

MATH COMPETENCY SCORECARD (MCS)

BASIC INDIVIDUAL REPORT

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

44.13%



Overall Impact Measurement Rating

2.77

44.13%

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00

ATTITUDE

2.80

45.00%

I do not believe that Mathematics is useful in my life as I will have no need for Mathematics in the future. Most of the time I do not even know why we are learning Mathematics in school. I dislike being given tasks in class as I do not see why I should be doing them.

METACOGNITION

3.00

50.00%

I am somewhat aware but unsure of the correct Math strategies to be used for all the questions even with much thinking. I often find it difficult to start solving a problem sum.

SKILLS

2.60

40.00%

I find it hard to make use of some Mathematical tools by myself. Half the time, I will need my teacher to guide me because I am unable to do most of the related questions on my own.

CONCEPT

2.70

42.50%

I struggle with understanding anything to do with algebra as they do not make much sense to me. It becomes more difficult for me when it is combined with operations such as addition, subtraction, multiplication and division. I find it difficult to tell when tasks can be grouped or merged and when they must be separated in a multi-step Math problem.

PROCESS

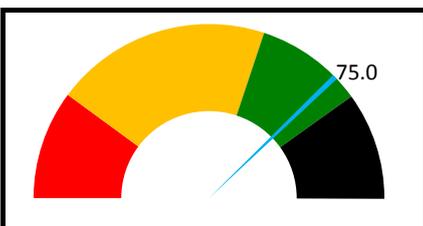
3.00

50.00%

I am able to understand Mathematical problems and support them with reasoning. I am able to express Mathematical ideas and arguments accurately and logically although there are times when I experience difficulty. Hence, I need some guidance to allow myself to make linkages between Mathematics and othis subjects, and also everyday life.

TOP 3 STRENGTHS

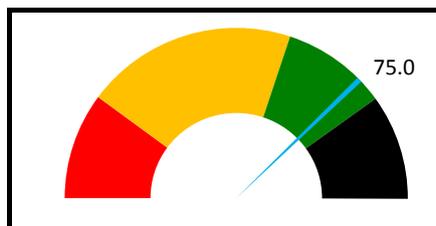
1



#01 PMAM4003

When I do Maths questions, I can find patterns and pick out parts that relate to each other.

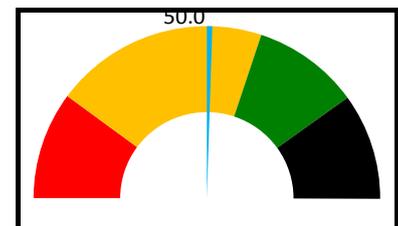
2



#02 PMAM2003

I have time to check my work before handing it in.

3



#03 PMAM2002

I can complete my work on time and can correct myself when I make a mistake.

The information in this report, including rating scores, is derived from inputs by participants. The rating scores published by GYM and VSC are solely statements of opinion and not statements of fact or recommendations to make any decisions. Accordingly, any user of scores issued by GYM and VSC should not rely on any such scores only or other opinion issued by GYM and VSC only in making any decision. Scores are based on information received by GYM and VSC. GYM and VSC has established policies and procedures to maintain the confidentiality of non-public information received during the scoring process and production of this report. This report may not be reproduced in whole or in part in any form or manner whatsoever. This report is forwarded to the Subscriber in strict confidence for use by the Subscriber as one factor in connection with rating and other decisions. The report may contain information compiled from information which GYM and VSC does not control and which has not been verified unless indicated in this report. Whilst every endeavour is made to ensure that the information provided is updated and correct, GYM and VSC disclaims any liability for any damage or loss whatsoever that may be caused as a result of any aspect, error or omission arising out of or in any way related to the contents of this report.

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

Overall Impact Measurement Rating

2.77

44.13%

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00

I am somewhat able to do most Mathematical calculations using algebra by myself. Sometimes, I might need my teacher to guide me when I am unable to do some of the related questions. Othiswise I will attempt to do them on my own. I can partially understand and make sense of a Mathematical problem and make sensible decisions based on the information given to me.

I am somewhat able to do most Mathematical calculations using numbers by myself. Sometimes, I might need my teacher to guide me when I am unable to do some of the related questions. Othiswise I will attempt to do them on my own. I am partially able to understand things to do with numbers. I can work with numbers when combined with operations such as addition, subtraction, multiplication and division only some of the time. I find it rather hard to tell when tasks can be grouped or merged and when they must be separated into a multi-step Math problem. Sometimes I have trouble sequencing multiple steps of a Mathematical problem.

