

English for Mathematics

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Review

Professional Language

- As a professional entrepreneur, maintain your professionalism.
- Use professional language for formal documents.
- Although brochures or flyers aim to attract potential customer, professional language will keep the credibility of your business.
- Passive voices are frequently used in the professional language.

Professional Language

- Clarity and Conciseness
- Audience Awareness
- Structured Organization
- Formal Tone
- Purpose-Driven Content

Passive Voice

- The agent is obvious
- The agent is unknown/
unimportant
- Focus on the action/ process/
result



Today's Agenda

- Passive voice (for reporting assessments professionally)
- Data interpretation (reading and analyzing test results)



**Assessment
Reporting**

Brainstorming

- How do you know if your students are doing well?
- What method can you use to evaluate students' ability?

Suskie (2018)

- Student-level assessment assesses how well individual students have achieved course learning goals
- Assessment aims to give students feedback and grades on their learning.
- Assessment can be administered through tests, quizzes, assignments, and the like.

Assessment Reporting

- Professional tutoring center build good rapport with the stakeholder (students, parents).
- Reporting the students' progress and achievement is one way to build trust.
- To write professional tutoring reports:
 1. Keep the information about what specifically **was worked on short and to the point.**
 2. Communicate if the student is on path to their goals as stated in the work order.
 3. Be specific if the parent needs to take action to support the student.

<https://www.learnspeed.com/write-a-great-tutor-session-report/>

Passive Voice in Assessment Reporting

- Remember the reasons you use passive voice?
- Passive voice is preferred when you want to focus on the action/ process/ result.
- See the following:

Passive Voice in Assessment Reporting

Active

- The tutor gave the test last week.
- The tutor graded all assignments.
- SmartSteps has observed the students' progress.

Passive

- The test was given last week.
- All assignments were graded.
- The students' progress have been observed.

- Passive voice is used to focus on **what was done**, not who did it.
- The sentences sound more objective and professional.

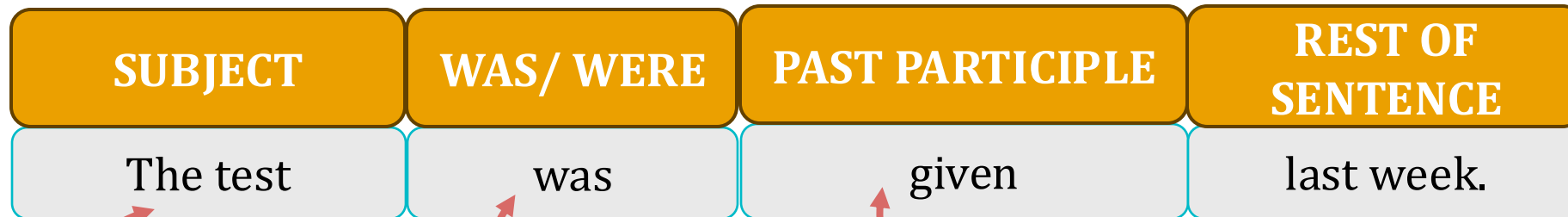


**Passive
Voice**

Past
Future
Modals

Passives in the Past

- English uses the passive voice in the past to stress the effect of an action that happened in the past.
- The past simple passive is used when referring to a single completed action in the past, focusing on the effect rather than the cause.



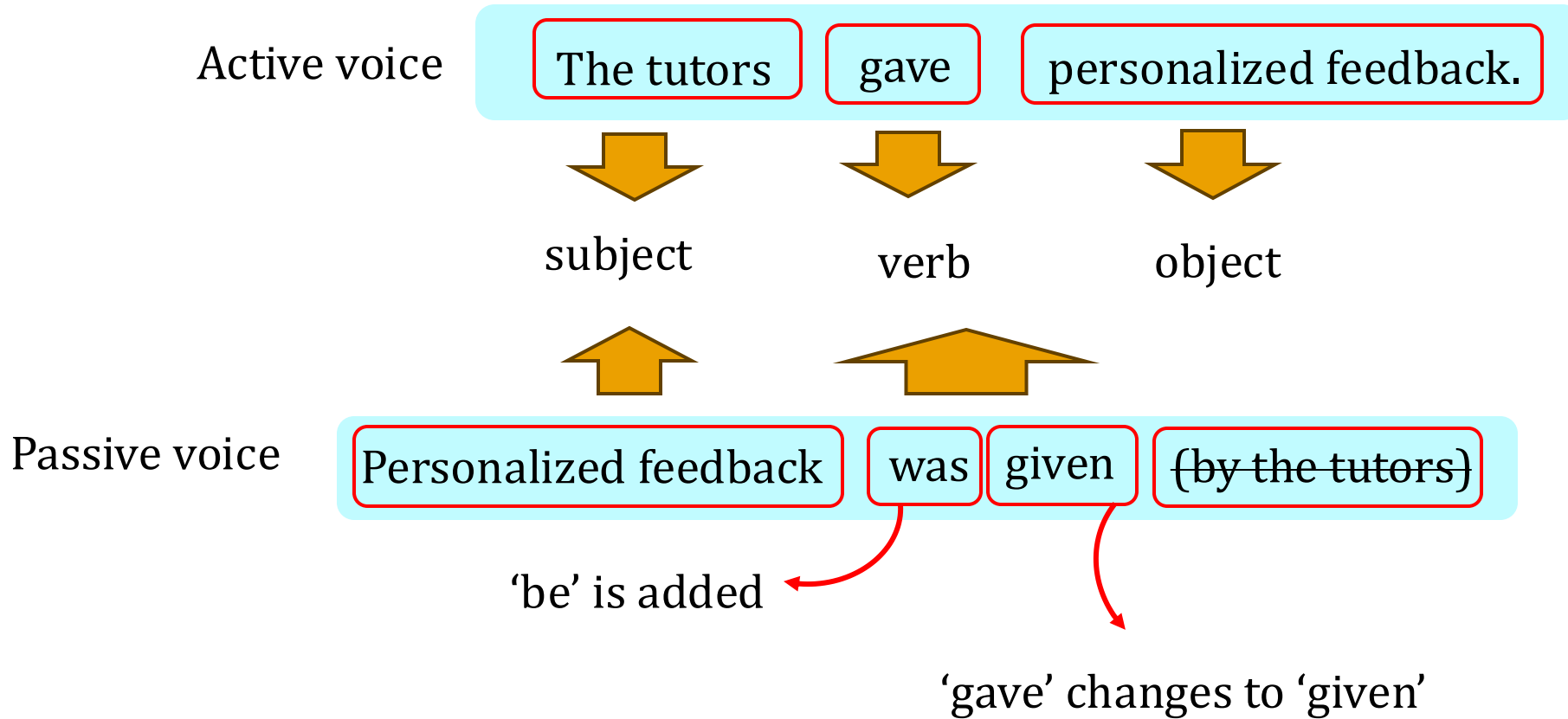
The thing that receives the action.

The main verb is a past participle.

“was” is for singular subjects,
and “were” is for plural subjects.

