

Bond Blocks Support Book:

Assessment

- Using the Bond Blocks Test
- Entering Results
- Analysing the Test Results
- Identifying the Teaching Focus
- Monitoring Progress
- Retesting
- Bond Blocks Test - Recording Sheet
- Bond Blocks Test - Viewing Sheet
- Bond Blocks Test - Student Reflection and Goal Setting

Using the Bond Blocks Test

Organisation

The teacher will need:

1. A pen to record student responses.
2. One copy of the **Bond Blocks Test - Recording Sheet**. Download and print this sheet to hand at the teacher.

Students use the questions using either:

1. The **Bond Blocks Test Response**. There are two versions of the Bond Blocks Test Assessment. The written questions are identical in both versions. However the response sheet to use in the administration is slightly different.
 - In the written Bond Blocks Test - Using Subtraction and Equivalency the subtraction questions are read using the words "subtract" and "equivalency". For example, "What subtract three equals?"
 - In the written Bond Blocks Test - Using One Step and Two Step the subtraction questions are read using the words "take away" and "is". For example, "What take away three is?"
2. The **Bond Blocks Test - Student Viewing Sheet**. Read one copy of this and make this up for each student.

Note: This needs to be printed separately from the Test Recording Sheet. **Not double-sided!** Place one piece of blank paper on top of the Student Viewing Sheet, under the form currently being used by the student.

Entering Results

Enter results in the Bond Blocks Test - Results and Tracking Test document.

Legend:

- C - Correct Answer
- I - Incorrect Answer
- X - Answered at all
- N - Not Answered

There is a curriculum version 8 and version 9 test sheet.

Entering Results

Excel Tip

Download and save one copy of the Test year sheet. The 2 Year sheet. This will help administration monitor year level activity. Class teachers can use Excel by clicking 'Close' to close their student file.

The test is repeated annually. Record the results for each test on a new sheet.

How to use this sheet

The program points between sheets will be automatically included.

Each Year sheet needs to be 'unprotected' in order to highlight rows and print Home - Cells - Format - Unprotect Sheet. You will need to do this for each year.

Analysing the Test Results

The test administration of test results can be analysed in two ways:

1. Student level
2. Cohort level

Student Level

Reading the horizontal view provides student level information. This data can be used to identify students who need intervention and assistance. It can also be used to form groups of students working at a similar level for both intervention and low class teaching. Reporting the test results provides progress data.

Interpreting Progress - One One Teaching

Each question on the Test Block Spreadsheet is allocated to the relevant year level curriculum and is worth a maximum of two points. After entering the student response to each question, the total number of points that were in that year will be calculated.

Interpreting Progress

To interpret how much progress a student has made compare:

- the number of progress points the student made to
- the base number of total points possible in the curriculum for that year level.

For example, if a student made 6 points of progress and the maximum number of points on the test for the specified year level was 8, this would equate to approximately one year of curriculum (as represented by the test).

Analysing the Test Results

Interpreting Progress - Intervention

Identifying progress for intervention students compare:

- The number of progress points the student made between annual tests to
- The base number of total points possible in the Bond Blocks curriculum for that year level.

For example, if a student had covered Chapters 6 and 7, these chapters have 7 test questions which is a maximum of 14 points. The student had made 10 points on the test. This would equate to approximately 70% of the total possible points.

A score of 70% or less for this student should be considered excellent.

A score of 70% or less for this student could also be considered an excellent progress because of the number of missing number questions in these chapters.

Student progress needs to be interpreted considering their learning profile.

Please refer to the Test Results Three Implications Support page 9/10 for further how intervention is differentiated.

Case Study

The following data was collected from a Year 5 student school. These Year 5 students participated in Bond Blocks as intervention only. They completed Chapters 2, 3 and 4.

The total number of test points possible for these test questions is 10 points. Each student's progress points is compared to it.

Student	Pre Test	Test 1	Test 2	Progress Points
Student A	2	4	6	4
Student B	1	3	5	4
Student C	2	5	7	5
Student D	1	4	6	5
Student E	2	6	8	6
Student F	2	8	10	8

Converting test of progress:

Assessment for individual progress:

Excellent progress:

Analysing the Test Results

Compared to the eight points of curriculum covered by the test:

- Students A, B, C and D made excellent progress of eight points or more. Two of these students applied knowledge from the chapters covered to correctly answer questions from later chapters within their progress points that eight covered by the four test questions related to the progress of activities completed.
- Student E achieved more test progress in comparison but this was still leaving her student has a degree of test accuracy for this.
- Students F and G made very little progress. This does not mean they have a range of concerns about these Year Five students. These students were not participating in a literacy intervention program and had made a concerning lack of progress in this area. The Bond Blocks test added to the evidence that was presented to the principal and parents which were then investigated by reading and other health professionals.

Cohort Level

Reading the vertical column provides cohort level information. Columns where most of the students experienced difficulty show gaps in teaching/learning. This is often apparent in the content area of missing number questions. The example below highlights subtraction test questions where the missing number is in the whole portion.

Analysing the Test Results

Once these content areas are identified use the **Mathematical Concepts Covered by Each Bond Block Activity** table to help identify numbers related to these gaps. Complete these activities with the student.

