Dear #RECEIVER\_NAME

#ADDRESS\_MESSAGE

#SCHOOL\_NAME

#SCHOOL\_LOGO

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| Let’s Look At “#STUDENT\_NAME”’s Maths Scores Intepretations |

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| #SCORE\_TO\_A\_STRAIGHT % |

**The general score for the assessment of “#STUDENT\_NAME” was:**

This score in itself is not helping us to understand what the reasons BEHIND are, so we will explore further…

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| #ALL\_SUMS\_1 % |

**If sums consisting of rich language were REMOVED from the score, “#STUDENT\_NAME” would have got:**

In Mathematics, there are only a few words, but they are of high technical importance. If the two scores above differ significantly, we can already tell that “#STUDENT\_NAME” should focus largely on the reading and interpreting of questions. However, not only this, but there might be a resistance in “his” that avoids sum consisting of many words, and for this we suggest proper coaching in the practicing of past question papers.

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| #ALL\_SUMS\_2 % |

**How well did “#STUDENT\_NAME” use “his“ calculator during the assessment:**

The calculator is a part of the syllabus, and “he” advances “his” accuracy, as well as time management, when applying the calculator correctly. Looking at this score is very helpful towards training “him” in the key sequences of “his” syllabus for calculator work. It will bring much relief and an increase in marks, the better “#STUDENT\_NAME” masters “his” calculator.

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| How did “#STUDENT\_NAME” Score Per Topic? |

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| #TABLE | #CHART |