Dear #RECEIVER\_NAME

#ADDRESS\_MESSAGE

#SCHOOL\_NAME

#SCHOOL\_LOGO

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

|  |
| --- |
| #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…

|  |
| --- |
| #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.

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

|  |  |
| --- | --- |
| #TABLE | #CHART |