Activity	Concepts	9	10	11	12	13	14	15	16	17	18	19	20
Subtraction	9	10	11	12	13	14	15	16	17	18	19	20	21
Equivalency	9	10	11	12	13	14	15	16	17	18	19	20	21
One Step	9	10	11	12	13	14	15	16	17	18	19	20	21
Two Step	9	10	11	12	13	14	15	16	17	18	19	20	21
Teacher	9	10	11	12	13	14	15	16	17	18	19	20	21
Student	9	10	11	12	13	14	15	16	17	18	19	20	21

The table is particularly helpful when using Bond Blocks at an entire school level. Schools use the Bond Blocks often that the entire school of students. For example, when a student brings a test to identify (I) those who need intervention and (II) cohort gaps in teaching/learning.

Monitoring Progress

For teachers who prefer to use physical recording methods, progress can be monitored and observations recorded using the Recording Sheets. There are three types of recording sheets:

1. **Monitoring Sheet for an individual student (One Intervention)**
This is suitable for those intervention and can be differentiated to individual individual student information.
2. **Monitoring Sheet for 10 Students (Ten Intervention)**
This is suitable for those intervention. It can also be used during differentiated for the intervention for small groups of students working at a different level to the majority of the class (above or below).
3. **Monitoring Sheet for a Class (Ten Teaching)**
This is used to monitor which students have completed which activities.

These recording sheets can be downloaded from the Assessment and Monitoring section of the website. They are available in a paper (PDF) and electronic (Excel) versions.

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Bond Blocks Support Book – Answers

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Organisation

The teacher will need:

- i. A pen to record student responses.
- ii. One copy of the **'Bond Blocks Test - Recording Sheet'**. Download and print this. Place this in front of the teacher.

Students view the questions using either:

- i. The **Bond Blocks Test Powerpoint**

There are two versions of the Bond Blocks Test PowerPoint. The written questions are identical in both versions however the language used to say the subtraction equations are different:

- In the version titled "Bond Blocks Test – Using Subtract and Equals" the subtraction questions are read using the words "subtract" and "equals". For example, **"Five subtract three equals?"**
- In the version titled "Bond Blocks Test – Using Take Away and Is" the subtraction questions are read using the words "take away" and "is". For example, **"Five take away three is?"**

Use the version that has the language the students you are testing are most familiar with.

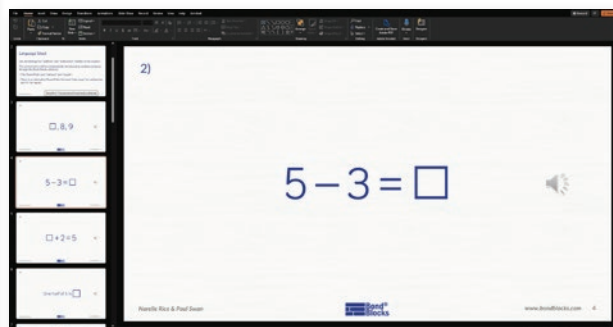
- ii. The **Bond Blocks Test – Student Viewing Sheet**.

Print one copy of this and place this in front of the student.

Note: This needs to be printed separately from the Test Recording Sheet, **not double-sided**. Place one piece of blank paper on top of the Student Viewing Sheet, under the item currently being read to the student.

Bond Blocks Test - Recording Sheet				ASSESSMENT	
Student Name:	Complete During Test			Complete After Test	
	Pre-Test Date:	Post-Test 1 Date:	Post-Test 2 Date:	Teaching / Learning Focus	Bond Blocks Chapter
Class:	<input checked="" type="checkbox"/> fluent <input checked="" type="checkbox"/> correct, not fluent <input checked="" type="checkbox"/> incorrect	<input checked="" type="checkbox"/> fluent <input checked="" type="checkbox"/> correct, not fluent <input checked="" type="checkbox"/> incorrect	<input checked="" type="checkbox"/> fluent <input checked="" type="checkbox"/> correct, not fluent <input checked="" type="checkbox"/> incorrect	Highlight (if not fluent)	
1	<input type="checkbox"/> 8, 9			Counting	1
2	1 - 3 = <input type="checkbox"/>			Bonds of 5	2
3	<input type="checkbox"/> + 2 = 5			Bonds of 5	2
4	One half of 6 is <input type="checkbox"/>			Doubles 1,2,3,4,5 related tables	3
5	8 - 5 = <input type="checkbox"/>			Five Plus Bonds	4
6	<input type="checkbox"/> + 10 = 20			Bonds of 10	5
7	10 - 7 = <input type="checkbox"/>			Bonds of 10	5
8	10 - <input type="checkbox"/> = 5			Bonds of 10	5
9	6 - 4 = <input type="checkbox"/>			Bonds of 6	6
10	7 - 5 = <input type="checkbox"/>			Bonds of 7	6
11	<input type="checkbox"/> + 5 = 8			Bonds of 8	6
12	<input type="checkbox"/> - 4 = 3			Bonds of 9	6
13	17 - 10 = <input type="checkbox"/>			Ten Plus Bonds	7
14	1 - <input type="checkbox"/> = 13			Ten Plus Bonds	7
15	<input type="checkbox"/> + 10 = 20			Ten Plus Bonds	7
16	Double 7 is <input type="checkbox"/>			Doubles 6, 7, 8, 9 related tables	8
17	One half of 16 is <input type="checkbox"/>			Doubles 6, 7, 8, 9 related tables	8
18	Double 9 is <input type="checkbox"/>			Doubles 6, 7, 8, 9 related tables	8
19	13 - 8 = <input type="checkbox"/>			Bonds of 11 to 20	9
20	<input type="checkbox"/> + 8 = 20			Bonds of 11 to 20	9

