



Evidence and Supporting Materials for  
Performance Claims  
of  
Math-Whizz® Tutoring Plus  
June 5, 2009

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## I. Executive Summary

Math-Whizz® Tutoring Plus is an online one-to-one, personalized mathematics tutoring service, catering to students aged 5 to 13. Math-Whizz Teachers' Resource is a classroom resource that won the 2006 BETT award for best primary math software. Developed by Whizz Education, Inc. ([www.whizz.us](http://www.whizz.us)), Math-Whizz Tutoring Plus and Math-Whizz Teachers' Resource were created over several years by leading educationalists and instructional designers to simulate best practices in teaching and learning.

Lesson delivery is in the form of interactive animations that engage students and provide immediate intervention when necessary – these are common to our teachers' resource and online tutor. Embedded formative and summative assessments in our tutoring service help identify strengths, weaknesses and gaps in student learning, and use these data to inform instruction, reinforce learning and prepare students for state and national exams.

With Math-Whizz Tutoring Plus educators, parents and students can access math lessons from school, home, or from any computer with high-speed internet access. Instructional methods allow students to work independently on their lessons, receiving feedback and reinforcement on their learning progress. Educators and Parents have access to real-time, detailed information on student activity and learning progress within the Tutor. An educator account offers tiered reporting options for school, class or student progress.

Math-Whizz Tutoring Plus harnesses technology to provide the ultimate in:

- one to one, personalized tutoring for each student
- home-school links
- live reporting and transparency
- student motivation and engagement

Math-Whizz Teachers' Resource uses the same powerful animated exercises and test-style questions in a product that both educators and students have found easy to navigate. The resource is updated regularly – adding additional tools, curriculum alignments, and content.

Math-Whizz Tutoring Plus and Teachers' Resource have shown to be successful in aiding children of all abilities to maximize their potential in math. Both products have been implemented successfully in many areas of the US, including Washington, Hawaii, Kentucky, California, New York and Oregon, and West Virginia; throughout the UK, as well as in schools in the UAE, India and New Zealand.

Math-Whizz Tutoring Plus outputs extensive data on usage and performance, which we recently analysed to determine the efficacy of the service. The remainder of this pack is dedicated to providing supporting research, analysis and accompanying feedback from customers showing the proven capabilities of Math-Whizz Tutoring Plus.

## II. Introduction to Research Material

Support material comes in three main forms:

1. Analysis of Math-Whizz users. Pages 8 to 11 show analysis of over 2600 students' progress based on students that have used Math-Whizz Tutoring Plus for a minimum of 10 minutes per week or more and for a period of at least 6 months leading to end April 09.

Analysis of student progress in math ability is based on Whizz Education's recorded data for individual students. When a student first starts with Math-Whizz, a diagnostic assessment (in the form of a 20-40 minute test) identifies a student's ability in the various relevant math topics from which an overall math ability or "math age" is calculated. More competent students may find their math age is ahead of their actual age, whereas less competent students may find their math age is lower than their actual age. Furthermore, their ability may vary across the different topics, e.g. an 8 year old may find that she has a math age of 8.5 in Addition, but only 7.25 in Fractions.

Each child really has their own, often unique, math profile which is why it is so difficult for teachers in school to cater for each child's individual needs. As a result many students, without Math-Whizz, find they are unchallenged, or worse, left behind, resulting in confidence loss and failure to reach their full potential.

Broadly speaking, a child starting year 4 in school would be expected to have a math age of 9 and, by the end of Grade 4, a math age of 10. In practice, of course, this varies widely. Some Grade 4 students may, for example, have a math age of 7 or below, while others have a math age of 11 or above.

Having established the starting profile of each individual student, Math-Whizz delivers lessons suitable to each profile. However, the assessment process is continuous and Math-Whizz remains flexible at all times to adjust the course of lessons, just like a human tutor might do, depending on how the child is progressing. The student's performance in each lesson is tracked constantly topic by topic, and, as the required standard of success in animated exercises and accompanying tests is achieved, the student's level in each topic and hence their overall math age is updated.

As such, in the following pages, analysis of students, who have used Math-Whizz for between 6 and 18 months and more, is shown, including the time spent on Math-Whizz lessons and exercises, their starting and their current math age. To underwrite the quality of results, we have identified each student's starting math age by reference to the levels of the first 20 lessons delivered immediately after the assessment and their latest math age by reference to the levels of the 20 most recent. This reduces the impact of anomalies which can result from the brevity of the initial assessment, yet provides like for like results so that progress can be clearly identified.

Progress through a particular learning objective only occurs when a student has successfully reviewed a learning objective concept, completed interactive questions successfully and furthermore passed a short subsequent test. Students are not progressed unless all of these steps have been successfully undertaken. This means that progress through Math-Whizz is not a foregone conclusion and must be earned and evidenced by each student every step of the way.

Overall, analysis has shown that students who use Math-Whizz for 90 minutes per week improve their math age by, on average, at least 2 years in the first year of usage. See pages 8 to 11 for full presentation of results. The underlying data is available upon request.

2. Case studies. The track record of success is supported by three case studies enclosed:
  - Toppenish School District in Washington State, which saw major improvement in math standards, evidenced by a higher proportion (increase of just under 50%) of students meeting standards in the state math exams (WASLs), following implementation of Math-Whizz Tutoring Plus for their students. The profile of the students was typically that of largely underachieving students, showing the ability of Math-Whizz to raise standards with otherwise struggling students.
  - As reported by the UK Independent Schools Inspectorate, the improvement in math within the Mead School, a UK-based independent school, following adoption of Math-Whizz Tutoring Plus. Students at the Mead School are of mixed ability although the school has a good track record of academic results, showing the ability of Math-Whizz to cater for students of mixed ability including those that are gifted and talented.
  - UK public schools inspectorate Ofsted results, tracked in 2004 and 2005, showing a high correlation of schools improving numeracy standards following adoption of Math-Whizz content in whole class lessons through Math-Whizz Teachers Resource. The average increase in attainment of levels 4, 5 and above over a 12 month period from 2004 to 2005 was 18% from a sample of 100 primary schools using Math-Whizz content.
  
3. Testimonials. As well as the data analysis and case studies, Math-Whizz has received numerous positive testimonials and anecdotal feedback from educators, parents and students regarding the real progress and results that students achieve through Math-Whizz. Testimonials received over the last 2 years are on page 22 to 48.

### III. Research Conclusions

Whizz Education recommends use of Math-Whizz Tutoring Plus for students as follows:

- Underachieving students, or students who need more time to absorb math concepts, are recommended to use Math-Whizz Tutoring Plus for 90 minutes a week. Based on the most recent up to date data, 96% of students accelerate their math age by more than 1 year in a year's worth of usage, with an average progress in math age of more than 2 years in the first year of usage.
- The majority of students should spend 45 to 60 minutes per week where the average improvement in math age expected is between 1.3 and 1.6 years in the space of a year.
- Students who are gifted and talented and have math ages beyond their actual age can be challenged and progressed by Math-Whizz with just 30 minutes of usage per week.

### IV. Notes on Teacher Training and Implementation

Math-Whizz has been designed for easy implementation by educators and students. The program does not require extensive training nor does it require creation of custom curricula. Since the Math-Whizz tutoring algorithm is making the decisions on what to teach based on how a child is progressing, this means that a student can log in and progress even when there is no adult around. However, if there is a supervising teacher or parent, he or she will not have to worry about what to teach next - the Math-Whizz tutor does the work.

However, educators do require an initial half day basic training so that they can oversee initial assessments, know how to monitor progress and results and be qualified to communicate with parents. Best results are achieved where teachers encourage usage of Math-Whizz at the recommended levels and receive basic training on how to ensure sufficient access and time so this can be achieved, be it through access in computer suite classes, after school math clubs, and home use.

Teachers are also trained how to deliver lessons according to their own agenda, re-assess students as may be desired and manage student access.

Experience has shown that best results are achieved through an onsite induction and hands on training. A half day is usually sufficient with a review after the first term. Whizz Education is well experienced in providing the ideal training for best implementation and maximum results.

