. No reply is not evidence of indifference, and delivery is not proof that the recipient read or understood the message. No lesson attendance, practice adherence or renewal result is supplied.

The bounced G2 address remains on hold. Verify an approved replacement through the studio process before retrying; do not guess a new email address or send to another family member. Repeated retries to an invalid address do not improve the delivery result. A message history should distinguish draft, approved, attempted, delivered, failed and corrected states.

Optional Kimi prompt: "Using only this fictional six-learner table and contact-release view, draft individual updates for approved recipients. Preserve attempts, tempo, task and uncertainty. Do not infer a diagnosis, practice history, exam outcome or guardian permission. Identify holds separately. Check the four-attempt delivery report and show each denominator. Do not send, store in a contact system or upload any recording."

Compare any draft against the original notes, not an earlier AI summary. Reject a draft if it upgrades three of four to mastery, compares M3 across different tempos as though conditions were equal, includes a parent on M6's email or treats M5's pause as a diagnosis. An AI tool may make a message sound fluent while changing

its meaning. The teacher remains responsible for the educational content and the office for the release decision.

Reusable update card: learner code; lesson date; exact task and conditions; observation; comparison if valid; uncertainty; teacher-approved next step; recipient and purpose check; channel; version; reviewer; delivery state; follow-up or correction. Store it in the approved studio system with appropriate access and retention controls, not a public template library.

6. Use the ten-answer release check

1. **M1:** $2/4 = 50\%$ and $3/4 = 75\%$; the change is 25 percentage points for this task, not a general ability score.
2. **M2:** There is no new observation. An absence is not a zero-performance score or proof of lost skill.
3. **M3:** Tempo changed from 48 to 60. Recheck comparable conditions before reporting a decline.
4. **M4:** $2/5 = 40\%$ and $4/5 = 80\%$; the change is 40 percentage points on its own task.
5. **M5:** Respect the private-conversation instruction. Do not diagnose or circulate the pause observation.
6. **M6:** Address the adult learner S6 only. A parent is not an automatic recipient.
7. **Release list:** Four written recipients are eligible: G1, G2, G4 and S6. G3 and G5 are held.
8. **Delivery:** Three delivered / four attempts = 75%; the two pre-send holds are not bounces.
9. **Replies:** Two / three delivered = 66.67%; two / four attempted = 50%. Neither measures learning.
10. **Correction:** U1-v2 changes the false four-of-four count to three-of-four, preserves history and does not add a new learner to the report.

All four complete messages, the correction, the evidence tables and these answers remain free. Related member workbooks cover the timetable, recital, marketing and progress-measurement workflows; they do not unlock missing parts of this exercise.

Sources and boundaries

- [Education Endowment Foundation: teacher feedback guidance](#) emphasizes the principles of useful feedback, rather than assuming one delivery format guarantees results. Its school evidence does not validate this fictional music-studio example.
- [W3C WAI writing guidance](#) supports clear instructions, descriptive headings and understandable wording. It is a writing reference, not a certification of every delivery format.
- [Kimi API overview](#) is a vendor reference for optional text-generation capabilities; no tool execution or data-policy suitability is claimed here.

Reviewed September 17, 2026. All examples and calculations are original practice material, not an assessment standard, legal advice or evidence of educational improvement.