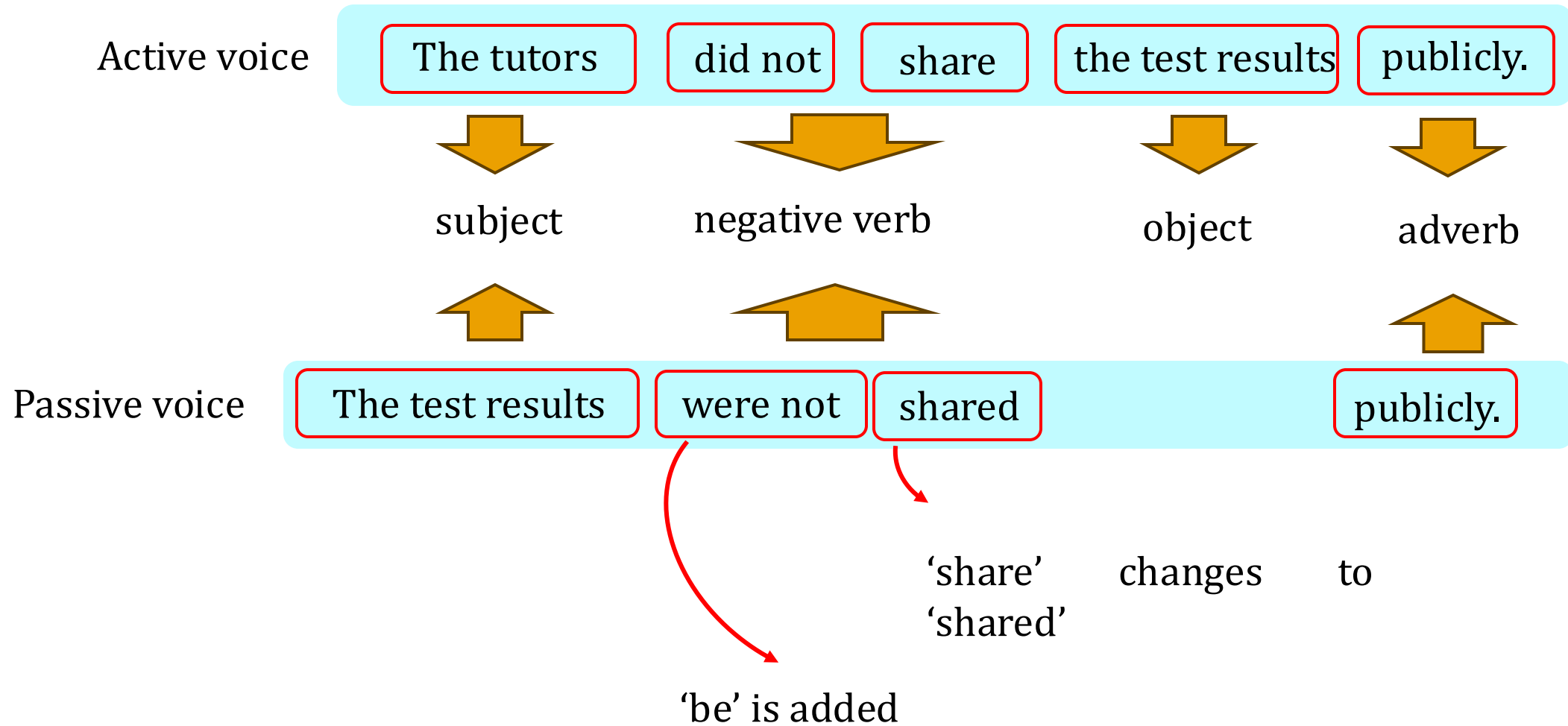
Passives in the Past

- Examples on how to change from active to passive:



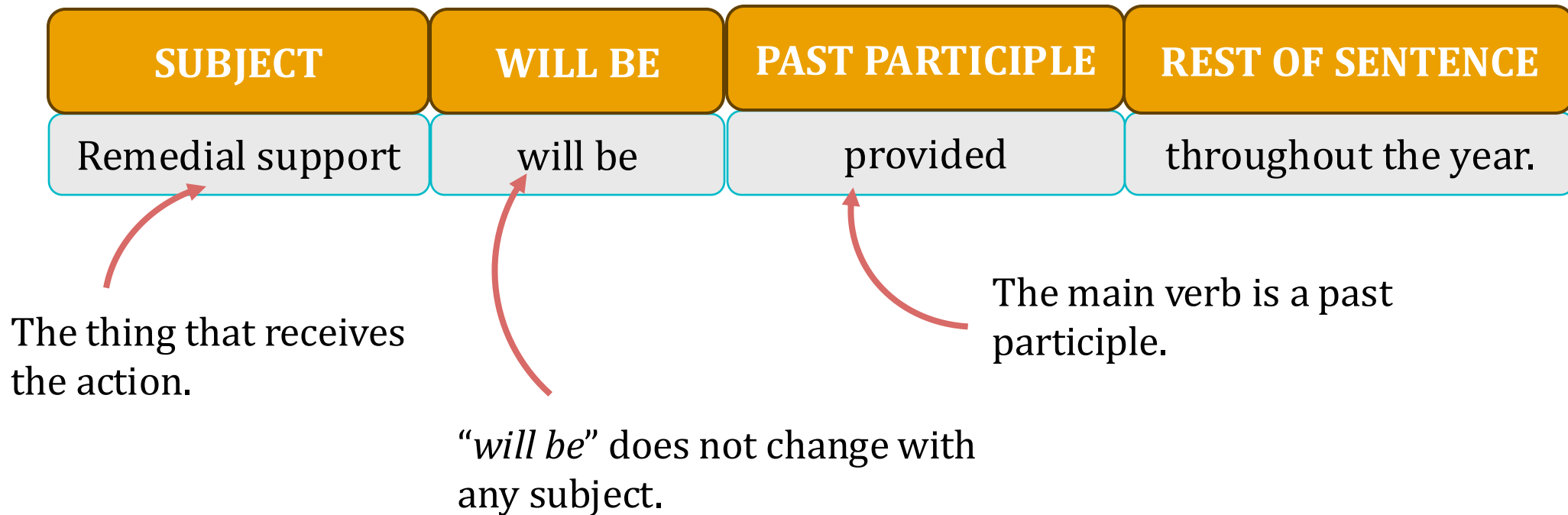
Passives in the Past

- Let's see another example:



