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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| #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 |