I find it hard to make use of some Mathematical tools by myself. Half the time, I will need my teacher to guide me because I am unable to do most of the related questions on my own. I am able to use some forms thinking skills to solve Mathematical problems, such as comparing, analysing parts and whole, sequencing and identifying patterns and relationships. I can make use of some heuristics like restating the problem, using guess and check, drawing diagrams and working backwards to solve Mathematical problems. Usually, I will be able to do easier questions but will get stuck on difficult ones.

I am able to keep track of how much time I spend on a question. I can answer some Mathematical questions but will skip on those that I cannot do. However, sometimes I do not have the time to go back to those questions and complete them. I struggle with understanding anything to do with algebra as they do not make much sense to me. It becomes more difficult for me when it is combined with operations such as addition, subtraction, multiplication and division. I find it difficult to tell when tasks can be grouped or merged and when they must be separated in a multi-step Math problem.

I am able to plan and pace myself to do Mathematical questions. More often than not, I am able to check if my answer is correct and can correct myself if I am wrong. Normally I will have some time to check my work after completing them. I am able to use some forms thinking skills to solve Mathematical problems, such as comparing, analysing parts and whole, sequencing and identifying patterns and relationships. I can make use of some heuristics like restating the problem, using guess and check, drawing diagrams and working backwards to solve Mathematical problems. Usually, I will be able to do easier questions but will get stuck on difficult ones.

I will attempt both the easy and difficult Mathematical questions that I am given, only skipping those I find very difficult. I am usually able to complete my work without guidance most of the time. I am able to understand Mathematical problems and support them with reasoning. I am able to express Mathematical ideas and arguments accurately and logically although there are times when I experience difficulty. Hence, I need some guidance to allow myself to make linkages between Mathematics and othis subjects, and also everyday life.

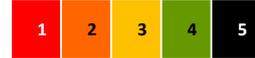
The information in this report, including rating scores, is derived from inputs by participants. The rating scores published by GYM and VSC are solely statements of opinion and not statements of fact or recommendations to make any decisions. Accordingly, any user of scores issued by GYM and VSC should not rely on any such scores only or other opinion issued by GYM and VSC only in making any decision. Scores are based on information received by GYM and VSC. GYM and VSC has established policies and procedures to maintain the confidentiality of non-public information received during the scoring process and production of this report. This report may not be reproduced in whole or in part in any form or manner whatsoever. This report is forwarded to the Subscriber in strict confidence for use by the Subscriber as one factor in connection with rating and other decisions. The report may contain information compiled from information which GYM and VSC does not control and which has not been verified unless indicated in this report. Whilst every endeavour is made to ensure that the information provided is updated and correct. GYM and VSC disclaims any liability for any damage or loss whatsoever that may be caused as a result of any aspect, error or omission arising out of or in any way

MATH COMPETENCY SCORECARD (MCS)

KEY FOCUS

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

COLOUR SCALE



Overall Score:

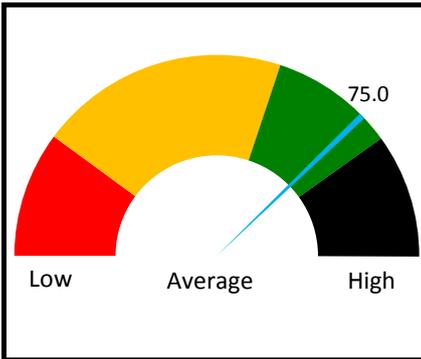
2.77

44.13%

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00

TOP 3 STRENGTHS

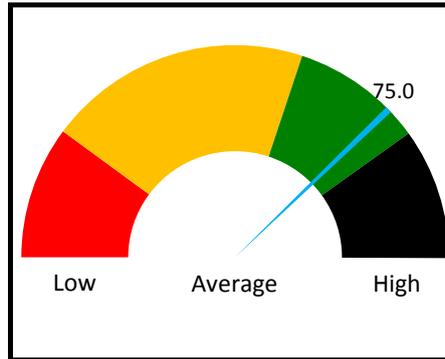
1



#01 PMAM1003

I will try my best to complete Maths questions. I do NOT give up easily.