## V. Additional Material and Documentation:

All additional material or information (except item 3) available on request

1. Dummy Teacher login/password information to create student files and view teacher reports
2. Example student login
3. News coverage of Math-Whizz usage in Everett School district, Washington State:  
[http://www.king5.com/localnews/stories/NW\\_061308WAB\\_math\\_whizz\\_LJ.2\\_a3d97e7.html](http://www.king5.com/localnews/stories/NW_061308WAB_math_whizz_LJ.2_a3d97e7.html)
4. References

## VI. Contact Information:

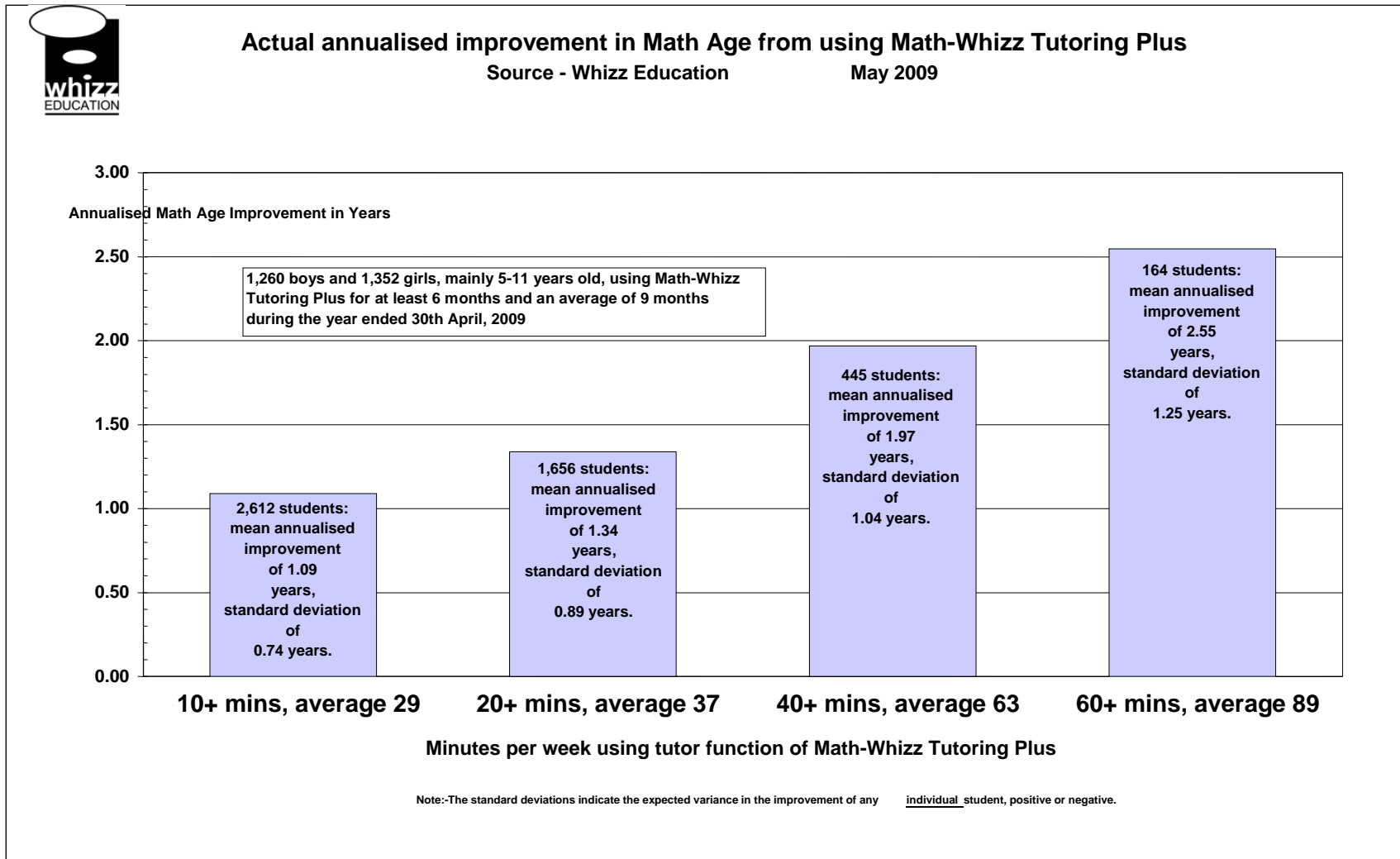
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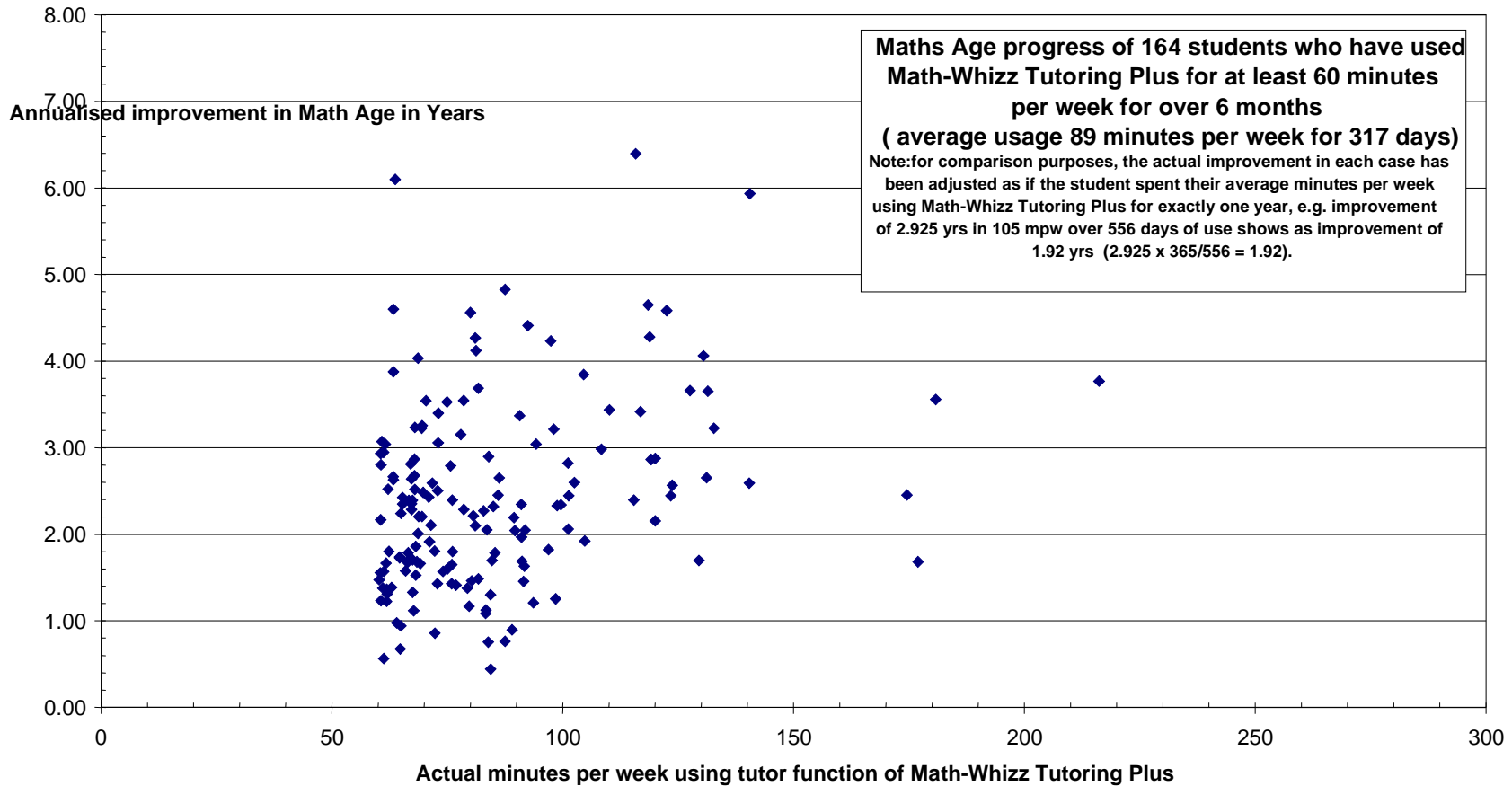
## VII. Appendix A - Data research and analysis





