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\_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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| #ALL\_SUMS\_3 % |

**Let’s talk “advanced thinking” and see how much did “#STUDENT\_NAME“ score in extra difficult sums:**

Contrary to popular belief, it is not a fixed trait how well one will perform in extra difficult sums. Instead, this is a skill, combined with a manner of thinking, that can be trained and exercises. It works similar to a physical muscle. Please encourage “#STUDENT\_NAME” to grow an open mindset for advanced sums, and to practice them more frequently than easy ones. The higher the grade in Mathematics, the more advanced sums there will be in the question papers.

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

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| #TABLE | #CHART |