

classes, the students proposed their own solutions and participated in the design of the solution.

In half of the inspected schools, the inspectors found individualized work with the students taking place directly in the classroom (as part of the class). 57% of the schools offered after-school activities (such as meetings with the teacher, after-school classes, etc.) for students with special educational needs and for poorly performing students. The schools seem to be having difficulties when working with exceptionally talented students. In half of the schools, these students received individual attention within the classroom; and, two-fifths of the schools offered special activities designed to help such students to further develop their talents.

In just over half of the inspected classes, the students were motivated to excel based on age, and asked to work on practical problems and to use their knowledge from other subjects. The effort of the schools to include special projects and presentations as part of the teaching process was seen as a plus. During the teaching process, not much time was given to discussions of the given problem and discussions between students were related to the feasibility of the different proposed solutions. In 82% of the inspected classes, the students were pushed to use the proper terminology and symbols. The estimation of the results and the proof of these estimates by students was only carried out in a fifth of the inspected classes.

In the majority of cases, the requirements for mathematical knowledge in other subjects was linked to what the students were learning in their mathematics classes. The mathematical terminology used in other subjects was also correct in the majority of cases. In 39% of the inspected classes, the students were able to individually develop a mathematical understanding of the given problem; and, in 65% of the classes, the students were able to work individually on a further solution of the problem.