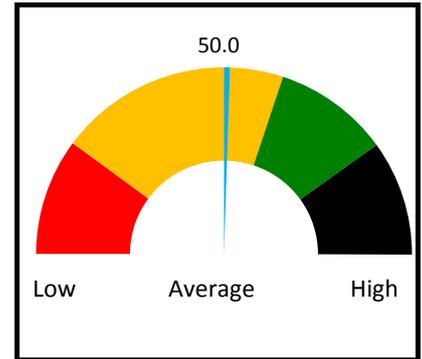
2



#02 PMAM2002

I can complete my work on time and can correct myself when I make a mistake.

3

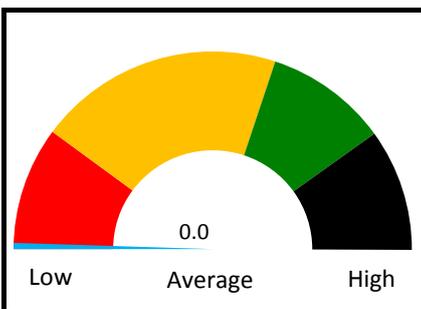


#03 PMAM1002

I like learning Maths in class.

3 AREAS OF IMPROVEMENTS

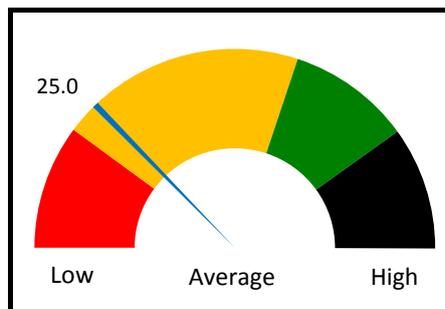
1



#01 PMAM1001

I do not believe that Mathematics is useful in my life as I will have no need for Mathematics in the future. Most of the time I do not even know why we are learning Mathematics in school. I dislike being given tasks in class as I do not see why I should be doing them.

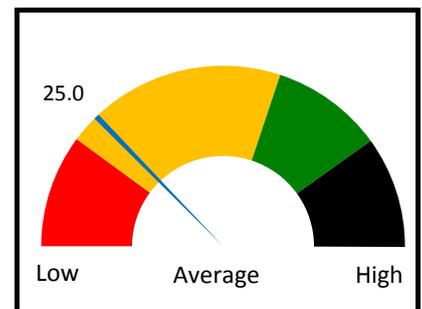
2



#02 PMAM4002

I struggle with understanding anything to do with algebra as they do not make much sense to me. It becomes more difficult for me when it is combined with operations such as addition, subtraction, multiplication and division. I find it difficult to tell when tasks can be grouped or merged and when they must be separated in a multi-step Math problem.

3



#03 PMAM3003

I find it hard to make use of some Mathematical tools by myself. Half the time, I will need my teacher to guide me because I am unable to do most of the related questions on my own.

The information in this report, including rating scores, is derived from inputs by participants. The rating scores published by GYM and VSC are solely statements of opinion and not statements of fact or recommendations to make any decisions. Accordingly, any user of scores issued by GYM and VSC should not rely on any such scores only or other opinion issued by GYM and VSC only in making any decision. Scores are based on information received by GYM and VSC. GYM and VSC has established policies and procedures to maintain the confidentiality of non-public information received during the scoring process and production of this report. This report may not be reproduced in whole or in part in any form or manner whatsoever. This report is forwarded to the Subscriber in strict confidence for use by the Subscriber as one factor in connection with rating and other decisions. The report may contain information compiled from information which GYM and VSC does not control and which has not been verified unless indicated in this report. Whilst every endeavour is made to ensure that the information provided is updated and correct, GYM and VSC disclaims any liability for any damage or loss whatsoever that may be caused as a result of any aspect, error or omission arising out of or in any way related to the contents of this

MATH COMPETENCY SCORECARD (MCS)