### Math Age Progress of Long Term Users of Math-Whizz Tutoring Plus in One Year

Source - Whizz Education May, 2009



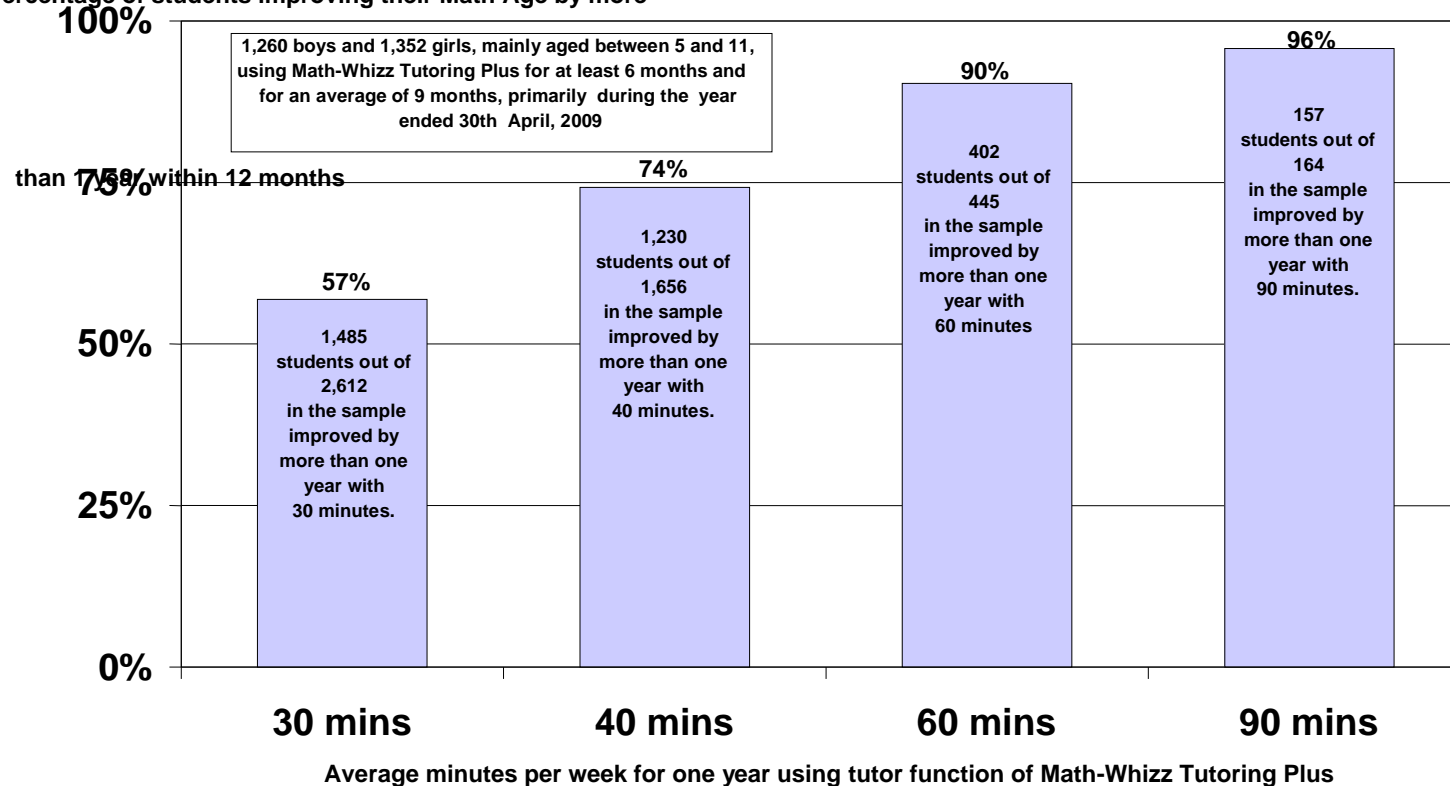


## Percentage of students expected to improve their Math Age by more than one year with 12 months use of Math-Whizz Tutoring Plus

Source - Whizz Education

May, 2009

Percentage of students improving their Math Age by more

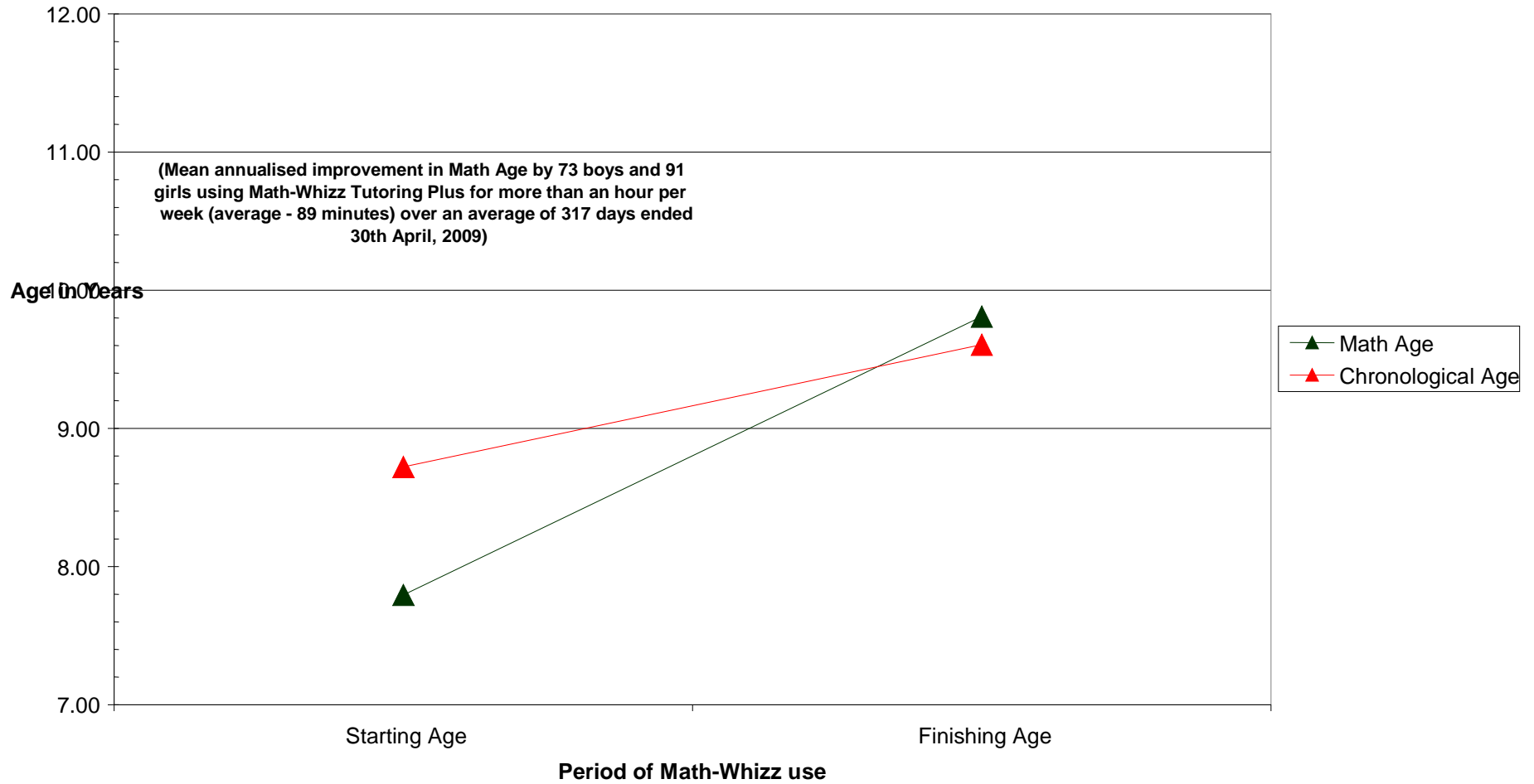




# Improvement in Math Age relative to Chronological Age with use of Math-Whizz Tutoring Plus

Source: Whizz Education

May, 2009



## VIII. Appendix B - Case studies

### **Positive Impact of Math-Whizz Tutoring Plus on The Mead School and its students**

#### Background

The Mead School is an independent elementary school near Tunbridge Wells in the UK. Their student profile is that of middle/affluent income and range from preschool to grade 6.

The UK's Independent School Inspectorate (ISI) conducts a thorough audit of each independent school every 6 years and produces a report on that school, covering all provisions of the school including quality of education.

In its previous ISI report in 2001 the school had received a very positive report with the exception of reservations regarding its math provision for students.

#### Implementation

As a result, with the 2007 ISI inspection looming, the Mead School implemented the following in December 2006, six months ahead of the inspection:

1. Math-Whizz Tutoring Plus for each of its 152 students in K to grade 6, providing them 1-to-1 tuition over the internet for use at school and at home.
2. Math-Whizz Teachers' Resource site license for use in school use in whole class lessons.
3. Initial onsite half day training to all class teachers and math coordinators

#### Result

The 2007 ISI inspection reported a significantly improvement in math within the Mead school.

*Extract from the The Mead School ISI Report 2007*

“Pupils develop competent skills in ICT which they use to good effect, especially in a commercial mathematics package designed for them to work independently and at their own rate.”

*For full report use link below:*

<http://www.isinspect.org.uk/report/0717.htm>

### Testimonial from the School

“We have been delighted with the impact Math-Whizz has had on the children’s mathematical learning, understanding and application. We were inspected in May and the inspectors were most impressed with the scheme and amazed to see all the children so confidently accessing the program. As a school we are thrilled with the positive impact Math-Whizz has had on our continuing drive to raise mathematical standards.” – Angela Cully, Head of Mead School, Tunbridge Wells

### Since then...

The school continues to use both Math-Whizz Tutoring Plus and Math-Whizz Teachers’ Resource for each of its students between Kindergarten level and Grade 6. The school is now in its third year of usage. Math-Whizz is embedded in the school delivery with sessions conducted in the computer suite, as well as an after-school “Math-Whizz Club”. Students are also encouraged to continue usage at their own pace at home.



# Whizz Education, Inc.

## TOPPENISH SCHOOL DISTRICT, VALLEY VIEW ELEMENTARY SCHOOL

### Overview

- 375 students - dual language school
- Ethnicity: 90% Hispanic, 7.5% Native, 2.5% White
- Special Programs: 99% Free-and-Reduced Lunch
- 20% Migrant, 65% Transitional Bilingual.

### Implementation

- Math-Whizz Teacher Resource implemented in all classes.
- 100 online licenses implemented with 21<sup>st</sup> Century funding for “Breakfast Club” and 24-7 access.
- Scheduled lab time for all classes for Math-Whizz.

### Results

- 4<sup>th</sup> grade made a 50% increase in scores over two years.
- 3<sup>rd</sup> grade has the largest gain from year 2 to year 3.
- The overall average percentage of students meeting standards in grades 3-5 increased from 22.83% to 32.76% respectively from year 2 to year 3.

Grade	Percentage of Students Meeting Standard on the Math W A S L		
	2005-06	2006-07	2007-08
3 <sup>rd</sup>	n/a	18.3%	34.6%
4 <sup>th</sup>	20.4%	22.9%	30.4%
5 <sup>th</sup>	n/a	27.3%	33.3%
<b>Total</b>	n/a	22.8%	32.8%

## **FIGURES INDICATE INCREASED EFFECTIVENESS OF INTERACTIVE TEACHING RESOURCES**

The figures below, taken from research conducted in 2005, indicate increased effectiveness of interactive teaching resources in the teaching of the core subject of Mathematics. The figures demonstrate that on average there was an 18% year on year increase in attainment levels of children who are taught Math using interactive software.

The figures are based on UK schools inspectorate (Ofsted) data which measures the attainment of primary school children and is taken from a sample of 100 schools currently using the interactive math software Math-Whizz Teachers' Resource. They record year on year figures over a 12 month period from 2004 to 2005 of children attaining the benchmark levels 4, 5 or above in Mathematics. The average increase of attainment of levels 4, 5 and above is 18 %. In the higher band children attaining level 5 jumps by over a quarter to 29% in a 12 month period.

In a separate case study, a school in Hampshire, UK, one class used Math-Whizz Teachers' Resource as its main Math lesson resource while two comparable classes used other non – interactive methods. The results showed that over a period of one and a half terms 50% of a class of 26 children had exceeded expectation by improving by at least one sub-level, where there was no obvious trend increase in either of the other two classes. At the same school in a class of children with special learning requirements more than 50% of the class doubled their expected attainment over a two term period (see case study 1).

Susan Robinson, Deputy Head Teacher, Thelwall Community Junior School said, "Using interactive software has shown a huge increase in the motivation of math. The children are totally engaged and stimulated and they enjoy using it. When they see that it is interactive they are really enthusiastic about it."

Interactive learning is thought to stimulate more effective learning, especially in Math, by using visual imagery and interactivity. This benefits kinesthetic learners and builds confidence in children for future learning in the subject.

**Case study - school in Hampshire, UK. Sample class of 9 children with special learning requirements:**

	Sept '05	April '06
Child 1	2c	3a
Child 2	2a	4c
Child 3	2a	3b
Child 4	2a	3b
Child 5	2a	3c
Child 6	2a	3a
Child 7	3a	3c
Child 8	1a	2a
Child 9	2a	4c

- Each level is split into 3 sub-levels (a, b, c)
- An average child is expected to progress 1½ sub-levels per year (over 4 years of KS2 education)
- The table above shows development of 9 children with special learning requirements over a period of 2 terms only
- Of the 9 children 5 have made progress of more than 3 sub levels i.e. double the average
- The other 4 children have made progress of 2 or 3 sub-levels i.e. average to above-average.

Case study - Schools using Math Whizz Teachers' Resource

(stats courtesy of [www.ofsted.gov.uk](http://www.ofsted.gov.uk))

	UK Area		2004	2005	% change
School A	Hampshire	% pupils achieving level 4 or above in Mathematics	65	70	+7.6 %
		% pupils achieving level 5 or above in Mathematics	11	20	+81 %
School B	Warrington	% pupils achieving level 4 or above in Mathematics	77	95	+23 %
		% pupils achieving level 5 or above in Mathematics	30	47	+56 %
School C	London	% pupils achieving level 4 or above in Mathematics	60	67	+12 %
		% pupils achieving level 5 or above in Mathematics	17	22	+29 %
School D	Romford	% pupils achieving level 4 or above in Mathematics	81	82	+1 %
		% pupils achieving level 5 or above in Mathematics	36	40	+11 %
School E	Sheffield	% pupils achieving level 4 or above in Mathematics	85	81	- 4.7 %
		% pupils achieving level 5 or above in Mathematics	22	31	+41%
School F	Cams.	% pupils achieving level 4 or above in Mathematics	73	81	+8.8 %
		% pupils achieving level 5 or above in Mathematics	31	31	0
School G	Liverpool	% pupils achieving level 4 or above in Mathematics	96	96	0
		% pupils achieving level 5 or above in Mathematics	48	57	+19 %
School H	M'borough	% pupils achieving level 4 or above in Mathematics	59	60	+1.7 %
		% pupils achieving level 5 or above in Mathematics	15	15	0
School I	Cams.	% pupils achieving level 4 or above in Mathematics	78	79	+1.3 %
		% pupils achieving level 5 or above in Mathematics	31	32	+1 %
School J	Cornwall	% pupils achieving level 4 or above in Mathematics	85	89	+4.7 %
		% pupils achieving level 5 or above in Mathematics	24	39	+63 %
School K	Cumbria	% pupils achieving level 4 or above in Mathematics	69	78	+13 %
		% pupils achieving level 5 or above in Mathematics	21	33	+36 %
School L	Grimsby	% pupils achieving level 4 or above in Mathematics	67	79	+12 %
		% pupils achieving level 5 or above in Mathematics	21	24	+14 %

## IX. Appendix C - Teacher, Parent and Student Testimonials

### What educators say:

*"I want you to know that Kids love this site. We always hear that "Ahhh" when they are told that they need to log off because time is up and they need to go home."*

Anna Agosto, Ewa Beach Elementary, Hawaii

01/04/2009

*"My class loves the Whizz program. We are now all up and running and have been utilizing the program on a daily basis!"*

Terri Cavazos, Altar Valley Elementary School, Arizona

26/03/2009

*Everything is working wonderfully. The students are really enjoying it. Comments such as "Wow! This is math but it's fun!!" could be heard. Several have also tried it from home. Letters are going home this week giving more information to the parents along with their child's passcodes so we expect home usage to go up.*

Lora Okamoto, SOLOMON Elementary, HI

24/02/2009

*"Math-Whizz has made incredible gains for most of our students in our tutorial after school program. Our most recent STAR school-wide assessment scores have been indicators of progress."*

Lauren O'Leary, Principal (Holualoa Elementary School, Hawaii)

22/01/2009

*"As a teacher, I find the data provided through the student reports extremely helpful in knowing how a student is progressing."*

Lisbeth Taniguchi (Hawaii)

10/01/2009

*"Things are going really good. We have one student who likes it so much he has accelerated over 1 grade level in just a few months."*

Sheryl Lee (Holualoa Elementary, Hawaii)

22/12/2008

*“We have used Math Whizz with Yrs 4-6. Within these year groups we have a huge range of ability, with several of our children working within NC Level One, and some of our more able children working at NC Level Five. We have been delighted that the children’s response has been overwhelmingly positive. It has succeeded in motivating some children who are experiencing real difficulty with Math, as well as stretching some of our more able children. Access to the teacher data has proved extremely useful and informative, and we see huge possibilities for using Math Whizz both in school, and at home.”*

Becky Dolby- Molson and Dawn Davies (class teachers) and Helen Coombs (SEN support teacher).

Dove Bank Primary School

05/12/2008

“Well, we have a teacher here who is SOOOOO bananas over Math Whizz that he pushed the 'opportunity' at open house so parents would agree to sign up their children. Next, he decided that he wanted all the fourth graders to be able to use Math Whizz so, he sought outside sponsors as well as his own substantial donation and now all fourth grade students will be able to use Math Whizz. He wants to show how much growth an entire grade level can make with this program in hopes that the District will pay for all licenses next year. The kids are loving it- parents are loving it- teachers are loving it.”

Michelle Halter (Salem, OR)

13/11/2008

*“Our students seem to be really enjoying MathWhizz. The students are engaged in the program. Some students who previously seemed uninterested in math are anxious to use the program and earn credits to buy toys and pets for their rooms. It is a fun and easy way for students to learn math.”*

Lory Walker (Hale Kula ES, Hawaii)

02/11/2008

*“The students in after school tutoring love Math Whizz. Math Whizz gives students strategies in solving math problems in a fun way”*

Kazuko Yamauchi, Hale Kula ES, Hawaii

29/10/2008

*“I believe that Math Whiz is a valuable academic tool that students can use at home to practice their math skills and relearn lessons that they did not originally understand. I have placed Math Whiz on my school website as a referral for my students who want to improve.”*

Nora Bruce, Tacoma Washington

19/10/2008

“Thank you, thank you, thank you for the reporting function that works! This is saving my eyesight (as well as time) typing from one document to another. Love your program!”

Sharlene Arita, Noelani Elementary Hawaii

28/09/2008

*"I am a retired college lecturer and taught math and science to engineering students. It's main attributes is the way in which young children are taught math in such a way they do not realise their progress"*

Sandra Bartram

18/9/2008

*"Math-Whizz has proven to be a reliable source of material which excites and captivates the attention of all our children, improving levels of confidence and understanding."*

Arthur Bray, The Hampshire School

01/09/2008

*"Very user friendly and appealing to children"*

Christine Barron, Mosstodloch Primary School

26/08/2008

*"[Math-Whizz Tutoring gives] confidence growth without the children actually knowing; they were learning as they participated. I personally think it's fab!! Anything that gets my own son who, incidentally, is one of our class pupils, to play Math rather than Star Wars must be good."*

Philippa Ramage, Gwinear Community Primary School

15/07/2008

*"Tutoring for schools makes homework fun! Our parents are having to limit the time children are logged on to it! We have had 100% positive feedback, parents are happy, children are enjoying learning and we are providing personalized learning and strengthening home/school links."*

Margaret Taylor, Head of High Heskett CE Primary School

09/07/2008

*"All excellent. No problems at all. Clear icons, clear instructions, children took to it immediately. **One of the best programmes for math I have seen in recent years.**"*

Mrs Claire Robinson, Saint Thomas More R.C. Primary School

20/07/2008

*"I did want you to know that I truly appreciate the simplicity of the program, it is a gift for teachers and students. There is finally a program that makes life easier for teachers and fun for students. It is extremely easy to use/figure out"*

Heather Mowles, Adairville, Kentucky

12/07/2008

*"Math Whizz OUTSTANDING! This is EXACTLY what we teachers need!  
Yahoooooooooooooooooooo! Thank you!"*

Judi Caudle, Jackson Elementary Everett, WA

06/06/2008

*“What a privilege to be able to continue to support Math-Whiz. It is a fabulous program that works for kids. I did see remarkable results when I used it in my elementary resource room.....This is where Math-Whiz proved to be an invaluable educational tool for my students. Due to the very specific and targeted mathematics animations, I was able to place students EXACTLY on the animations that would enable them to learn the material.....The students LOVED Math-Whiz because the program teaches the skill, in very small steps, then allows the students to practice the skill, then lets them do the task on their own. Should they make a mistake, the program does an immediate re-teach of the skill. This is the perfect teaching model for my students, allowing them immediate feedback for their work. When a student finished an animation, I would follow up with a brief "mathematical conversation" asking them to explain the animation to me. I was amazed at the retention level from the very beginning.”*

Teresa Belles, Everett, WA

## What parents say:

*“Ashley actually loves math whizz and does it everyday after school just for fun, not because she has to. Yeah!”*

Debi Knowles (US)

19/04/2009

*“I have to say my daughter really enjoys the programs and the animations. In fact, I'm having a hard time getting her off my computer and am going to have to start cutting her back if she continues at this rate! Thank you”*

Sandra Greenwell (US)

26/03/2009

*“Can I mention I am delighted the progress both my children have made since using Whizz Math in December. They are both much more confident and love trying the exercises as they find them stimulating and amusing.”*

David Gordon

13/03/2009

*“I am impressed at the service and we love Math Whizz!”*

Kate Phillips

06/03/2009

*“Kieran has missed being able to do this at home and he had just managed to get onto the leaderboard for his school and stay on there. This was really motivating him to do some each night”*

Jane Jeffs

06/02/2009

*“Whizz is now working well and both my children are loving the program; my eldest has even learnt how to divide by 10 and 100!!!! A great success in the McLean household.”*

Kimberly McLean (UAE)

02/01/2009

*“Thanks for signing the kids up to math-whizz, they absolutely love it!! I struggled to get Jamie off it tonight to eat his tea J. Olivia really enjoyed using it yesterday too.”*

Eva Cartwright (UAE)

19/12/2008

*"I think the program is wonderful. My daughter is dyslexic and struggles in math and reading. I signed up for the program for the summer months while she was out of school and had baby sitters help her do some of the lessons..... The lessons were very interesting and engaging for her and explained in a way that she could really relate to. I just wish there were more hours in the day. Thank you."*

Liana Wilson (US)

18/12/2008

*"She is absolutely loving the whizz! I can't get her off it - do you have one for english?"*

Amy Dixon (UAE)

14/12/2008

*"WE LIKE MATHWHIZZ BECAUSE IT IS FUN TO USE AND BECAUSE YOU CAN SEE THE PROGRESS BEING MADE. THE CUSTOMER SERVICES IS GOOD TOO"*

Alison Ashbrook

20/11/2008

*"It has really helped Zion. Her teacher said that she (Zion) has exceeded all her expectations in math and that she is actually good at it. Her previous report was that she was really struggling and needed extra help!"*

Sally Davidson

14/11/2008

*"Always prompt and has been such a fantastic learning tool and confidence builder for my son over the last 2-3 years. Thank you."*

Karen MacDonald-Brown

12/11/2008

*"Overall, a very good service."*

Vivian Gray

12/11/2008

*"very good"*

Kristin Harrison

28/10/2008

*"The program is great. The boys love playing it and can't wait to go on. Thank you"*

Lori Takiguchi (US)

21/10/200

*“My daughter loved the interactive nature of the activities, the graphics/sound and the store. Overall, I love the fact that students are assessed first and then activities are provided based on that assessment.”*

18/10/2008

*“Great service. I think the extra practice helped her through math in 5th grade.”*

Ali Olson

14/10/2008

*“It is a wonderful tool for kids”*

Cindy Sannes

12/10/2008

*“The service was recommended by my daughter's teacher and she saw it on a TV news program. At the time our daughter was enrolled in Sylvan for reading assistance. While also a great program it is very costly. I was very happy to hear about Math Whizz and signed up immediately so our daughter could keep up on her math skills. She really enjoyed it and kept her brain nice and active during the summer months. Thank you for having a great service to keep kids interested in math.”*

Shelley Houston (UK)

07/10/2008

*“The service was very nice. It addressed just the right questions for my child”*

Annette Dhaenens

05/10/2008

*“very age appropriate and fantastic incentive for resistant students”*

Alex Shaw

05/10/2008

*“I think the program is wonderful. My daughter is dyslexic and struggles in math and reading. I signed up for the program for the summer months while she was out of school. The lessons were very interesting and engaging for her and explained in a way that she could really relate to. I just wish there were more hours in the day. Thank you.”*

Liana Wilson (US)

02/10/2008

*“Yes! He enjoyed his lessons today - thanks! He's excited about buying a hamster for his room.”*

Jon Van Bulb (US)

28/09/2008

*“Thought the program was great. Like to be able to monitor my child and really helped her out”*

Renee Loucks

18/09/2008

*“great program and the kids like it”*

Bruce Whittle

18/09/2008

*“The program was great as well as the service. We just needed to keep up with the math over the long summer! I will definitely recommend the program!”*

Carol Pennie (US)

16/09/2008

*“My son really enjoyed the program and uses it in school.”*

Maria Wilson

14/09/2008

*“Math Whizz is a great program for kids to improve their math skills while having fun. The fact that they earn credits gets them going so they strive to do more each time they log on. It is a great tool in school and at home. My son loved the challenge. He earned the chance to play the games by completing at least 2 lessons. It is also great that parents can track their child's progress. It gave me ideas on games we could do on our own that were geared toward things that he needed to work on. Thanks!”*

Jessica Culver (US)

10/09/2008

*“Nicholas and Julianna are both busy with Whizz. They are having difficulties in Math. They are natural brother/sister adopted from an orphanage in Bulgaria when they were 2 and 3. They are now 7 and 8 and are loving Whizz. Thanks so much. The kids love the program and want to complete more lessons so they can play fun games. This seems to be an ideal solution for math (or math as the Brits say). Julianna just loves Whizz and I know she is learning”*

Julie Stewart (US)

09/09/2008

*“Great fun for my son. A good way to help with math”*

Samantha Carson

03/09/2008

*“We have a subscription for our son at the moment who struggles with math. We have used it for both children for totally different reasons, and it seems to be working for both.”*

Janette Dixon

28/08/2008

*“It has been fantastic for my son, also for me knowing what level he is at and what he needs help on.”*

Margaret Galligan

21/08/2008

*“I was really impressed with the whole set up and layout of the site, and the quality of the animations and exercises. It's great.”*

Geraldine McNeish

20/08/2008

*“We use Whizz once a week and then back it up with related activities during the rest of the week. Louis particularly likes the report board and checks his progress at the end of each session. He understands the percentages and aims for scores in excess of 80% (his own decision). Home Edders. have to send reports to their LEAs so we print out your info. for parents as part of our submission.*

*A major reason we took Louis out of school 2 years ago was because he spent the major part of Key Stage 1 being convinced he was 'stupid at math'. Whizz was a totally new approach which removed all of his angst; we never thought he would ever say he actually enjoyed math so we feel his present confidence is mainly due to the programme removing teacher disapproval coupled with comparing himself with other children. He works slowly and needs quite a bit of thinking time which is impossible in a class situation, Whizz puts him in charge of his progress and removes the feelings of failure if he needs to repeat a lesson.*

*We're very pleased that Whizz has been extended to the beginning of KS3 and are hoping that you'll get to GCSE level in time for Louis to benefit.”*

Wendy Crickard (UK)

30/07/2008

*“I think the service has been excellent and has helped my some develop some confidence.”*

Graeme Whyte

15/07/2008

*"I personally think it's fab!! Anything that gets my own son, who incidently is one of our class pupils, to play Math rather than Star Wars must be good. Although my daughter is only in year 3, she is pretty good at math so i was keen for her to keep it up during the hols. She has done the assessment and started her lessons and she loves it - i couldn't get her off!!!"*

Philippa Ramage (UK)

12/07/2008

*"Daniel High, has been using Math Whizz since November 2006. He is currently in year 4 primary school and was struggling with his math, doing year 3 work. In February 2007 he progressed to year 4 Math work at school after only using Math Whizz for four months, and is now coping very well.*

*The progress he has made is tremendous, by at least 12 months, and he is far more enthusiastic and confident in math. He loves the Math Whizz games and buying items from the shop.*

*A wonderfully exciting product, with excellent built in motivation; and a product which I thouroughly recommed any child to use".*

Jackie High (UK)

23/06/2008

*"Both my children are doing really well with your programme - the results are great and even more reassuring I can see exactly where they are now and where they are in relation to their peers back home and can see real measurable improvements.*

*After a year of making little progress I cannot tell you how this makes me feel. With Megan due to start secondary school in sept 08 I was fearing the worst with her progress in math now I am confident that she will be up (or even ahead) of her peers. Please can you do an english programme as well!!!!"*

Rebecca Barker (UK)

17/06/2008

*"Math Whizz has been a great tool. My daughter really enjoyed it as it was very colorful, active not just a set of numbers"*

Alison Pearson

06/06/2008

*"Thank you very much for your assistance with MathWhizz. Clare has enjoyed it and I have recommended it to some parents I know through school as a good and fun way to keep up with math skills over the summer.*

*Clare enjoyed the program once we figured out where the lessons were located and how to*

*obtain the ever important points. She was motivated by the shop and the pets and found the features of the bedroom a lot of fun. I thought the activities complimented what our children are learning here at ASL and the tasks were challenging but had a lot of support with directions and visuals. Clare never felt overwhelmed or discouraged. The parent features are great and the visual graph of progress is a quick way to check on your child. Thank you for the opportunity to use the program."*

Kelly Van De Meulebroecke (UK)

25/05/2008

*"Our daughter is much more confident with numbers."*

Michael Reynolds

19/05/2008

*"It was excellent, easy for parents to use and attractive for the student. We liked most of the animations as they are fun but not too patronising to an intelligent child."*

Caroline Hurren

30/04/2008

*"Very Good"*

Jack Swaysland

28/04/2008

*"It is good they can buy small things from the shop and Ben loved the bedroom idea and being able to change the design of his room"*

19/04/2008

*"I will wholeheartedly be recommending this to my customers as an excellent way for any child to expand their knowledge and understanding, while having a lot of fun, gaining confidence and all for a very reasonable price."*

Rachel Dawson

20/03/2008

*"Just a quick note to tell you that since joining Whizz, my daughter has so much more confidence in math and we are delighted with her progress. Her class teacher has also noticed a big improvement and she's only been using Whizz a month! Our aim is to get her passed her age so that she'll be more confident when learning new aspects of math in the future. Would recommend this way of learning to anyone!"*

Mrs Sadie Robertson (UK)

14/03/2008

*"I really appreciate Math-Whizz. My son Edward is in year 3 in primary school, and his teacher recently advanced him by two math group levels (from bottom to second from the top). This is all due to his use of Math-Whizz at home for the past five months! Thanks for a great online educational resource."*

Scott (UK)

12/04/2008

*"I am sure you get many complimentary letters but I just wanted to let you know the change in my son's attitude to math has been truly remarkable with your program. After one day on the program, math has changed from his most frustrating subject to his "favourite" subject. Long may it last! Many thanks".*

(UK)

07/03/2008

*"excellet - we have seen an improvement in our daughters understanding of math and she has more confidence in school"*

Deborah Wilkins

03/03/2008

*"Both my daughter and my son are enjoying using Math-Whizz. They are desperately trying to earn credits to buy a virtual pet - the snake and the hamster. What a great idea! I noticed that there are continuous changes in the graphics and in the reward system you have chosen, so it doesn't become boring for them, which I think is great."*

Maria Nestorides (UK)

01/03/2008

*"The service was first class! Whenever I had any queries or concerns and emailed Math Whizz I ALWAYS received a reply with very full and helpful advice. I also got the impression that emails to Math Whizz were taken on board and the company made excellent improvements to respond to customer feedback. My Son has enjoyed Math Whizz - okay sometimes he moaned a little about having to do it but when he went on he did actually manage to do about an hour without any grumbles and although he probably doesn't realise it - he has improved immensely."*

Lindsey Hurlstone

29/02/2008

*“A very impressive and useful service. My son really benefited from using it regularly. It built up his confidence in all areas, especially mental math and rapid recall.”*

Sumeet Chadha

25/02/2008

*“It was most useful to gain an idea of a math age which boosted my daughter's low confidence in mathematics”*

Fiona Windles

24/02/2008

*“I'm very happy to have found Math Whizz; it takes some pressure off me to make sure he doesn't get bored with math, when he actually loves it. My main concern for him was that he might lose interest in subjects before they get round to teaching him things that are stimulating enough, but now I'm comfortable that we'll be okay for another year, with Math Whizz in our toolkit.”*

Eunice Chen (UK)

25/02/2008

*“He has been moved out of the 'slow' group for math and is now back with the average ones in his class since using the website, so I am grateful for that.*

*He was also having 1:1 tuition from a neighbour, who is a primary head teacher, and we have been able to discontinue this since he has been using your site, much to the relief of my pocket!”*

Dr Justin Hawkins (UK)

23/02/2008

*“I'd just like to say that my daughter's really enjoying the site and doing the lessons and from my point of view, it seems like every angle has been covered. I'm more than impressed. Thank you.”*

Liz (UK)

13/02/2008

*“It was really helpful and useful, especially in the run-up to my daughter's 7+ test.”*

Rosalind Stewart

08/02/2008

*“We are really excited about using Math Whizz --- and expect to learn all our Math from it. :+} Thanks for having a great website.”*

Indrani Tomasi (UK)

07/02/2008

*“Eleanor is really enjoying the math, it's helped her to feel much more confident - finding it works best for us if she does it most a.m.'s before school, that way she's fresh and up for a challenge!*

*I have mentioned your site to a work colleague at school, we've always used RM math but i think I prefer Math Whizz - a bit more child friendly.”*

Mrs Guerin (UK)

03/02/2008

*“I was so glad to have found you on the net. It has been a great help..thankyou.”*

Lesley Randall

01/02/2008

*“Jamillah really enjoys the program, she has improved in her mental math results and confidence.”*

Paulette Edwards (UK)

31/01/2008

*“Great fun”*

Caroline Keenan

29/01/2008

*“a very useful service that I have recommended to friends”*

Samantha Richmond

29/01/2008

*“My grandchildren have enjoyed the activities immensely. The way that each new concept is adapted to the progress of each child is excellent. The programme allows immediate assessment so that the questions are altered to ensure that a math's skill is eventually learned.*

*Both children have made excellent progress so much so that the older one is now able to tackle and complete multi-step problems extremely well. More importantly, he enjoys math and has gained that self esteem, which is so important to learning.*

*This also applies to the younger one who is now at the top of her class in math. Both enjoy the extra bonuses such as the decorating of the room and the reward system.*

*The enormous range of activities are so much fun that I am sure that the system would benefit all schools.*

*As a retired teacher, I have not seen a math programme that can help children enjoy and learn so easily as Whizz Education. I only wish that I could have had access to it when I was teaching. It would have made assessment so much more accurate and ensure that each child was making good progress in every lesson.”*

Jennifer Bond (UK)

28/01/2008

*“Ella is really enjoying the tasks and collecting credits! I look forward to seeing her confidence and ability increase with addition and subtraction which have always been a struggle.”*

David Krill (UK)

24/01/2008

*“Codie's math has gone from a cause for concern from her teacher last year to top of her class. She is not just improving, she has found she really enjoys it and is naturally good at math.*

*The craziest thing is that from doing it with her I have lost my huge inferiority complex about math and have found i can do it and actually I am good at it. Just got all confidence knocked out of me years ago at school and never done anything about it. Now I find everyday things easier - I swear I am not making this up - I can do my timesheets for example in a 1/4 of the time, normally working it out on a calculator, [now I] just do it in my head.”*

Liam McIntyre (UK)

21/01/2008

*“A fun layout, that really helps the child reach goals”*

Wendy Kendall

18/01/2008

*“We are delighted to report that Mathwhizz helped her at a very anxious time when she had just failed the 11-plus. It built her confidence and enabled her to see that she was in fact very good at some areas of math.*

*Thank you for a brilliant rescue job! She won her appeal to the grammar school and was offered a place there.”*

Joanna West (UK)

17/01/2008

*“I just wanted to write to say how Whizz has changed my daughter's confidence. Last year Jasmine was below average and now in her SATs she has gone from a 1C below average to a 2A. We are so proud of her and are thankful to Whizz as this is the Key. Some weeks she is tired but we find if you change the exercises often, which you have done, it keeps her interested. She loves the games - it is a treat for her after she has worked on Whizz.”*

Mary Huxter (UK)

15/01/2008

*"I am so impressed at the customer service offered with whizz education and am very happy with the online tuition and the impact it has had on my daughter's grasp of math. I have been recommending it to all and sundry. Well worth the money!!!"*

(UK)

10/01/2008

*"The format is fantastic.. enough to get any child interested in Math. Its lovely to be able to directly monitor progress. I never had to nag him to do it. He thought of it as games, but was learning all the time. Thank you"*

Gina Kirk

09/01/2008

*"i think math whizz is great. i have three boys and when the other two are a little older id like them all to use it."*

Karen Earle

03/01/2008

*"We have loved Math Whizz and the whole concept of rewards and the bedroom was fantastic"*

Faye Skjonnemand

02/12/2007

*"Luca loves it - I had to drag him away from it at times! We have had more success with it than traditional Math activity books and Luca has been able to do a lot of it on his own, which is a bonus for me! I have seen results in terms of general ability and also in terms of enthusiasm for the subject. I am thoroughly impressed with Math-Whizz and have been recommending it to friends. My 3 year old daughter wants to do it too."*

Lucy Amico

29/11/2007

*"I really appreciate Math-Whizz. My son James is in year 3 in primary school, and his teacher recently advanced him by two math group levels (from bottom to second from the top). This is all due to his use of Math-Whizz at home for the past five months! Thanks for a great online educational resource."*

Robert Wright (UK)

01/11/2007

*“Just to let you know that my son Jay has only been with Math-Whizz for a few months and he has already moved up two math groups and is beginning to believe that he can do this numeracy thing after all. I am obviously delighted.”*

Jackie Burton (UK)

12/11/2007

*“We are amazed by Daniel's progress since he started on Math-Whizz. The customer service is excellent from everyone I have spoken to.”*

Nicola Richards (UK)

07/11/2007

*“Fiona's math ability has improved by 2 months for every month she used Math-Whizz and she loves it!”*

Jenny Tsang (UK)

29/10/2007

*“Amanda got her Math exam results today and scored 93%. Math-Whizz is working given a couple of years ago Math was not a subject Amelia particularly liked or could cope with.”*

Paul Williams (UK)

12/12/2007

*“Math-Whizz - very visual, fun, animated exercises, with fantastic customer support. -I have noticed her confidence and speed in calculating problems has definitely grown. Less expensive and more practical than going to a tutor, too!”*

Caroline Taylor (UK)

17/12/2007

*“In under a year of using Math-Whizz Christian's math ability has moved from being below to ahead of his actual age. That is over 1 and 1/2 years improvement, we're delighted!”*

Tracy Abbott (UK)

19/09/2007

## **Testimonials – Carol Vorderman Project**

[Carol Vorderman is a UK household name and strong advocate for math education]

Dear Natalie,

Thank you for passing on the below e-mail from Belinda Rennie, and for your own personal e-mails to me.

As part of the Math Task Force I am visiting many schools across the country and abroad. If I decide to visit Dubai I will contact you to find out which school Ms Rennie's daughter attends to see whether it will be possible to visit it.

I have received many e-mails from parents commenting on the success Math Whizz has had in helping their children learn. This is very encouraging to hear.

Please will you email me the list of schools in the UK which are using the Math Whizz programme. I will let you know if I visit any of these schools in advance.

Many thanks for contacting me and for all your support.

Carol Vorderman

17/4/2009

Hello Carol

I have been informed of the project you are currently working towards and wanted to email you regarding my daughter's method of learning Math, and to invite you to visit her school in Dubai so you can see how the children are enjoying learning.

My daughter Bella Carnell, Year 6 JESS Jumeirah, was recently awarded with a certificate for her success in Math Whizz, an interactive online math program topping her school and coming 6th worldwide.

Bella has always found math challenging and has needed extra tutoring and the program has really accelerated her learning and confidence in all areas not just math. My husband, Brett has been the driving force behind helping her achieve this level and it has been great to see the bond between father and daughter really strengthen.

I also thought about how it would be nice for other kids to read about how Math Whizz can offer them an educational alternative to the plethora of X box, wiii and Playstation that clutter kids lives and heads. Math Whizz ([www.whizz.com](http://www.whizz.com)) is based on the understanding that every child has a 'math age' that reflects their actual ability, irrespective of school year or chronological age.

Math-Whizz is a UK based program which teaches with the aid of interactive, animated exercises as well as tests. If the student struggles, the program presents other material to re-teach the underlying principles and boost their confidence. In addition, there is a 'revision' tool that allows your child to revisit specific topics.

Finally, there is an engaging, animated dictionary to help your child understand the technical terms that they encounter.

I look forward to hearing from you soon.

Best regards,

Belinda Rennie (UAE)

17/2/2009

My son's ability in fractions, according to Math Whizz, is years above his age. Showing that much more can be learnt in play than in formal lessons. This method of learning, using self discovery should be encouraged in schools.

I honestly think that if schools introduced Whizz Math, or something similar, with a teacher on hand to help when children are stuck, that would improve childrens enjoyment and confidence in their math ability.

After all, my daughter hated math at school and was failing, but is now a year ahead of her actual age. So, it was never her ability that was in question, but poor teaching. Get rid of the poor teaching, and put children in charge of their learning!

Gisela Mann

12/4/2009

I would like to fill in my opinion as to how much my son Adam has benefited and still benefiting from Whizz.com.

Initially Adam is very academic and good with math, at least that what I thought. When he joined the programme I had put forward some incentives and rewards for his progress.

Even though, I'm in the UAE and Adam is in the UK, I was monitoring his studies and tests online with Whizz.com. In no time Adam had progressed greatly and has exceeded my acceptations.

I really recommend this to every Mum & Dad to enroll into this brilliant interactive education and way of learning. Your child will become a whizz kid while having fun and getting rewards.

Dr. Abdulhamid Aboufayed (UAE)

10/2/2009

"We have been very pleased with MathWhiz and are happy to email Carol Vorderman. It will probably be later in the week as very busy at present."

Kathryn Moyse

24/2/2009

Dear Carol,

I have been asked to contact you regarding Math Whizz. This is a quick response sent in a hurry. If you want to contact me again please do.

My son, age 9 started Math Whizz not because he was struggling with Math but because he was not being challenged enough with the level of math at school. We were unsure what to do and tried Math Whizz to see if this would provide that support, it did.

The problem is that in our area in Scotland there is no money to support children who are above "the average" only those who are struggling. Whilst this is laudable, above average students are effectively held back and presumably may get bored with math?

Reuben was brought up in Trinidad for 3 years and attended a Montessori nursery school from age 2.5 to 5.5 years. He was not any better at Math than his peer group (all local children). However when we returned to Scotland we were told that the Math Reuben was routinely doing was not done in this country till age 9 and even older!

Perhaps as you are visiting other countries you will be able to see the discrepancies between what we expect in Math in the UK and what is considered the norm abroad?

Reuben wanted to tell you "I enjoy math but Math Whizz is very nice and encourages people to do Math even if they don't like it because Math Whizz makes math fun". He also liked all your books!

Reuben excelled under Math Whizz for a year but we took a break from it for the next 9 months because his reading ability needed to catch up so he could more easily understand the Math questions (which were aimed at children 3 years older than him) and also we felt he was getting way ahead of his peer group at school and was getting no support from his teachers. Effectively the school stopped teaching him Math and just left him to get on with it in class which he did quite easily. If Math Whizz was available in his school I think they would have been able to see how good it was as each child can effectively go at their own pace and the online tutor is set up for each child's level. This would benefit children of all abilities and help to support "below and above average" UK Math primary children.

Hope this informs your research.

Best wishes

Melanie

24/2/2009

Dear Carol

I am writing this note to highlight the Math Whizz product in light of your current project.

My son Connor who is 5 has been using the product for a number of months and in that time his Math skills have developed considerably but more importantly he views the subject as fun and a game.

It has also developed his IT skills and incidentally his Reading skills.

I believe this is the way forward for Public Education. The Internet has the advantage of enabling students to develop at their own pace and if done properly could be offered to all Children regardless of background.

Education should be the great leveler but the truth is it is not. There is still a great advantage in living in a wealthy area and going to a school in that area. These schools will attract the best teachers.

Supplying Math in this way for every child gives everyone the same chance to succeed in a home environment where peer pressure will not be such an issue. Having a product which is attractive, easy to use and effective is also vital.

Math Whizz is a great product and has certainly helped my son, it shows us a way forward for Educating all of our Children. I would urge your task force to look into it they are on [www.whizz.com](http://www.whizz.com)

regards

Paul Malone, Southampton

18/2/2009

## What students say:

*“Math whizz is the best because they have changes everytime and they give players pets and math whizz is very good”*

SANJONA Hossain, age 6 (UK student) 21/04/2009

*“i love math whizz [: makes me smarter”*

Briana Ryan, age 10 (USA) 21/04/2009

*“I think that math whizz is awesome”*

Chris Reed, age 12 (USA) 20/04/2009

*“i love this!!” (USA)*

Rachel Douglass (USA) 20/04/2009

*“omg...i just got a snake and its so kool i had to do like 20 lessons a day for a week to get it but it was worth it!”*

Gavin Sledge, 11 (USA) 19/04/2009

*“the best is challenges because it really makes me improve on my math to challenge my brain”*

Olivia Powell, age 11 (UK school) 18/04/2009

*“I am always trying very hard to get a hamster.”*

Orlando Mace, age 7 (Dubai School) 18/04/2009

*“I really like doing the lessons however i am not very inteested in the shop because i dont think i need to have much in my house really. But I really like the challenges and games - very enjoyable.”*

Anne-Marie Heed, age 11(UK school) 18/04/2009

*"I LIKE USEING MATH WHIZZ. AND OF COURSE I AM IMPROVING MY MATH SKILLS."*

ATHULLYA Roy, age 10 (UK school)

16/04/2009

*"I love this website .Im so glad! Im so smart and better in math."*

Aliyah Yarber, age 8 (US school)

15/04/2009

*"I really think that the bedroom is an excellent feature as it enables us to have a space in math whizz to play games, buy pets and acsess our lessons from the computer! I also think that it is great that we can decorate our virtual space too!!!"*

Alannah Lewis age 11 (UK school)

15/04/2009

*"Math Whizz has helped me so much I was in the bottom group at school but ever since I've starte Math Whizz I'm in the top group!"*

Sabrina, age 10

14/04/2009

*"Whizz math has really helped me i have got much higher marks in tests just thanks for a great online tutor!!!!"*

Ashleigh house, age 10

14/04/2009

*"I LOVE mATH WHIZZ now Im not struggling with math Go Math Whizz Love: Heidi Narvaez ♥♥♥♥♥♥☺"*

Heidi Narvaez, age 9 (UK)

14/04/2009

*"I love Math Whizz"*

Eva Ritchie, age 10 (UK school)

13/04/2009

*"whizz world rokes"*

Sarah Richardson, age 10 (UK student)

12/04/2009

*"I wish I had a Hamster."*  
 Emerald Esperas (US school) 12/04/2009

*"Math wizz is the best program I have ever used!!!!!!!"*  
 Seth Bagby, age 10 (US school) 11/04/2009

*"I enjoy Math Whizz very much and am on it almost every night. I'm hooked!!!!!!!!!! :D"*  
 CELINE George, age 10 (UK school) 10/04/2009

*"math wizz has helped my math skills so muck. Thanks a million!!!!!!!!!!!!!!!"*  
 MORGAN McBride, age 11 (US school) 10/04/2009

*"It is good fun and not boring."*  
 Grace, age 11 (UK school) 12/12/2008

*"It helps you learn and have fun at the same time."*  
 Michelle, age 11 (UK school) 12/12/2008

*"Math Whizz has helped me. It is more fun than doing Math with the big whiteboard. The tokens and whizz shop are good fun too."*  
 Anya, age 10 (UK school) 12/12/2008

*"It is a fun way of helping you get better at Math."*  
 Imogen, age 11 (UK school) 12/12/2008

*"It helps me with my Math and it is good fun."*  
 Morgan, age 11 (UK school) 12/12/2008

<i>"It helps you learn in an easy way."</i>	
Becky-Jo, age 11 (UK school)	12/12/2008
<i>"It makes learning fast"</i>	
Leonie, age 11 (UK school)	12/12/2008
<i>"I like the activities."</i>	
Marcus, age 9 (UK School)	12/12/2008
<i>"I like the fractions and games."</i>	
Courtney, age 9 (UK school)	12/12/2008
<i>"I like to spend the credits in the shop."</i>	
Adam age 9 (UK school)	12/12/2008
<i>"It teaches me more and i like it and it is good fun"</i>	
Sebastian Brown	23/06/2008
<i>"i like math whizz because its fun"</i>	
Kiya Komorowska	12/06/2008
<i>"math whizz can help you get better at math and learn a lot more skills and tech nolige . It can help you when you get in to higer grades in middle school and high school"</i>	
Jennifer Young	12/06/2008
<i>"everyone else uses math whizz . And I think it is awesome!"</i>	
Alexandra Ellison	07/06/2008

*“me and my little sister both have a math whizz and we love math whizz.”*  
Ayana Jones 05/06/2008

*“math is fun now”*  
James Blair 06/04/2008

*“I like to play so that i can get a BUNCH of credits and that i want to reach my goal and get everthing you can buy.... Right now i dont have so much but already i have bought all the toys so im going to work on plants then pets because plants are not as much but there not as cheap the pets are like 800 credits :( but if i reach my goal i will be happy as can be :D”*  
Matheryn Forsyth 03/06/2008

*“i like mathwhizz because of the pets toys plants and credits so far i have 2104 credits and i will not buy anything until i have 100,000 credits i love math whizz!”*  
Ayana Jones 03/06/2008

*“its cool fun has good activitys and it makes my math better”*  
Sebastian Brown 23/05/2008

*“In math-whizz u can have toys pets and cool chairs and monitors also u can change the color of your room and the playroom. and the math in math-whizz is better than the math in school and another reason I like math-whizz is the games console”*  
Ayana Jones 22/05/2008