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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| #QUESTIONS TYPICAL TO MATHS LITERACY #4 %  #QUESTIONS TYPICAL TO CORE MATHS #5 % |

**Maths VS Maths Literacy**

Use this score to decide if the learner should rather take Maths of Maths Literacy as a subject. If the learner’s score is significantly high for Maths Literacy, and quite low for Maths, it is highly recommended that the learner:

* Either receives professional, private, intervention (see details below)
* Rather take up Maths Literacy as a subject.

If both scores are very low, it is still best that the learner takes up Maths Literacy as a subject, instead of Maths. From this level onward, core Maths will only become increasingly more difficult.

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

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| #TABLE | #CHART |