Recording Sheet



Bond Blocks Test Powerpoint

VIEWING SHEET		Bond Blocks Test - Addition and Subtraction to 20
Bond Blocks Test - Student Viewing Sheet		
<ul style="list-style-type: none"> Place this sheet in front of the student. Use a piece of blank paper to screen items not currently being read to the student. Read each test item to the student. Use your finger to point to each number and symbol as it is read. Students respond verbally. Student responses are recorded by the teacher on the Recording Sheet. 		
1)	<input type="checkbox"/> 8, 9	
2)	5 - 3 = <input type="checkbox"/>	
3)	<input type="checkbox"/> + 2 = 5	
4)	One half of 6 is <input type="checkbox"/>	
5)	8 - 5 = <input type="checkbox"/>	
6)	<input type="checkbox"/> + 4 = 10	
7)	10 - 7 = <input type="checkbox"/>	
8)	10 - <input type="checkbox"/> = 2	
9)	6 - 4 = <input type="checkbox"/>	
10)	7 - 5 = <input type="checkbox"/>	
11)	<input type="checkbox"/> + 5 = 8	
12)	<input type="checkbox"/> - 6 = 3	
13)	17 - 10 = <input type="checkbox"/>	
14)	3 + <input type="checkbox"/> = 13	
15)	<input type="checkbox"/> - 6 = 10	
16)	Double 7 is <input type="checkbox"/>	
17)	One half of 16 is <input type="checkbox"/>	
18)	Double 9 is <input type="checkbox"/>	
19)	13 - 8 = <input type="checkbox"/>	
20)	<input type="checkbox"/> - 7 = 8	

Student Viewing Sheet

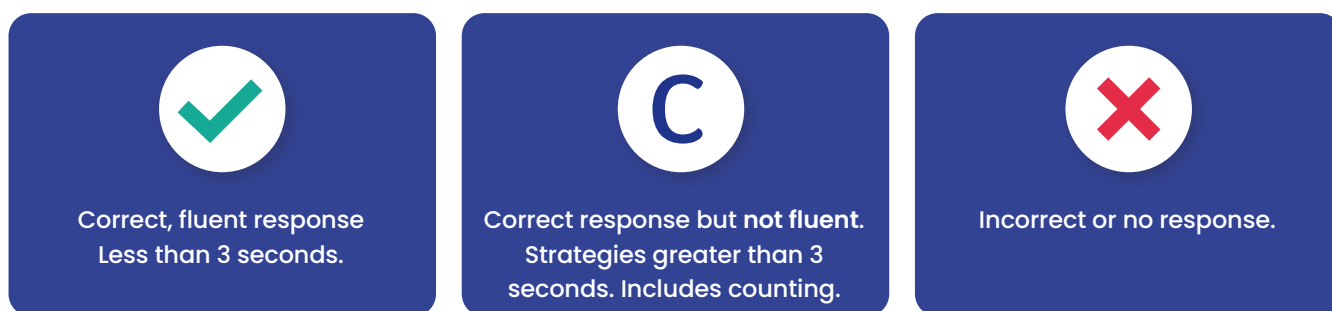
Administering the Test

Teacher Instructions

The test is administered to students one at a time.

- Sit next to the student being tested.
- Place the Recording Sheet and pen in front of yourself.
- Place the test questions in front of the student. This will be either a device showing the PowerPoint or the Student Viewing Sheet.
- Read the first test item to the student. Use your finger to point to each number and symbol as it is said aloud. Use terminology for 'addition' and 'subtraction' familiar to the student. The correct terms will be systematically introduced as students progress through the Bond Blocks activities.

Students respond verbally. Record the student's response on the Recording Sheet using one of these symbols:



The test becomes increasingly difficult.

Tier One Class Teaching

When testing for **tier one class teaching** STOP testing after three responses that are not correct, fluent responses. For example, three **C** responses or two **C** responses and one **X**.

- Doing this will provide enough information to identify the starting point for groups of students and, in the future, monitor progress.
- This will take approximately 3 minutes per student. Allocate between 60 to 90 minutes to test a class.

Tier Two or Three Intervention

When testing students in **Year 1 and 2** for **intervention**, stop after three responses that are not correct, fluent responses. These students do not complete the whole test because it contains curriculum that is beyond their year level.

When testing students from **Year 3 on** for **intervention**, administer the whole test to identify gaps in their learning.

- Testing students who might require intervention takes longer than testing at a tier one level. Allow 10 to 15 minutes per student when testing students for intervention.
- If students are very young, have maths anxiety or attentional difficulties split the testing into two short sessions.