Impact Assessment

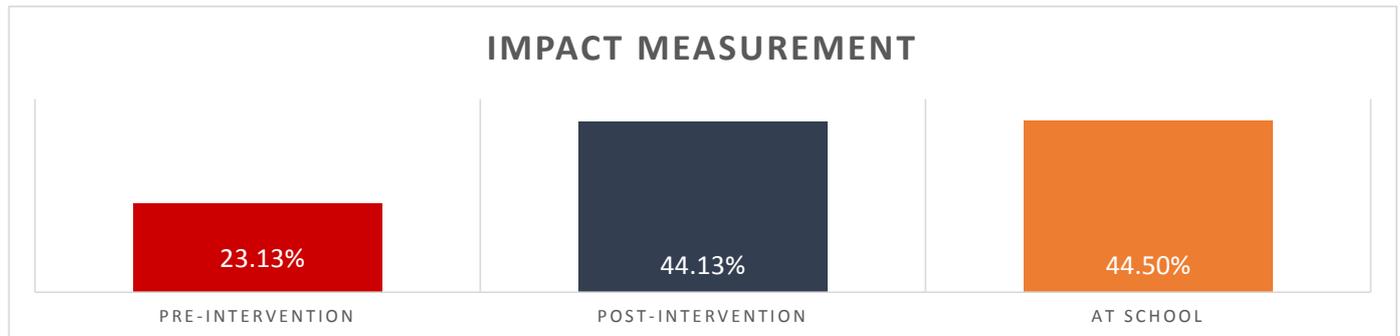
Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

COLOUR SCALE

1	2	3	4	5
---	---	---	---	---

Overall Score: **2.77** **44.13%**

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00



* Perceived gaps in skill-sets that can be further improved.

PRE-INTERVENTION 23.13%

- I have time to check my work before handing it in.
- I can calculate numbers using addition, subtraction, multiplication and division.
- I can understand and do Maths questions that use numbers that have two steps or more.
- I like learning Maths in class.
- I can complete my work on time and can correct myself when I make a mistake.

POST-INTERVENTION 44.13%

- I will try my best to complete Maths questions. I do NOT give up easily.
- I can complete my work on time and can correct myself when I make a mistake.
- I like learning Maths in class.
- I have time to check my work before handing it in.
- I can calculate numbers using addition, subtraction, multiplication and division.

AT SCHOOL 44.50%

- I have time to check my work before handing it in.
- I believe that Maths can be useful for my future.
- I know what I am thinking about when doing Maths.
- I can calculate numbers using addition, subtraction, multiplication and division.
- When I do Maths questions, I can find patterns and pick out parts that relate to each other.

The information in this report, including rating scores, is derived from inputs by participants. The rating scores published by GYM and VSC are solely statements of opinion and not statements of fact or recommendations to make any decisions. Accordingly, any user of scores issued by GYM and VSC should not rely on any such scores only or other opinion issued by GYM and VSC only in making any decision. Scores are based on information received by GYM and VSC. GYM and VSC has established policies and procedures to maintain the confidentiality of non-public information received during the scoring process and production of this report. This report may not be reproduced in whole or in part in any form or manner whatsoever. This report is forwarded to the Subscriber in strict confidence for use by the Subscriber as one factor in connection with rating and other decisions. The report may contain information compiled from information which GYM and VSC does not control and which has not been verified unless indicated in this report. Whilst every endeavour is made to ensure that the information provided is updated and correct, GYM and VSC disclaims any liability for any damage or loss whatsoever that may be caused as a result of any aspect, error or omission arising out of or in any way related to the contents of this report.

MATH COMPETENCY SCORECARD (MCS)

LEARNING ROADMAP

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

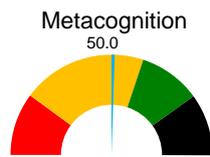
Overall Impact Measurement Rating

2.77 **44.13%**

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00



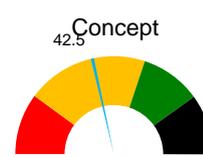
Low Average High



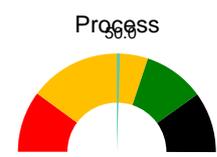
Low Average High



Low Average High



Low Average High



Low Average High

ATTITUDE

2.80 **45.00%**

SITUATIONAL ANALYSIS:

I do not believe that Mathematics is useful in my life as I will have no need for Mathematics in the future. Most of the time I do not even know why we are learning Mathematics in school. I dislike being given tasks in class as I do not see why I should be doing them.

ACTION STEPS:

Student should practice self-study in Math to be mentally prepared and ahead for his upcoming Math lessons. Student can start by doing self-study at home consistently for the next upcoming Math topic before his Math teacher covers that topic in class. Student should take down notes of all the areas that he is unsure of and list it down clearly during his self-study.

