

Summary of Results

Name	Disha Rao		Class	Y10 Advanced	
Understanding	A	Fluency	A	Problem Solving	B

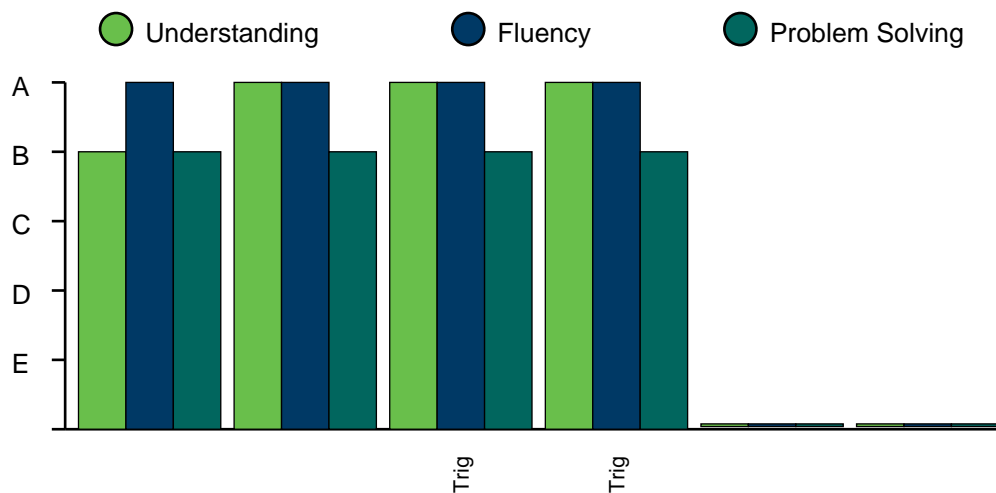
Tutor Comments

Disha demonstrates a strong understanding of concepts and applies her knowledge effectively in various contexts.

She contributes positively in tasks and consistently demonstrates effort in her learning activities.

Her progress in problem solving shows potential and she is encouraged to further develop these skills.

Weekly Feedback



Metrics Breakdown

Understanding

- A - Demonstrates a thorough and comprehensive grasp of mathematical concepts.
- B - Shows a strong understanding with minor errors or gaps in knowledge.
- C - Displays a basic understanding but with some noticeable gaps or misconceptions.
- D - Understands parts of the concepts but lacks overall clarity and consistency.
- E - Shows minimal understanding of the mathematical concepts.

Fluency

- A - Accurately and efficiently performs routine mathematical procedures consistently.
- B - Performs routine procedures correctly most of the time with minor mistakes.
- C - Completes routine procedures with some accuracy but often makes errors.
- D - Struggles with accuracy and consistency in performing routine procedures.
- E - Rarely performs routine mathematical procedures accurately or efficiently.

Problem Solving

- A - Effectively applies concepts to solve all problems accurately.
- B - Successfully solves routine problems and most non-routine problems.
- C - Solves routine problems correctly but struggles with non-routine problems.
- D - Attempts routine problem-solving with limited success.
- E - Struggles significantly with applying concepts to solve all problems.

Notes

- Weeks which are highlighted in red are weeks which the student was away during their regular lesson time.
- Competency areas left unshaded denote areas that were not practiced during that week.



Share your thoughts!

Your feedback is extremely valuable and important to us.
We appreciate if you can take a moment to share your thoughts
via the QR code or through [here](#).