Enter results in the **Bond Blocks Test – Results and Tracking Tool** Excel document.

- 2 – Correct, fluent response.
- 1 – Correct response but not fluent. Includes counting.
- 0 – Incorrect or no response.

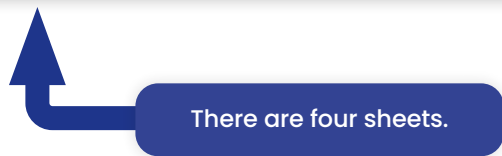
There is a curriculum version 8 and version 9 test excel.



Excel Tips

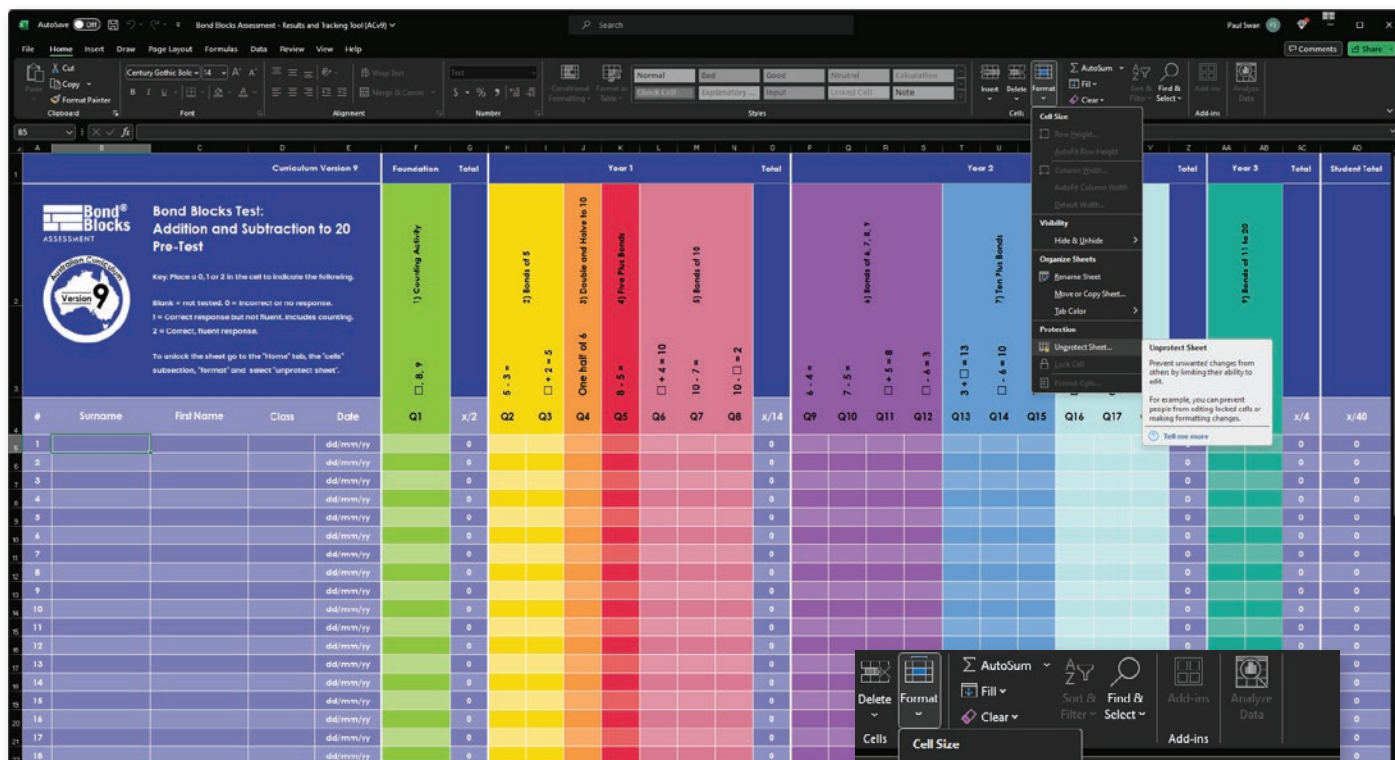
Download and save one copy of the file per Year Level. File > Save As. This will help administration monitor year level cohorts. Class teachers can sort data by Column D "Class" to access their student list.

The test is repeated **annually**. Record the results for each test on a **new sheet**.

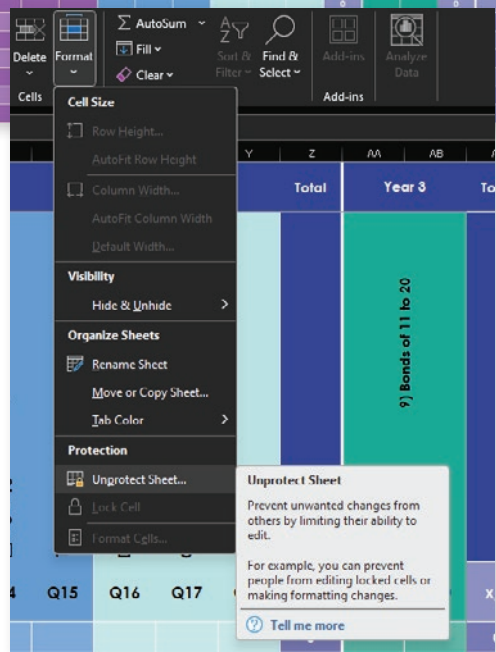


The progress points between sheets will be automatically calculated.