Student should try to understand as much as he can during lesson time and pay plenty more attention when the teacher is going through the areas that were noted down during self-study. At the end of the lesson, student should always check through all his notes. Are there any concepts student is still unsure of? If he does, Student should approach his Math teacher immediately.

Stop being a passive learner and learn to be an active learner in Math. Student should get out of his comfort zone and start making connections in the various Math topics and concepts as many are related and connected. The more connections student is able to make, the greater his understanding of that particular topic or concept will be.

As Math concepts flow through levels of difficulty, student should start from where he is and move forward to the more difficult levels only when understanding is in place. Student should utilise the internet as it has a wealth of interactive math sites that allows him to be engaged in Math.

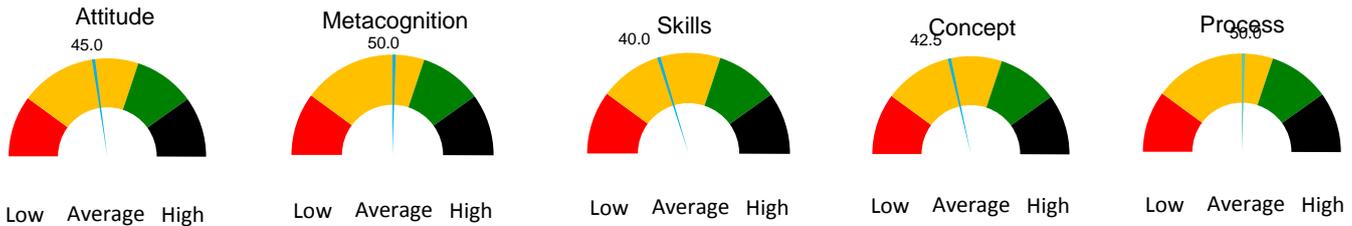
Student should open up and get help from his teachers and parents for Math. Student should approach and inform his Math teacher if he requires any support from his. The support can be in terms of topical or conceptual assistance.

It could also be in the form of emotional support as student might be confused or lagging behind in class as he could not follow the Math lesson taught. Student should share with his parents the latest Math results from his exams or tests so that they are aware and can render some help if needed.

The information in this report, including rating scores, is derived from inputs by participants. The rating scores published by GYM and VSC are solely statements of opinion and not statements of fact or recommendations to make any decisions. Accordingly, any user of scores issued by GYM and VSC should not rely on any such scores only or other opinion issued by GYM and VSC only in making any decision. Scores are based on information received by GYM and VSC. GYM and VSC has established policies and procedures to maintain the confidentiality of non-public information received during the scoring process and production of this report. This report may not be reproduced in whole or in part in any form or manner whatsoever. This report is forwarded to the Subscriber in strict confidence for use by the Subscriber as one factor in connection with rating and other decisions. The report may contain information compiled from information which GYM and VSC does not control and which has not been verified unless indicated in this report. Whilst every endeavour is made to ensure that the information provided is updated and correct, GYM and VSC disclaims any liability for any damage or loss whatsoever that may be caused as a result of any aspect, error or omission arising out of or in any way related to the contents of this report.

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

Overall Impact Measurement Rating		2.77	44.13%
Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00



METACOGNITION	3.00	50.00%
----------------------	-------------	---------------

SITUATIONAL ANALYSIS:

I am somewhat aware but unsure of the correct Math strategies to be used for all the questions even with much thinking. I often find it difficult to start solving a problem sum.

ACTION STEPS:

Student should start giving more thought to the present question he is doing. He may want to reflect and look into his own thoughts and feelings after re-reading the question. He should remind himself to take notice of his thoughts, feelings, body sensations and the surroundings around him.

He might want to list down on a piece of paper or his journal his thinking process of that question. He could identify those things which should be done first with the information given in the question and how the other keywords are linked.

Student should strive to achieve focus when he is studying Math. Staying focused, he could help coming up with a solution to the Math problems at a quicker speed. He may do so by staying organised when studying Math and this is applicable for both school and home.

Having a clean space can help him focus and get his work done with much more concentration. He should remove anything that can distract him from his learning process and is not relevant to Math.

