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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| #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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| #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 |