Each Excel sheet needs to be 'unprotected' in order to highlight rows and sort. Home > Cells > Format > Unprotect Sheet. This will need to be done for each sheet.



To modify, edit or sort cells in the Excel, unprotect the sheet.
Home > Cells > Format > Unprotect Sheet.



The Excel spreadsheet of test results can be analysed at two levels:

1. Student Level
2. Cohort Level

Student Level

Reading the horizontal rows provides student-level information. This data can be used to identify students who need intervention and extension. It can also be used to form groups of students working at a similar level for both intervention and tier one class teaching. Repeating the test annually provides progress data.

Interpreting Progress: Tier One Teaching

Calculating Progress Points:

Each question on the Test Excel Spreadsheet is allocated to the relevant year level curriculum and is worth a maximum of two points. After entering the student responses to each question, the total the number of points that relate to that year will be calculated.

Interpreting Progress

To interpret how much progress a student has made compare:

- the number of progress points the student made to
- the total number of test points related to the curriculum for that year level.

For example, if a student made 8 points of progress and the maximum number of points on the test for the specified year level was 8, this would equate to approximately one year of curriculum as represented by the test.

Curriculum Version 9				Foundation	Total	Year 1					Total	Year 2					Total	Year 3		Total	Student Total							
<p>Bond Blocks Test: Addition and Subtraction to 20 Pre-Test</p> <p>Key: Place a 0, 1 or 2 in the cell to indicate the following.</p> <p>Blank = not tested, 0 = incorrect or no response.</p> <p>1 = Correct response but not fluent, includes counting.</p> <p>2 = Correct, fluent response.</p> <p>To unlock the sheet go to the "Home" tab, the "Cells" subsection, "Format" and select "unprotect sheet".</p>				1) Counting Activity		2) Bench of 5	3) Double and Halve to 10	4) Five Plus Bench	5) Bench of 10		6) Bench of 6, 7, 8, 9	7) Ten Plus Bench	8) Double and Halve to 20	9) Bench of 11 to 20														
#	Surname	First Name	Class	Q1	x/2	Q2	Q3	Q4	Q5	Q6	Q7	Q8	x/14	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	x/20	Q19	Q20	x/4	x/40



Interpreting Progress: Intervention

When interpreting progress for intervention students compare:

- the number of progress points the student made between annual tests to
- the total number of test points related to the Bond Block chapters they have covered.

For example, if a student had covered Chapters 6 and 7, these chapters have 7 test questions which is a maximum of 14 points. The student’s test score should be interpreted in light of 14 points.

- A score of 12 for a tier two student would be considered excellent.
- A score of 7 points for a tier three student could also be considered as excellent progress because of the number of ‘missing number’ questions in these chapters.

Student progress needs to be interpreted considering their neurological profile.

Please refer to the Tier Two and Three Implementation Support Book pages 15 to 19 that outlines how intervention is differentiated.

Curriculum Version 8					Year 1				Total	
<p>Bond Blocks Test: Addition and Subtraction to 20 Pre-Test</p> <p>Key: Place a 0, 1 or 2 in the cell to indicate the following. Blank = not tested. 0 = Incorrect or no response. 1 = Correct response but not fluent. Includes counting. 2 = Correct, fluent response.</p> <p>To unlock the sheet go to the "Home" tab, the "cells" subsection, "format" and select "unprotect sheet".</p>					2) Bonds of 5		3) Double and Half to 10		4) Five Plus Bonds	
#	Surname	First Name	Class	Date	Q2	Q3	Q4	Q5	x/8	
1				dd/mm/yy					0	

Case Study

The following data was collected from a West Australian school. These **Year 1** students participated in Bond Blocks as intervention only. They completed Chapters 2, 3 and 4.

The total number of test points covered by these four test questions, is 8 points. Each students’ progress points is compared to 8.

Student	Pre-Test March 2021	Post Test 1 November 2021	Progress Points
Student 1	2	4	2
Student 2	2	4	2
Student 3	2	7	5
Student 4	2	10	8
Student 5	0	8	8
Student 6	2	11	9
Student 7	2	14	12

Concerning lack of progress.

Accounted for, reduced progress.

Excellent progress

Compared to the eight points of curriculum covered by the test:

- Students 4, 5, 6 and 7 (**green**) made excellent progress of eight points or more. Two of these students applied knowledge from the chapters covered to correctly answer questions from later chapters earning more progress points than the eight covered by the four test questions related to the chapters of activities completed.
- Student 3 (**yellow**) made less progress in comparison, but this was still pleasing. This student has a diagnosis that accounts for this.
- Students 1 and 2 (**red**) made very little progress. The class teacher had a range of concerns about these Year One students. These students were also participating in a literacy intervention program and had made a concerning lack of progress in this area. The Bond Block data added to the evidence that was presented to the principal and parents which led to investigation by medical and allied health professionals.