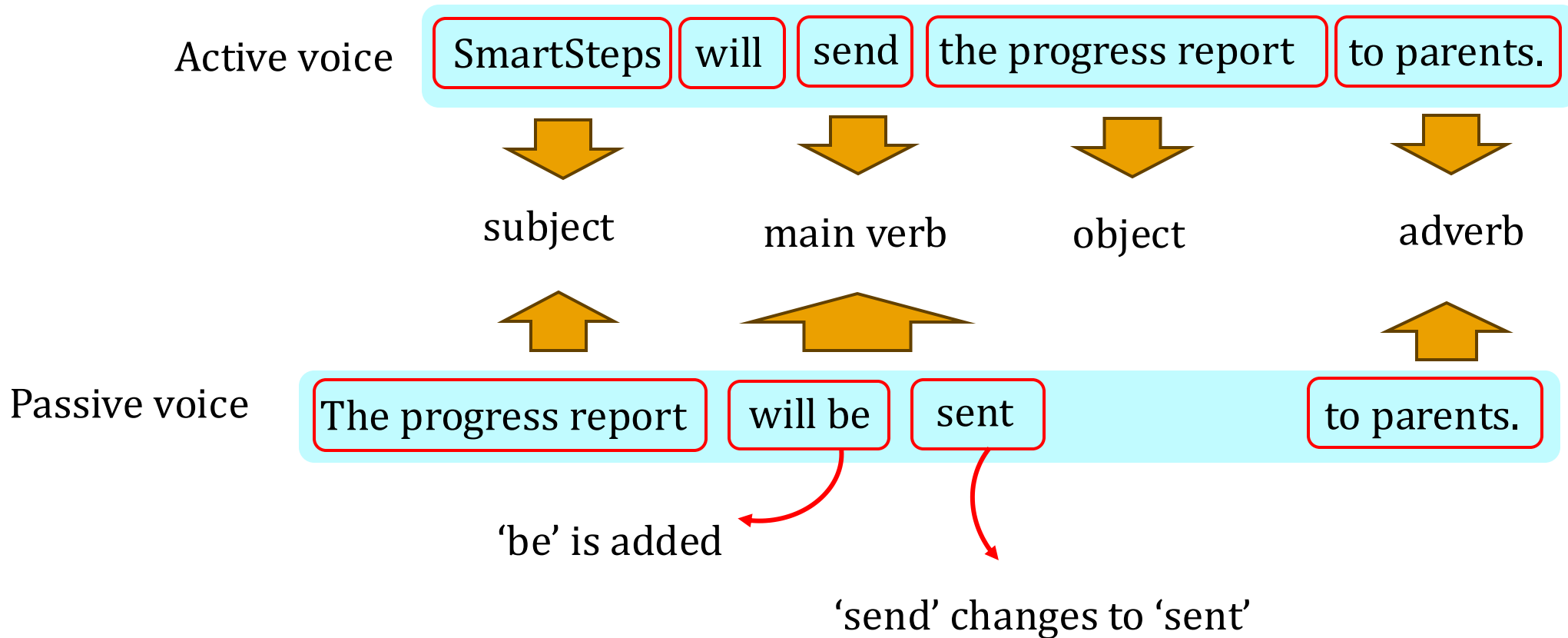
The Passives in the Future

- English uses the passive voice in the future to stress the effect of an action that will happen in the future, rather than the cause of that action.
- The future simple passive is usually formed with *'will'* rather than *'going to'* (Hall & Barduhn, 2016).



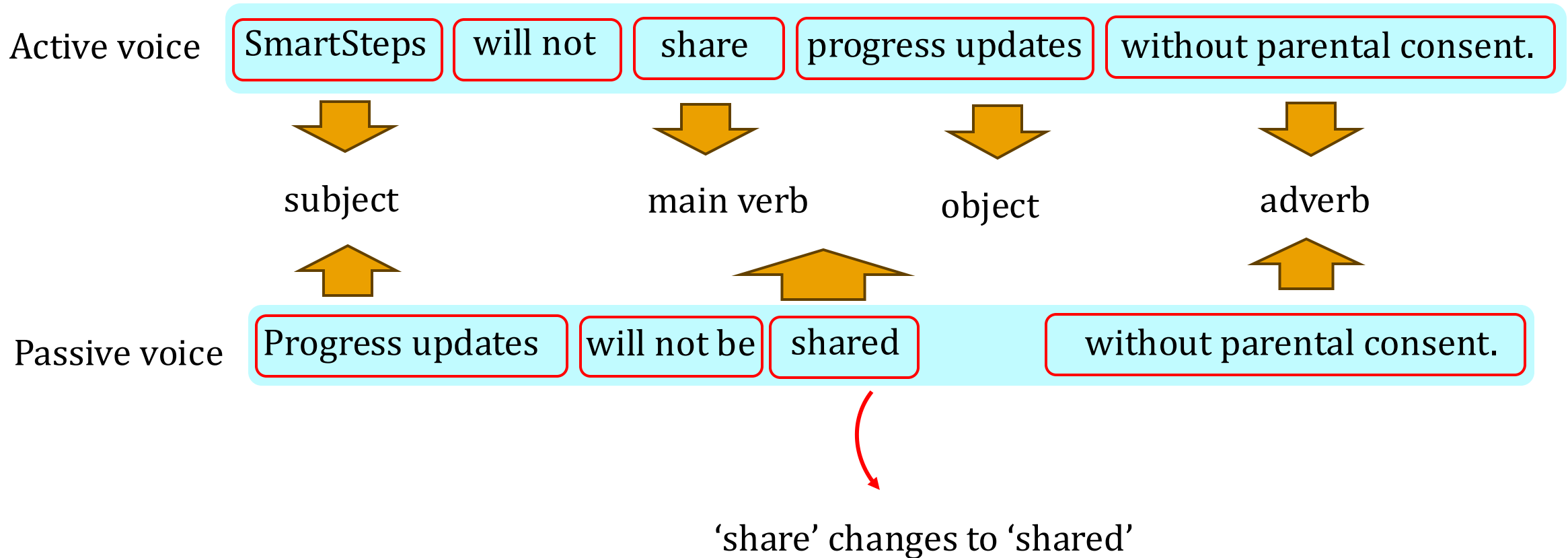
The Passives in the Future

- Examples on how to change from active to passive:



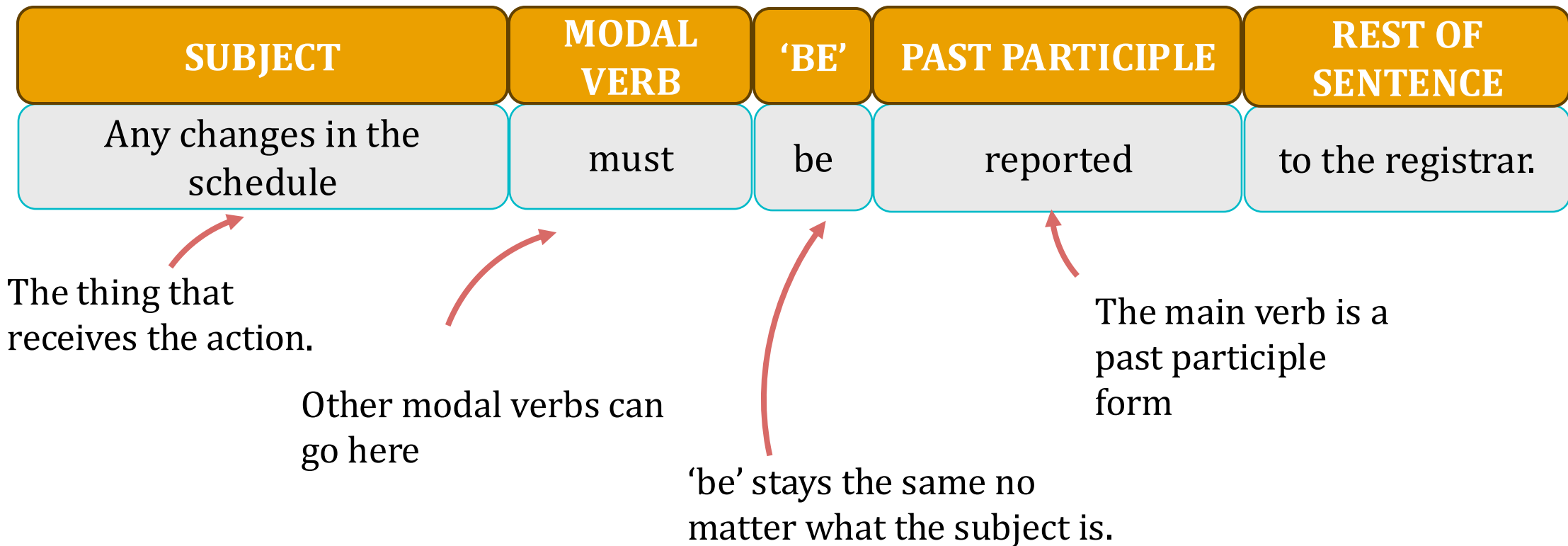
The Passives in the Future

- Examples on how to change from active to passive:



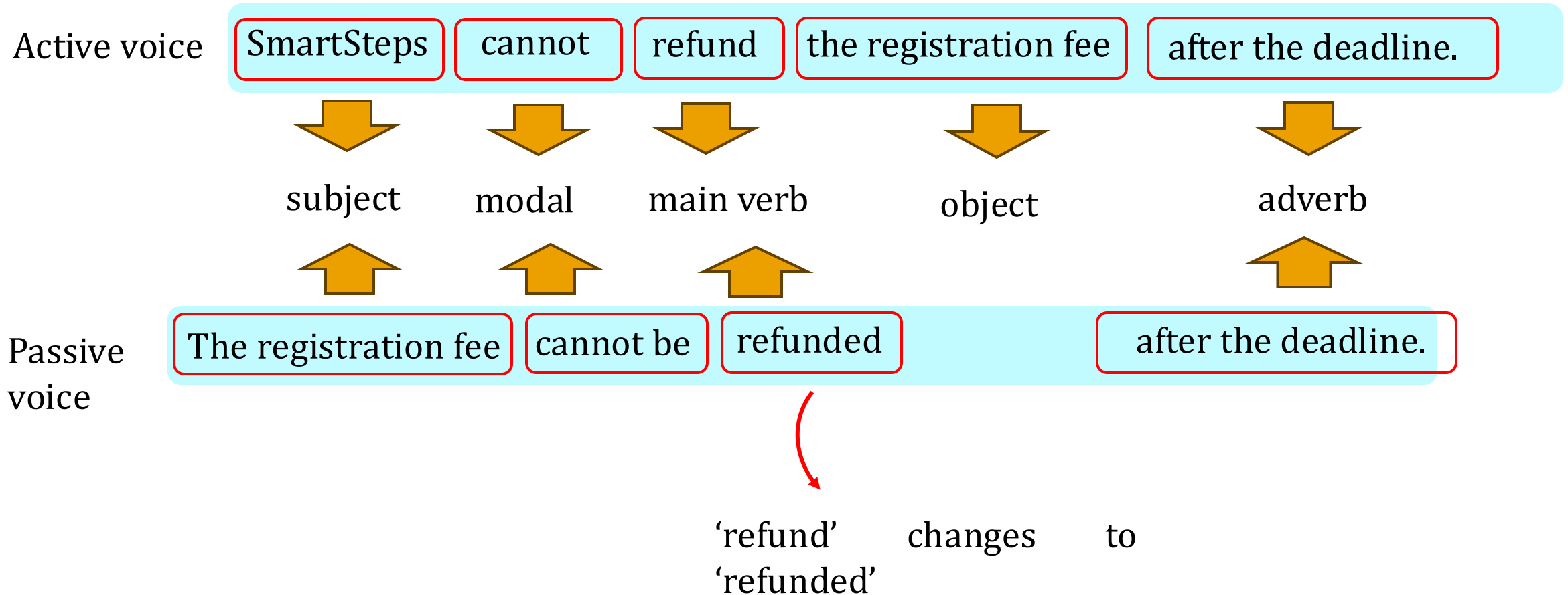
Passives with Modals

- Modal verbs in English can be used in passive forms.
- As with other passive constructions, the emphasis changes to the object that receives the action.



Passive with Modals

- Examples on how to change from active to passive:



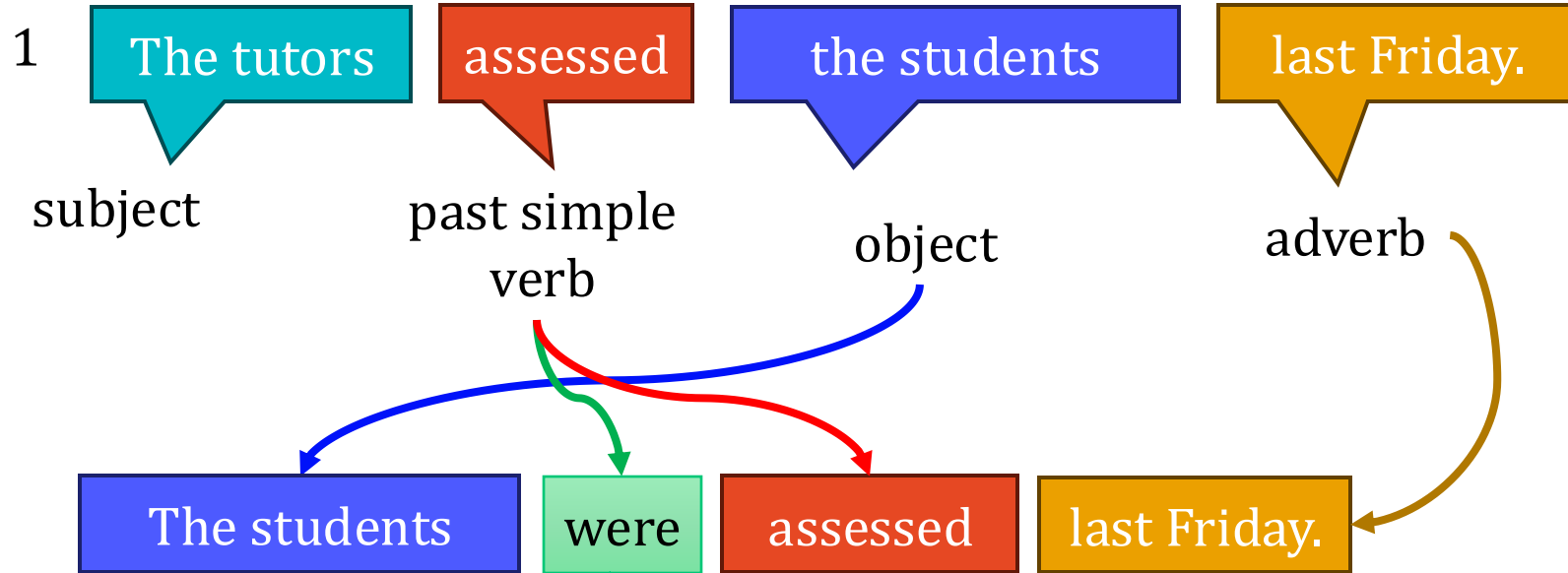
Exercise

Transform the following active sentences to passives.