Student should focus more in studying Math. He could stay persistent and remind himself that practice makes perfect. When he is doing self-revision in Math, he should do each of the Math problem slowly and break them up for easier understanding. He should also go beyond the math work given to him in class and find extra exercises to really test and push his understanding.

Has he understood the Math concepts taught? Is he able to recall and apply these concepts effectively?

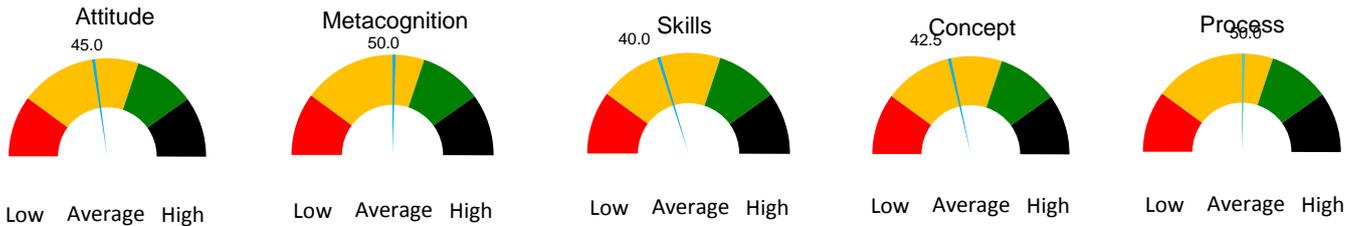
The information in this report, including rating scores, is derived from inputs by participants. The rating scores published by GYM and VSC are solely statements of opinion and not statements of fact or recommendations to make any decisions. Accordingly, any user of scores issued by GYM and VSC should not rely on any such scores only or other opinion issued by GYM and VSC only in making any decision. Scores are based on information received by GYM and VSC. GYM and VSC has established policies and procedures to maintain the confidentiality of non-public information received during the scoring process and production of this report. This report may not be reproduced in whole or in part in any form or manner whatsoever. This report is forwarded to the Subscriber in strict confidence for use by the Subscriber as one factor in connection with rating and other decisions. The report may contain information compiled from information which GYM and VSC does not control and which has not been verified unless indicated in this report. Whilst every endeavour is made to ensure that the information provided is updated and correct, GYM and VSC disclaims any liability for any damage or loss whatsoever that may be caused as a result of any aspect, error or omission arising out of or in any way related to the contents of this report.

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

Overall Impact Measurement Rating

2.77 **44.13%**

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00



SKILLS

2.60 **40.00%**

SITUATIONAL ANALYSIS:

I find it hard to make use of some Mathematical tools by myself. Half the time, I will need my teacher to guide me because I am unable to do most of the related questions on my own.

ACTION STEPS:

Student should take initiative in his own Math learning and develop his own Math tools. He will then be able to make use of the tools to solve Math questions and understand the purpose of that specific Math tool.

He could do some research on some of the Math tools that he can prepare on his own. Once they are ready, he could start using them as often as possible in all his Math revisions. This will allow him to be more familiar with these Math tools and their purposes.

Student should approach his friends or classmates for help. Set up a Math study group and get classmates to join in. Share and discuss with them the areas he need help in with regards to the Math tools.

Focus and pay attention on how they explain and show how to use the Math tools to solve the Math questions. How did they use the Math tools easily and assist them to solve the Math questions? What does the student need to understand about the tools in order he can use them effectively?

Student should pick up and understand the Math language of the various Math tools available. He should aspire to be familiar with it and use it regularly in an attempt to solve his Math questions. Using the Math tools that he has currently, he should try incorporating self-talk or thinking aloud to help him through.

How does he apply this particular tool in this type of Math question? Is he using it correctly? He should take the risk and solve the Math question with his own understanding of the Math tool and evaluate the effectiveness of it once he is done.

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

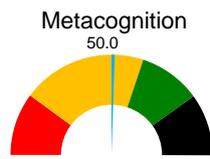
Overall Impact Measurement Rating

2.77 **44.13%**

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00



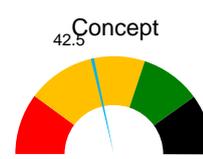
Low Average High



Low Average High



Low Average High



Low Average High



Low Average High

CONCEPT

2.70 **42.50%**

SITUATIONAL ANALYSIS:

I struggle with understanding anything to do with algebra as they do not make much sense to me. It becomes more difficult for me when it is combined with operations such as addition, subtraction, multiplication and division. I find it difficult to tell when tasks can be grouped or merged and when they must be separated in a multi-step Math problem.