Cohort Level

Reading the vertical columns provides cohort-level information. Columns where most of the students experienced difficulty show gaps in teaching/learning. This is often apparent in the content area of missing number equations. The example below highlights subtraction test questions where the missing number is in the whole position.

Q1	$\square, 8, 9$	1) Counting Activity
Q2	$5 - 3 =$	2) Bonds of 5
Q3	$\square + 2 = 5$	
Q4	One half of 6	3) Double and Halve to 10
Q5	$8 - 5 =$	4) Five Plus Bonds
Q6	$\square + 4 = 10$	5) Bonds of 10
Q7	$10 - 7 =$	
Q8	$10 - \square = 2$	
Q9	$6 - 4 =$	6) Bonds of 6, 7, 8, 9
Q10	$7 - 5 =$	
Q11	$\square + 5 = 8$	
Q12	$\square - 6 = 3$	
Q13	$3 + \square = 13$	
Q14	$\square - 6 = 10$	7) Ten Plus Bonds
Q15	$14 - 8 =$	
Q16	Double 7	8) Double and Halve to 20
Q17	One half of 16	
Q18	Double 9	
Q19	$13 - 8 =$	9) Bonds of 11, 12, 20
Q20	$\square - 7 = 8$	

Another frequent example identified by schools when analysing cohort data is a difference in results between doubling and related halving. Schools often find students are fluent in doubling (for example, questions 16 and 18) but not halving (for example, questions 4 and 17).

Once these content areas are identified use the **'Mathematical Concepts Covered by Each Bond Block Activity'** table to find activity numbers related to those topics. Complete these activities with the cohort.

Numbers represent activity board numbers.

Mathematical Concepts Covered by Each Bond Block Activity								
Activity Chapter	Bonds	Fluency	Addition	Subtraction	Equation Building	Missing Number Equations	Word Problems	Calculating Strategies
2) Bonds of 5	6	7, 8, 9	10	11	12	13	14, 15	
3) Doubling and Halving to 10	16	17, 18						19, 20
4) Five Plus Bonds	21, 22	23	24	25				
5) Bonds of 10	26	27, 28	29	30	31	32	33	
6) Bonds of 6, 7, 8, 9	34	36, 37		35	38	39	40	
7) Ten Plus Bonds	41, 42, 43		44, 45, 47	48 (Set A)	46	48 (Set B), 49		50, 51, 52, 53, 54, 55, 56
8) Doubling and Halving to 20	57	58, 59, 60, 61						62, 63
9) Bonds of 11 to 20			64	65	66	67	68	69, 70, 71
Teacher Notes	Using Part-Part-Whole: Desk Visuals		Building Equations: Using Part-Part Whole			Solving Missing Number Equations	Solving Word Problems	Solving Subtraction using Taking Away or Adding On

The table is particularly helpful when using Bond Blocks at a whole school level. Schools new to Bond Blocks often test the whole cohort of students, for example Year 4 students. Doing so helps to identify (i) those who need intervention and (ii) cohort gaps in teaching/learning.

After the test the teacher uses a highlighter marker on the Recording Sheet to highlight the Teaching/Learning Foci column next to every response tested that was **not a 'correct fluent response'**.

If the student counted correctly to solve the test item they still need to complete the relevant chapter. The goal is correct, fluent responses.

Class:	DATE:	Complete During Test			Complete After Test	
		Post Test 1 Date:	Post Test 2 Date:	Teaching / Learning Focus	Bond Blocks Chapter	
		fluent correct, not fluent	fluent correct, not fluent	fluent correct, not fluent	Highlight if not fluent	
1	8, 9	✓	✓	✓		Counting 1
2	5 - 3 = [?]	✗	✗	✗		Bonds of 5 2
3	[?] + 2 = 5					Bonds of 5 2
4	One half of 6 is [?]					Double 1,2,3,4,5 related halves 3
5	8 - 5 = [?]					Five Plus Bonds 4
6						5
7						5
8						5
9						6
10	7 - 5 = [?]					Bonds of 7 6
11	[?] + 5 = 8					Bonds of 8 6
12	[?] - 6 = 3					Bonds of 9 6
						Ten Plus Bonds 7
						Ten Plus Bonds 7
						Ten Plus Bonds 7
						Double 6, 7, 8, 9 related halves 8
						Double 6, 7, 8, 9 related halves 8
18	Double 9 is [?]					Double 6, 7, 8, 9 related halves 8
19	13 - 8 = [?]					Bonds of 11 to 20 9
20	[?] - 7 = 8					Bonds of 11 to 20 9

Students need to **complete the whole chapter** of activities for **every response** that was **not a 'correct fluent response'**. For example, there are three test questions for the Bonds of 10 chapter. If a student answered two of the questions with correct fluent responses and one question with a correct response but not fluent (counted or took greater than 3 seconds, recorded with a C), they still have to complete the whole Bonds of 10 chapter. This is because the questions are representative of typical difficulties.

Please use **teacher judgement** when interpreting the test results. For example, if a student answered Question 1 incorrectly but the next three questions correctly, the error would mostly likely be caused by the student settling into the testing, rather than a lack of knowledge in the counting sequence. Confirm this in a later session by asking similar questions to Question 1.