1. The tutors assessed the students last Friday.
2. The coordinator will review the test results tomorrow.
3. Our admin will distribute the test schedule next Monday.
4. The evaluator gave feedback to all participants.
5. The panel discussed the improvement strategies yesterday.
6. The instructor will mark the writing section by hand.

Discussion

Transform the following active sentences to passives.

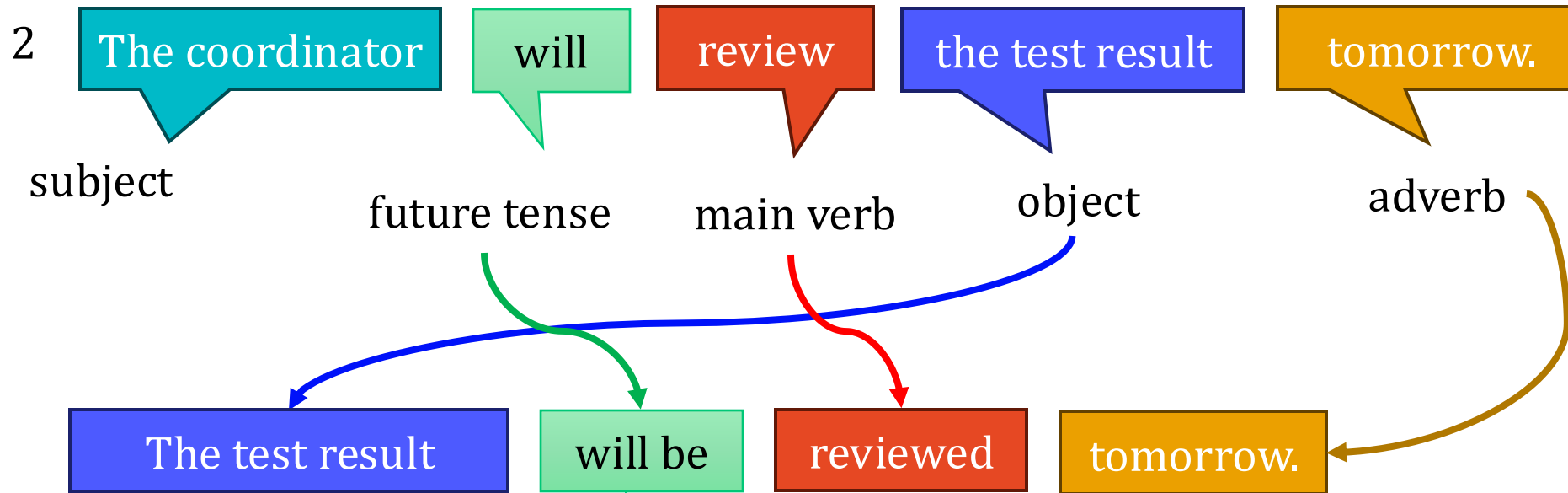


Passive voice:

The students were assessed last Friday.

Discussion

Transform the following active sentences to passives.

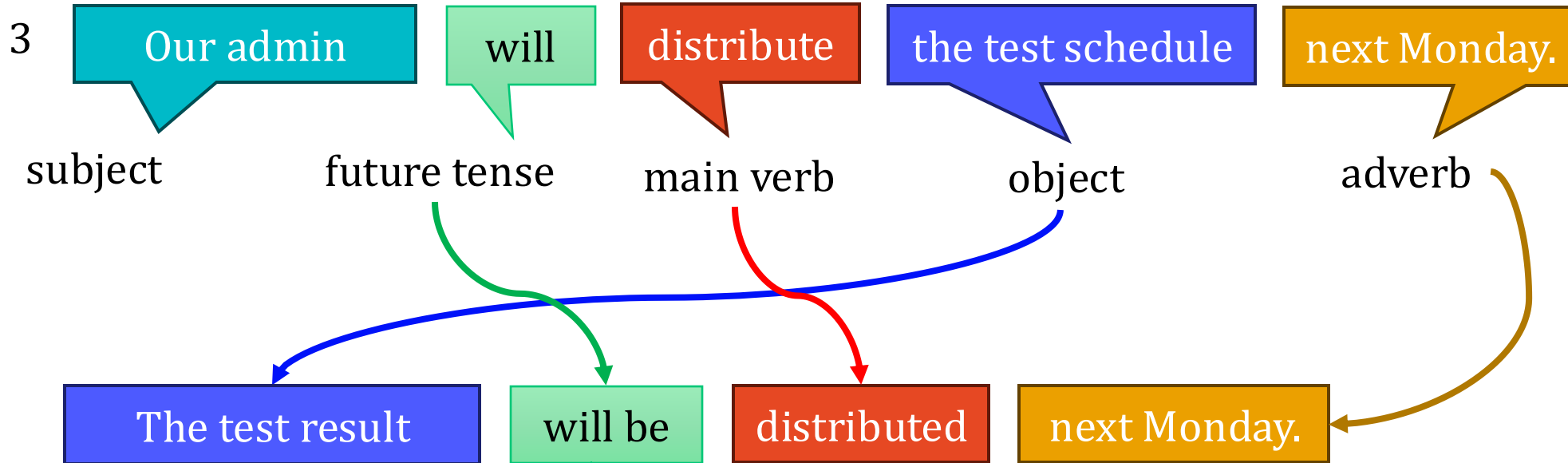


Passive voice:

The test result will be reviewed tomorrow.

Discussion

Transform the following active sentences to passives.

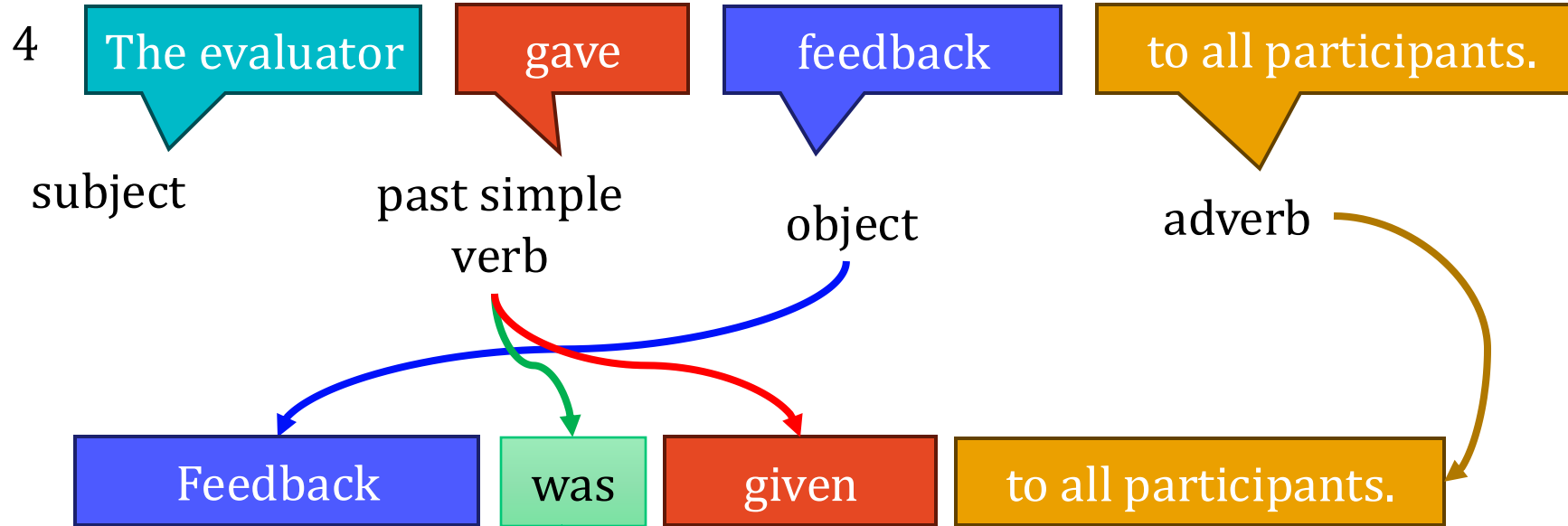


Passive voice:

The test schedule will be distributed next Monday.

Discussion

Transform the following active sentences to passives.

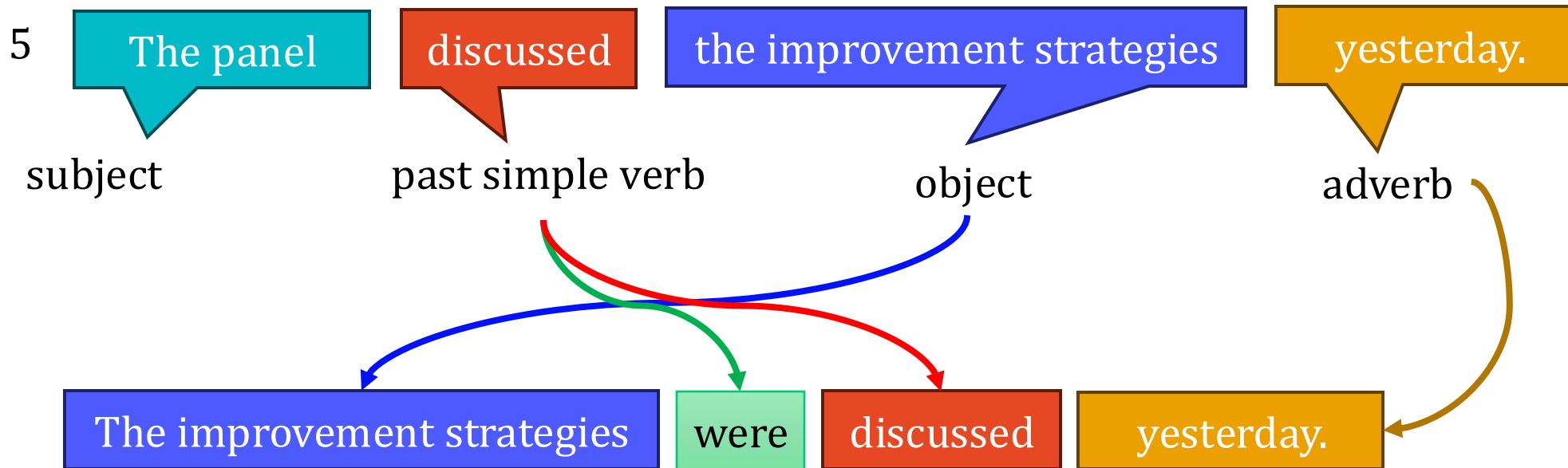


Passive voice:

Feedback was given to all participants.

Discussion

Transform the following active sentences to passives.

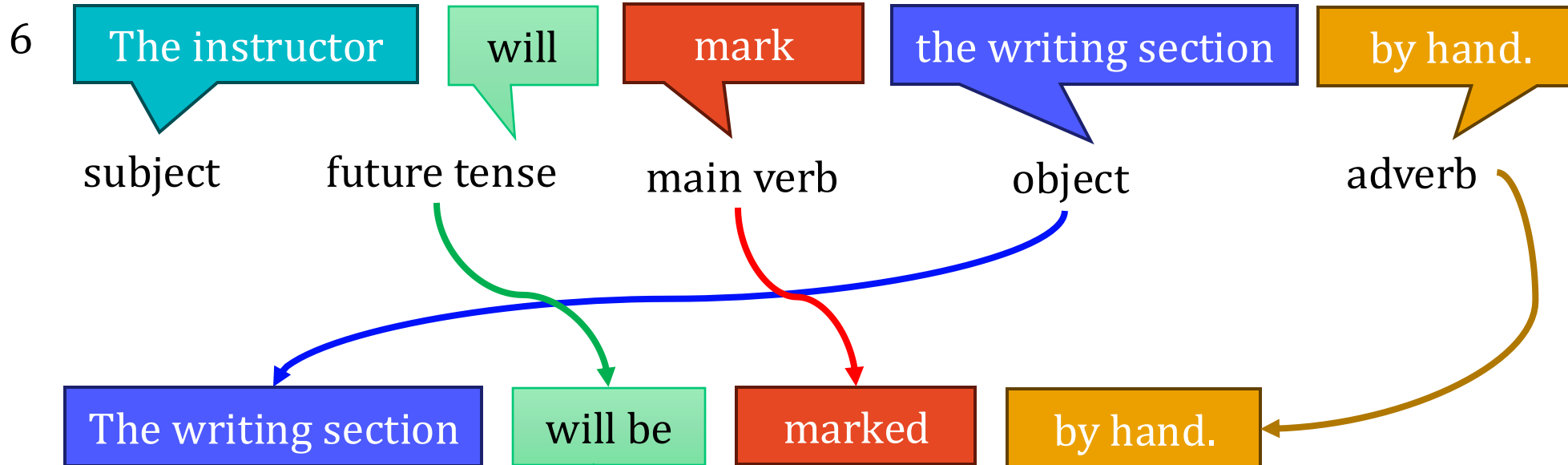


Passive voice:

The improvement strategies were discussed yesterday.