ACTION STEPS:

Student should challenge himself to try different methods in tackling problem sums and its strategies. For each problem sum situation or strategy, he should pay attention to the keywords and/or other important information hidden in the question. Is this a relevant information? How will he use that information to move on to the next step?

Only by asking those questions, would he be directing his thoughts towards solving the sum unknowingly. He should catch his train of thoughts and write them down on the question paper immediately as they can assist him in solving the sum eventually.

Student should find himself a Math study buddy. He may wish be with someone in the class who would like to do well in Math as much as he does. He should schedule a fixed study session together and discuss ways they can improve each other's skills in Math such as recalling facts or sequence.

He should make sure that they practice some Math questions together and peer teach one another with each study session. By doing so, this will enable him to gain relevant knowledge in the various Math concepts.

Student should learn how to read his Math texts carefully and slowly. He may want to break them down into simpler words for him to understand their meaning easily. He should then link them back immediately to the Math question and figure out its purpose in the Math question.

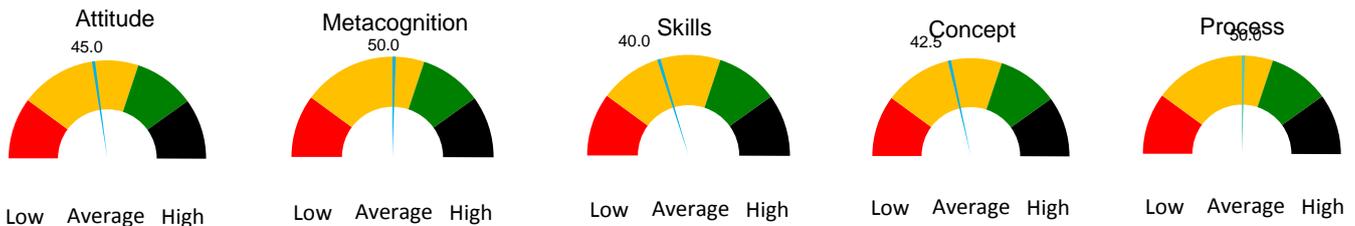
Can he see how these words helped him to move on the next step in solving the Math question? He may want to try this with all the other Math terms he is unsure of and to do it slowly with pure concentration.

Student's name:	Level:
SAMPLE	Primary 4
School:	Date of evaluation:
Genius Young Mind	19/2/2016

Overall Impact Measurement Rating

2.77 **44.13%**

Black: Excellent	Emerald: Good	Amber: Average	Red: Poor
5.00 ≥ SCORE ≥ 4.20	4.19 ≥ SCORE ≥ 3.40	3.39 ≥ SCORE ≥ 1.80	1.79 ≥ SCORE ≥ 1.00



PROCESS

3.00 **50.00%**

SITUATIONAL ANALYSIS:

I am able to understand Mathematical problems and support them with reasoning. I am able to express Mathematical ideas and arguments accurately and logically although there are times when I experience difficulty. Hence, I need some guidance to allow myself to make linkages between Mathematics and othis subjects, and also everyday life.

ACTION STEPS:

Student to increase his own Math vocabulary to boost his Math learning power. Try to attempt Math questions of varying levels. Always start with the easier ones first and gradually move on to the harder ones.

Take notice of the different keywords in these Math questions and figure out how they differ from one another. Are there also any similarities in how these different keywords help to solve the question? Apply the new found understanding into the next batch of practice questions.

Student to approach his friends and classmates for help and support once a week. Open up to them and share about what he is currently facing while studying Math. Are they also influenced by their parents and teachers about Math?

By exchanging Math learning experiences with one another, student will be able to relate their experience with his. Student has to take note of their valuable sharing and make them applicable to how he studies Math currently.

Student has to pay attention to his own vocabulary of words used for himself or people around him. Does the student frequently use limiting terms? For example, "I'll never be able to do this," or "I always mess this up."

Student's vocabulary includes what he speaks out loud to others, as well as how he talks to himself, whethis verbally or mentally. He must remove overly negative words from his vocabulary. Toning down his language can help him put negative experiences into a healthier perspective.