Note: Fluent responses are not an appropriate goal for students with diagnosed memory difficulties. Correct response is the appropriate goal for these students.

Tier Level Instructions

The teacher sets activities for the student from the relevant Bond Block chapter.

- For **tier one whole class teaching** the results will indicate the starting chapter. Students will then progress through all the chapters in order.
- For **tier two and three intervention** students will progress through the activities in order but only complete the chapters of activities they did **not** give a **'correct, fluent response'** (recorded with a tick).

The first time students use Bond Blocks they should always engage in the **Exploratory Play Activity**, outlined in the Implementation section of the Bond Blocks website. During this activity students develop familiarity with the different blocks and learn the correct language for the different types of blocks.

Student Reflection and Goal Setting

Students use their test results to set learning goals using the 'Bond Blocks Test - Student Reflection and Goal Setting' sheet.

Student Reflection and Goal Setting



For teachers who prefer to use physical recording methods, progress can be monitored and observations recorded using the Recording Sheets. There are three levels of recording sheets:

1. Monitoring Sheet for an Individual Student (Tier 3 Intervention)

This is used for tier three intervention and can be attached to students' individual education plans.

2. Monitoring Sheet for Six Students (Tier 2 Intervention)

This is used for tier two intervention. It can also be used during differentiated tier one instruction for small groups of students working at a different level to the majority of the class (above or below).

3. Monitoring Sheet for a Class (Tier 1 Teaching)

This is used a tier one level to monitor which students have completed which activities.

This form is a grid for monitoring an individual student. It has columns for 'Activity Number', 'Date', 'Event', and 'Teacher Notes'. The activities listed on the left include: 6) Bonds: Building a Wall (Section 1), 6) Bonds: Building a Wall (Section 2), 6) Bonds: Building a Wall (Section 3), 7) Fluency: Filling a Wall, 8) Fluency: Tic-Tac-Toe, 9) Fluency: Racing Cars, 10) Addition: Building a Wall, 11) Subtraction: Building a Wall, 12) Equations: Building (in three rows), 13) Missing Number Equations: Fill a Row (in three rows), 13) Missing Number Equations: Three in a Row (in three rows), 13) Missing Number Equations: Tic-Tac-Toe (in three rows), 14) Representing Addition: Thinkboard, 14) Representing Subtraction: Thinkboard, and 15) Word Problems: Whole to 5.

This form is a grid for monitoring six students. It has columns for 'Activity Number' and 'Teacher Notes'. The activities listed on the right include: 6) Bonds: Building a Wall (Section 1), 6) Bonds: Building a Wall (Section 2), 6) Bonds: Building a Wall (Section 3), 7) Fluency: Filling a Wall, 8) Fluency: Tic-Tac-Toe, 8) Fluency: Racing Cars, 10) Addition: Building a Wall, 11) Subtraction: Building a Wall, 12) Equations: Building, 13) Missing Number Equations: Fill a Row (in three rows), 13) Missing Number Equations: Three in a Row (in three rows), 13) Missing Number Equations: Tic-Tac-Toe (in three rows), 14) Representing Addition: Thinkboard, 14) Representing Subtraction: Thinkboard, and 15) Word Problems: Whole to 5.

This form is a grid for monitoring a whole class. It has columns for 'Student Name', 'Year 1 - Term 1', and 'Checked? Bonds of 4'. The 'Checked?' column has sub-columns for activities: 6) Bonds: Building a Wall, 7) Fluency: Filling a Wall, 8) Fluency: Tic-Tac-Toe, 9) Fluency: Racing Cars, and 10) Addition: Building a Wall. The 'Student Name' column has a grid for recording names.

Individual Student

Six Student

Whole Class

These recording sheets can be downloaded from the Assessment and Monitoring section of the website. They are available in a paper (PDF) and electronic (Excel) versions.

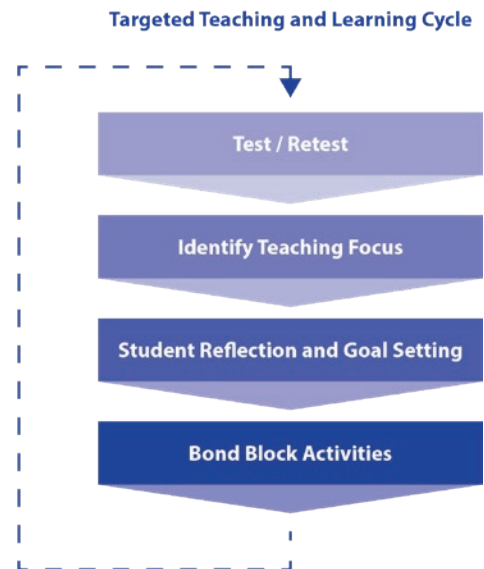
Retesting: Tier One

At a tier one level the Bond Blocks Test is administered three times:

- Start of Year One.
- End of Year One.
- End of Year Two.

Each time the results are recorded on a separate sheet in the Bond Block Test Excel Results and Tracking Tool.