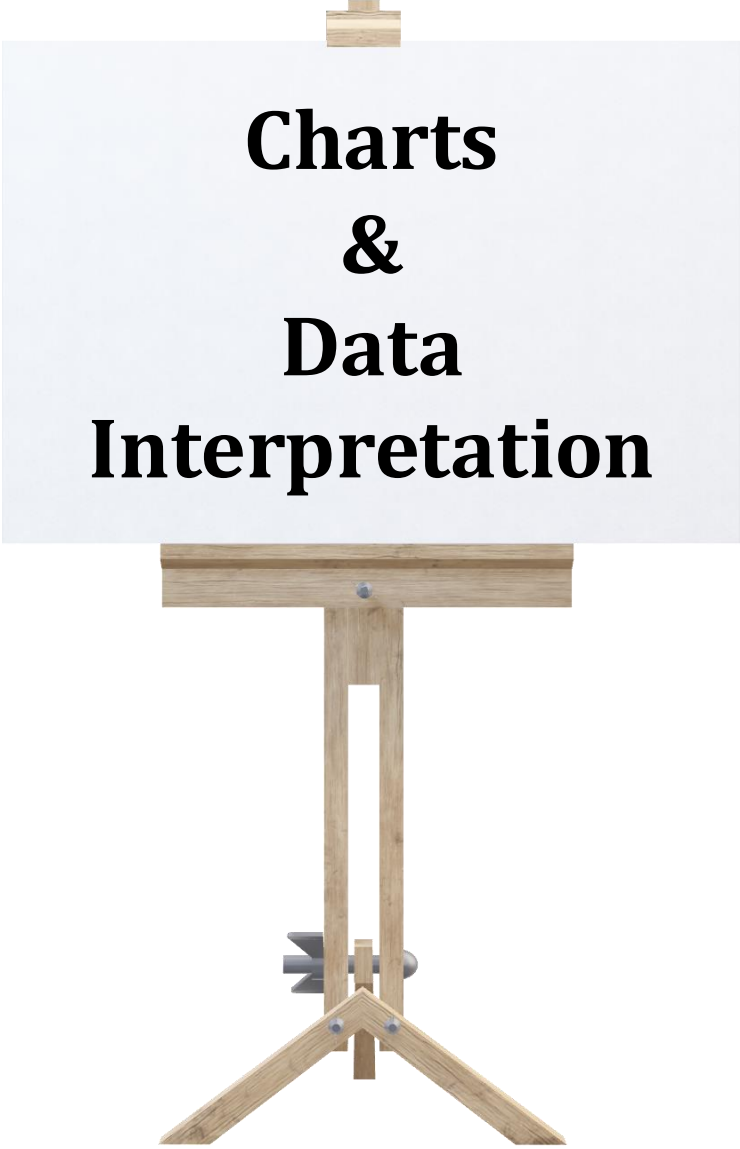
Discussion

Transform the following active sentences to passives.



Passive voice:

The writing section will be marked by hand.



**Charts
&
Data
Interpretation**

Charts & Data Interpretation

- The next steps to remember after assessing your students are **summarizing and storing evidence** of the results.
- You have learned types of charts. As tutors, you can select the appropriate type of chart to display your data. Please revisit Lecture 3.
- Suskie (2018) mentions that most evidence of student learning can be summarized with simple tallies and percentages.
- As a manager of the tutoring center, you will need to read the report of your students' progress and achievements then write it in a formal report.
- Therefore, you should understand on how to interpret the data and to report it professionally.



Charts & Data Interpretation

Table 1 Early Math Final Assessment

Student	Result
Umbu	Good
Rambu	Poor
Jack	Average
Rose	Excellent
Dorus	Excellent
Bunga	Excellent
Lily	Good
Lilo	Good
Stitch	Poor
Ellie	Good

How to put the data in Table 1 into percentage?

1. Count the total number of students in the Early Math Class.
 - This is the **denominator** for your percentage calculation.
 - Total Students = Excellent + Good + Average + Poor.

Total students: 10

Charts & Data Interpretation

2. Count the Number of Students in Each Category.

- Make a list or table like:



3. Calculate the Percentage for Each Category.

- Use this formula:

$$\text{Percentage} = (\text{Number in Category} / \text{Total Students}) \times 100$$

- Excellent = $(3/10) \times 100$
30%
- Do the same for the rest.

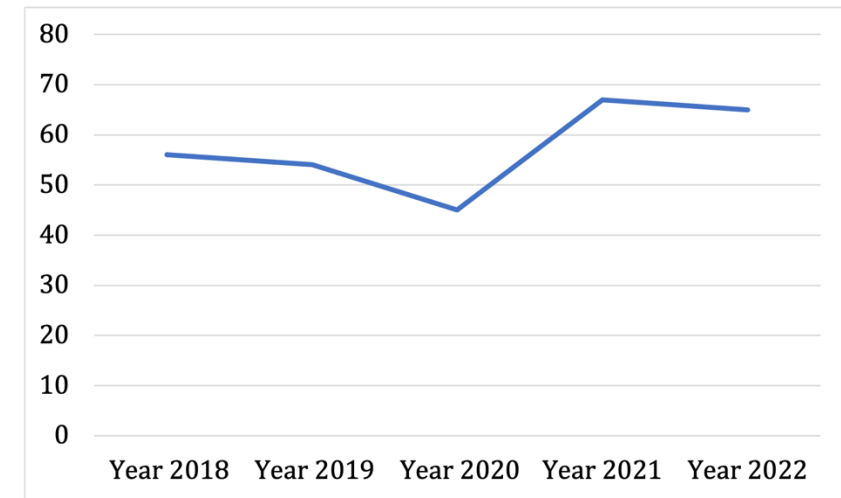
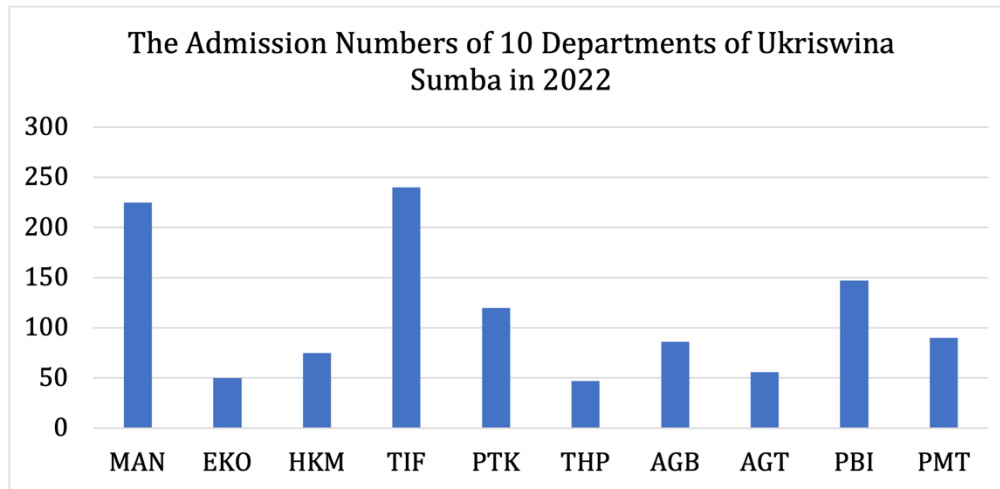
Table 1

Early Math Final Assessment

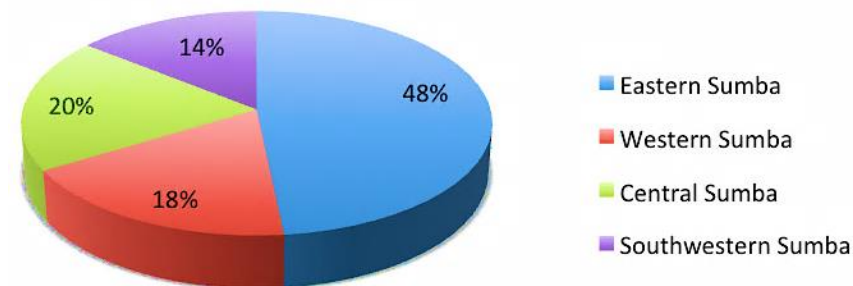
Result	
Excellent	3
Good	4
Average	1
Poor	2

Types of Charts

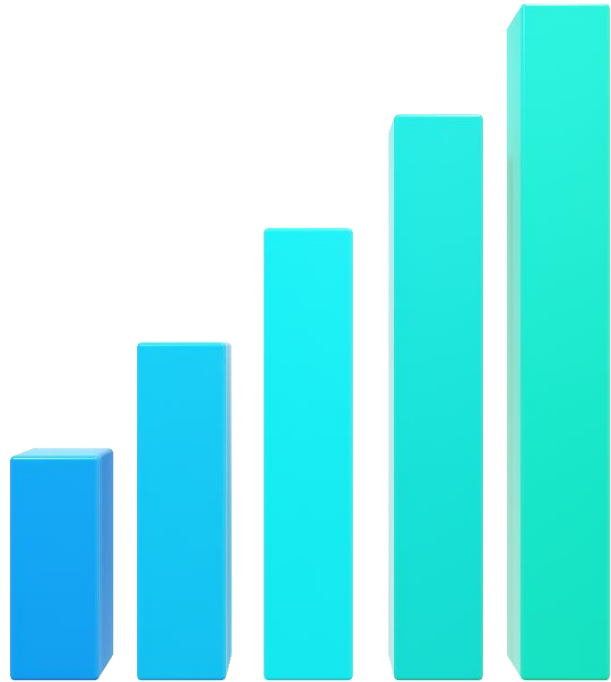
- A (vertical or horizontal) **bar chart** is used to compare *unlike* (different) items
- A **line chart** depicts changes over a period of time, showing data and trends



- A **pie chart** displays the *size* of each part as a percentage of a *whole*.



Charts & Data Interpretation



Examples on how to report the data:

- According to the chart...
- It can be seen that...
- The majority of students...
- Only a few students...
- Most students were placed in the ... category.

Charts & Data Interpretation

SMARTSTEPS TUTORING CENTER We unlock your Math potential

Dear parents,

We would like to share the results of the recent final assessment for the **Early Math Class**.

Based on the assessment, the following outcomes were recorded:

- Three students **were placed** in the **Excellent** category.
- Four students **were placed** in the **Good** category.
- One student **was placed** in the **Average** category.
- Two students **were placed** in the **Poor** category.

In addition, it was noted that **two students did not meet** the minimum passing criteria. As a result, further evaluation **is required** to identify the challenges faced by these students. To ensure progress, a targeted support strategy **will be developed** and implemented in the coming weeks.

We believe that with the right support, each child can continue to grow and succeed. Updates regarding the remedial sessions and additional learning resources **will be shared** with you shortly.

Thank you for your continued trust in our program.

Warm regards,

Signature

Mr. Awesome

Program Manager

info@smartstepsmath.com

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Charts & Data Interpretation

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**TAKE HOME
NOTES**

Passive Voice in the Past

to stress the effect of an action that happened in the past.

Passive Voice in Future

- to stress the effect of an action that will happen in the future, rather than the cause of that action.
- usually formed with '*will*' rather than '*going to*'.

Passive Voice with Modals

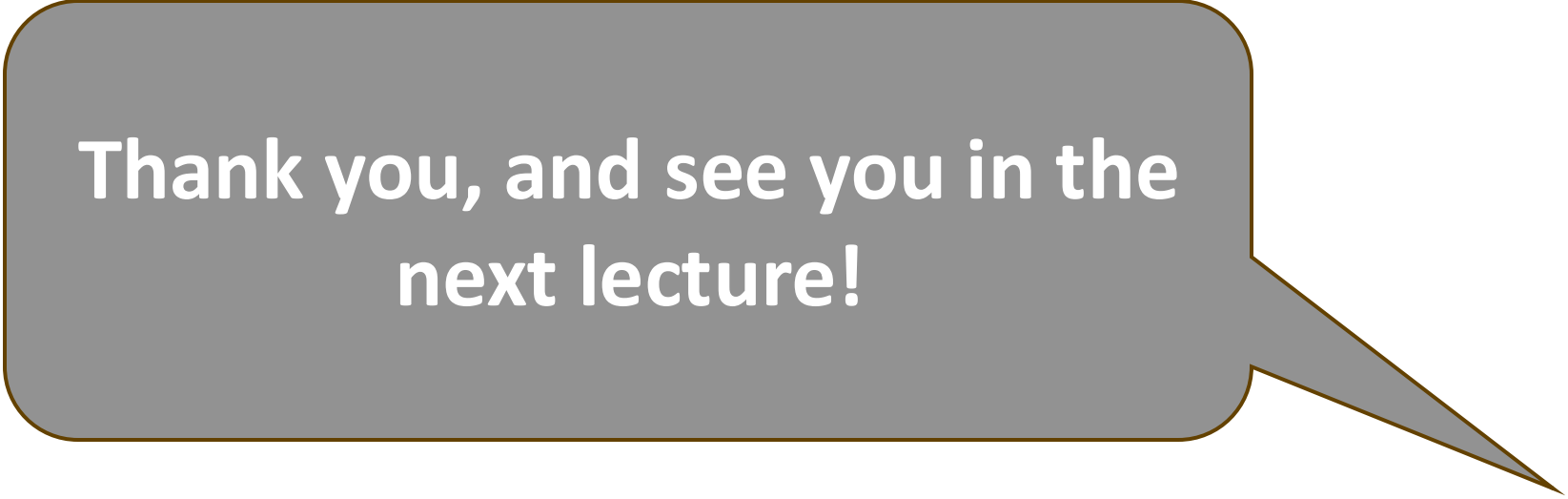
As with other passive constructions, the emphasis changes to the object that receives the action.

Use the passive voice in your report with these points in mind:

You want to focus on the action/ result/ effect.

References

- Azar, B. S., & Hagen, S. A. H. (2009). *Understanding English Grammar* (4th ed.). Pearson Education.
- Hall, D. and Barduhn, S. (2016). *English for Everyone*. Edited by J. Siklos and A. Singer. New York: DK Publishing.
- Learnspeed. (2025). *Write A Great Tutor Session Report*.
<https://www.learnspeed.com/write-a-great-tutor-session-report/>
- Suskie, L. (2018). *Assessing Student Learning* (3rd ed.). Jossey-Bass.



**Thank you, and see you in the
next lecture!**