## Student Name:

Course Week: 17

## Weekly Test Results

| Week | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Test | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
| Pass Mark (\%) | 85\% | 80\% | 85\% | 83\% | 80\% | 79\% | 75\% | 77\% | 83\% | 75\% | 78\% | 73\% | 77\% | 77\% | 75\% | 68\% | 73\% | 75\% |
| Your Child | 90\% | 70\% | 100\% | 96\% | 80\% | 93\% | 65\% | 83\% | 83\% | 80\% | $83 \%$ | 73\% | 77\% | 83\% | 75\% | 81\% | - | - |

## Test Results vs. Pass Mark



Subject Areas: Strengths, Weaknesses and Notes
(Click the appropriate Test Letter to access classnotes for each test)

| Test | Maths | English | Verbal Reasoning | Non-Verbal Reasoning | Notes |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A | Mental Maths | Parts of Speech | Letter Sequences | Introducing Shapes | Superstar! :) Just check mental maths missing number sums. |
| B | Large Sums | Cloze Text | Letter Analogies | Counting | Be very careful in the mental maths of sums - e.g. $q 3$ is 392 (not 372), $q 5$ is 431 (not 441). Watch out for 'Mirror Pairs' questions in Letter Analogies (e.g. q9). Tricky vocabulary on the 2nd page but $16=$ mariner, $17=$ shrubs and $18=$ numerous. |
| C | Properties of Numbers |  | Synonyms and Antonyms | Pointing | Excellent, well done. |
| D |  | Punctuation Spelling | Balancing Equations | Shading/Line Types | Great - be careful to include a comma before speech resumes within a sentence. |
| E | Multiplying by $10,100,1000$ Ordering Decimals |  | Compound Words | Layering | Practise multiplying decimals by 100 and 1000 . Be careful when counting the number of sides of the 'overlap' shape in $q 19$. |
| F | Large Decimal Sums | Homonyms | Code Words | Rotation | Excellent - small mistake in your calculations in q9-this should be 18.72, not 19.72. |
| $\underline{\text { G }}$ | Fractions of Shapes <br> Fraction of Numbers and Equivalent Fractions |  | Sentence Analogies | Reflection | Make sure you have put an answer down for anything mulitple choice (even if it has to be a guess) - do not leave it blank like q4. That one is a letter pattern - scarce is to scare, as farce is to fare (dropping the $C$ each time). Make sure your links match on BOTH sentences - e.g. natural is to artificial (opposites) as powerful is to weak (not 'strong' - that's a synonym). Make sure you take fractions to their lowest terms (e.g. q 20, 3/9 can become $1 / 3$. Don't forget to $x$ the answer by the numerator in Fractions of Numbers - e. g. 4/5 of 70 is 56 (not 14 - you need to then do $14 \times 4$ ). |


| H |  | Comprehension | Algebra | Mixed NVR | Very good - try and think a bit more about the character's feelings/thoughts in a passage - these may not be explicitly said, but we have to assumed them (e.g. Anne would think James is a coward for being an informant on his pirate friends in $q 7$ ). |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Mixed Maths Revision |  | Word Formation 1 |  | Good but don't be complacent you're finished and they're all right! All the mistakes are tiny and could have been changed so use that time wisely. 3000 divided by 100 is 30 , not 3 and 12.5. + 2.7 is 15.2 (not 25.2 - you've carried over an extra 1). |
| $\underline{\text { I }}$ |  |  | Word Formation 2 |  |  |
| J | Percentage of Numbers |  | Odd One Out |  | Ran out of time on one \% question, but good effort. Note that grapefruits are citrus fruits (like lemon and lime in q18), so melon + grape are the Odd Ones Out there. |
| K | Understanding Time |  | Code Matching |  | Good but revise converting decimal/percentages to fractions remember that it's their number, but as 10oths. E.g. $-0.55=55 / 100(3 / 20$ if you can reduce it). |
| $\underline{L}$ | Data Handling |  |  | Mixed NVR | Good but the mental maths was a little inaccurate - $q 3$ is 52, not 54 (which made question 6 wrong). Also, q9 you have misread the question - you've just given the amount that is heavy metal music (not the difference between that and pop). In the NVR, keep in mind that there will be multiple factors that make the answers what they are - e.g. in q11 (of test 21) there are 3 lines, that don't cross, with three shapes that don't have to be the same. The answer is $E$ (not D, as you went for - this one has 4 lines). |
| M | Area and Perimeter |  | Missing Letters |  | Good work in the Missing Letters. Be sure to be clear that Perimeter is all sides added together, and area $=$ length $x$ width for a rectangle, and $1 / 2$ (base $x$ height) for a right angled triangled. Look out for missing sides and make sure you add them into Perimeter sums (e.g. the white shape Perimeter is 40 cm , not 35 cm - you've missed one side out in your calculations). |
| N | Co-Ordinates | Grammar | Word Problems | Mixed NVR | Good though read Word Problems very carefully - needed a bit of prompting with question 6 to really check this one. NVR mistakes corrected in class. |
| O | Measurements |  | Transferring Letters |  | Read the Measurement word problems carefully - you've missed out the 2.3 m in q11. Also, in q12, $3.5 l=350 \mathrm{oml}-$ you have mixed $l$ with ml in your workings here. Be careful not to copy up your numbers wrong in sums (you worked out the volume of the first cuboid in q15 right $-390 \mathrm{~mm}^{3}$, but wrote it up wrong in the sum wrong (as 320). Volume $=$ length $x$ width $x$ height - so in q14, we are given the volume which is 72 , so $6 x$ $4 x ?=72$. It must be 3 for that one. |
| $\underline{\text { P }}$ | Mean, Median, Mode and the Range, Probability |  | Hidden Words | Mixed NVR | Very good work - read the q carefully in number 14 - it essentially asks how many of the tshirts are NOT red, so it should be 14/20-7/10 (not 6/20=3/10 - you've given how many ARE red). |
| Q | Ratio and Proportion | Punct. Revision | Relating Numbers |  |  |
|  |  | Cloze Text |  |  |  |
| $\underline{\mathrm{R}}$ | Algebra | Comprehension | Number Sequences |  |  |