The test is **administered one-to-one** and takes approximately 3 minutes per student. Stop testing after three responses that are not correct, fluent responses. The test becomes increasingly difficult. Doing this will provide enough information to identify the starting point for groups of students and, in the future, monitor progress. Allocate between 60 to 90 minutes to test a class.



For specific test administration instructions see the ‘**Administering the Bond Blocks Test Instructions**’ in the Bond Blocks Assessment Support Book.

1. Pre-Test

Administer the test to each student for the first time at the beginning of Year One, once the students have settled in. The test is given before the students start any Bond Block Core Activities.

2. Post-Test 1

Readminister the test at the end of Year One to identify progress.

3. Post-Test 2

The test will not need to be readministered at the start of Year Two. Instead the data from the end of Year One test will be used.

Readminister the test for a third time at the end of Year Two.

Retesting: Intervention

1. Pre-Test

Administer the test when students commence Bond Blocks, prior to the completion of any activities. This will establish a baseline. This often occurs in schools during March once students are settled.

2. Post-Test 1




Readminister the test at the end of the year.

3. Post-Test 2

Readminister the test at the end of the following year.

Please note, some Tier Three students do not respond well to tests and give responses that are not indicative of their actual achievement. For these students, use the observations recorded on the Tier Three “Monitoring Sheet for an Individual Student” as a valid measure of their progress.

Bond Blocks Test - Recording Sheet

Student Name:		Complete During Test				Complete After Test	
		 fluent  correct, not fluent  incorrect				Teaching / Learning	
		Pre-Test Date:	Post Test 1 Date:	Post Test 2 Date:	Post Test 3 Date:	Highlight if not fluent	Bond Blocks Chapter
1	<input type="text"/> , 8, 9					Counting	1
2	$5 - 3 = \text{?}$					Bonds of 5	2
3	$\text{?} + 2 = 5$					Bonds of 5	2
4	One half of 6 is <input type="text"/>					Double 1,2,3,4,5 related halves	3
5	$8 - 5 = \text{?}$					Five Plus Bonds	4
6	$\text{?} + 4 = 10$					Bonds of 10	5
7	$10 - 7 = \text{?}$					Bonds of 10	5
8	$10 - \text{?} = 2$					Bonds of 10	5
9	$6 - 4 = \text{?}$					Bonds of 6	6
10	$7 - 5 = \text{?}$					Bonds of 7	6
11	$\text{?} + 5 = 8$					Bonds of 8	6
12	$\text{?} - 6 = 3$					Bonds of 9	6
13	$3 + \text{?} = 13$					Ten Plus Bonds	7
14	$\text{?} - 6 = 10$					Ten Plus Bonds	7
15	$14 - 8 = \text{?}$					Ten Plus Bonds	7
16	Double 7 is <input type="text"/>					Double 6, 7, 8, 9 related halves	8
17	One half of 16 is <input type="text"/>					Double 6, 7, 8, 9 related halves	8
18	Double 9 is <input type="text"/>					Double 6, 7, 8, 9 related halves	8
19	$13 - 8 = \text{?}$					Bonds of 11 to 20	9
20	$\text{?} - 7 = 8$					Bonds of 11 to 20	9

Bond Blocks Test - Student Viewing Sheet

- Place this sheet in front of the student. Screen items not being read using a piece of blank paper.

Read instructions in these boxes to the student **before showing** the adjacent question.

- Read each test item to the student. Use your finger to **point to each number and symbol as it is said**.
- Students respond verbally. Student responses are recorded by the teacher on the Recording Sheet.

"When counting, what number goes here?"

"Something (Point to the missing number box), eight, nine."

"For the rest of the questions tell me what number goes in the missing number box."

- | | |
|-----|----------------------------------------|
| 1) | <input type="text"/> , 8, 9 |
| 2) | $5 - 3 = \square$ |
| 3) | $\square + 2 = 5$ |
| 4) | One half of 6 is <input type="text"/> |
| 5) | $8 - 5 = \square$ |
| 6) | $\square + 4 = 10$ |
| 7) | $10 - 7 = \square$ |
| 8) | $10 - \square = 2$ |
| 9) | $6 - 4 = \square$ |
| 10) | $7 - 5 = \square$ |
| 11) | $\square + 5 = 8$ |
| 12) | $\square - 6 = 3$ |
| 13) | $3 + \square = 13$ |
| 14) | $\square - 6 = 10$ |
| 15) | $14 - 8 = \square$ |
| 16) | Double 7 is <input type="text"/> |
| 17) | One half of 16 is <input type="text"/> |
| 18) | Double 9 is <input type="text"/> |
| 19) | $13 - 8 = \square$ |
| 20) | $\square - 7 = 8$ |

Bond Block Test - Student Reflection and Goal Setting

Name: _____

Date: _____

Circle how you feel after your test:



I feel like this because: _____

Tick what you need to focus on:

	Counting
	Bonds of 5
	Double 1, 2, 3, 4, 5 and related halves
	Five Plus Bonds
	Bonds of 10
	Bonds of 6, 7, 8, or 9
	Ten Plus Bonds
	Double 6, 7, 8, 9, 10 and related halves
	Bonds of 11 to 20

My goal is to: _____

Teacher comment:

Parent comment to their child: