

Bond Blocks Test - Student Viewing Sheet

- 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 said.
- Students respond verbally. Student responses are recorded by the teacher on the Recording Sheet.

1)	<input type="text"/> , 8, 9
2)	$5 - 3 = \square$
3)	<input type="text"/> + 2 = 5
4)	One half of 6 is <input type="text"/>
5)	$8 - 5 = \square$
6)	<input type="text"/> + 4 = 10
7)	$10 - 7 = \square$

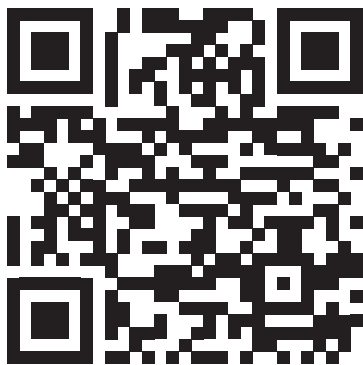
[SAMPLE]

This sample contains a snippet of the assessment book that comes with the Bond Blocks Core Kit

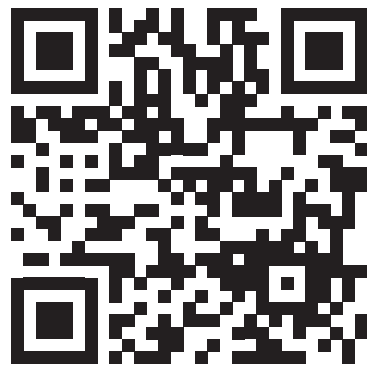
These comprehensive instructions explain both using the assessment and monitoring the results.

Videos and further help can be freely found at bondblocks.com

Core Assessment Hub



Monitoring Hub



Bond Blocks Support Book: Assessment sample

- Using the Bond Blocks Test
- Recording the 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
Two versions will need:

1. A part to record student responses.
2. 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:

1. The **Bond Blocks Test Viewing Sheet**.
There are two versions of the Bond Blocks Test Viewing Sheet. 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 Subtraction and Inquiry' the subtraction questions are read using the words 'subtract' and 'inquiry'. For example, 'The subtract three squares'.
2. In the version titled 'Bond Blocks Test - Using Take Away and Inquiry' the subtraction questions are read using the words 'take away' and 'inquiry'. For example, 'The take away three squares'.

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

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

Note: This needs to be printed recording 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.



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Recording the Results

Results for multiple students can be recorded using the **Bond Blocks Test - Results and Tracking Test Excel**.



Excel Tip
Download from our one copy of the file per Year level. File > Save As. This will help monitor individual year level cohorts. Class teachers can sort data by Column > 'Score' to access their student list.
The 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 quickly add or edit cells in the Excel spreadsheet the sheet name > Cells > Format > Unprotect Sheet.

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Analysing the Test Results

The Excel spreadsheet of test results can be analysed in two ways:

1. Reading the horizontal rows provides cohort 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 the one class teaching.
2. Reading the vertical columns provides cohort level information. Columns where most of the students experienced difficulty show gaps in learning/teaching. This is often apparent in the content areas of missing number equations and word problems. Once these content areas are identified use the **Mathematical Concepts Covered by Each Bond Blocks Activity** table above and find activity numbers related to these topics. Complete these activities with the cohort.

Mathematical Concepts Covered by Each Bond Blocks Activity

Activity Number	Concepts	Activity	Concepts	Activity	Concepts	Activity	Concepts	Activity	Concepts
1	Counting	1	Counting	1	Counting	1	Counting	1	Counting
2	Counting	2	Counting	2	Counting	2	Counting	2	Counting
3	Counting	3	Counting	3	Counting	3	Counting	3	Counting
4	Counting	4	Counting	4	Counting	4	Counting	4	Counting
5	Counting	5	Counting	5	Counting	5	Counting	5	Counting
6	Counting	6	Counting	6	Counting	6	Counting	6	Counting
7	Counting	7	Counting	7	Counting	7	Counting	7	Counting
8	Counting	8	Counting	8	Counting	8	Counting	8	Counting
9	Counting	9	Counting	9	Counting	9	Counting	9	Counting
10	Counting	10	Counting	10	Counting	10	Counting	10	Counting
11	Counting	11	Counting	11	Counting	11	Counting	11	Counting
12	Counting	12	Counting	12	Counting	12	Counting	12	Counting
13	Counting	13	Counting	13	Counting	13	Counting	13	Counting
14	Counting	14	Counting	14	Counting	14	Counting	14	Counting
15	Counting	15	Counting	15	Counting	15	Counting	15	Counting
16	Counting	16	Counting	16	Counting	16	Counting	16	Counting
17	Counting	17	Counting	17	Counting	17	Counting	17	Counting
18	Counting	18	Counting	18	Counting	18	Counting	18	Counting
19	Counting	19	Counting	19	Counting	19	Counting	19	Counting
20	Counting	20	Counting	20	Counting	20	Counting	20	Counting

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Identifying the Teaching Focus

After the test the teacher uses a highlighter marker on the Recording Sheet to highlight the teaching/learning task columns next to each response based on what was noted as a **teaching/learning** 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.



Students need to complete the whole chapter of activities. It is very important that students complete the whole chapter. For example, there are three test questions for the Bonds of 10 chapter. If a student completed two of the questions with correct fluent responses and one question with a correct response but without fluent responses to a task greater than 10 seconds, recorded with a 10, they still have to complete the whole Bonds of 10 chapter. This is because the questions are representative of typical activities.

In saying this, please use teacher judgement when interpreting the test results. For example, if a student answers Question 1 incorrectly but the next three questions correctly this would mostly likely be because they are getting into the testing. Confirm this in a later session by asking similar questions.

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

Tier Level Indications

- For tier one while class teaching the results will indicate the starting chapter. Students will then progress through all the chapters in order.
- For tier two and three intermediate students will progress through the activities in order but only complete the chapters of activities they did not give a 'teaching/learning' response (recorded with a 10).

The first time students use Bond Blocks they should always engage in the Exploratory Play Activity, without the intervention version of the Bond Blocks table. 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 for their learning goals using the Bond Blocks Test - Student Reflection and Goal Setting sheet.




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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 levels of recording sheets:

1. **Monitoring Sheet for an individual Student (Tier 1 Intervention)**
This is used for tier one intervention and is distributed to individual education plans.
2. **Monitoring Sheet for Six Students (Tier 2 Intervention)**
This is used for tier two intervention and is distributed for one instruction for small groups of students working at a different level to the majority of the class (below or below).
3. **Monitoring Sheet for Class (Tier 3 Teaching)**
This is used for tier three teaching where 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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Retesting

Retesting: Tier One
As a tier one test 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 Blocks Test Results and Tracking Test.

The test is administered one for one and takes approximately 10 minutes per student. Stop testing after three errors. The test becomes increasingly difficult. Doing this will provide enough information to identify the starting point for a group of students and, in the future, monitor progress. Allocate between 20 to 30 minutes to test class.

As 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 Blocks Core Activities.
2. **Post-Test 1**
This test is administered at the end of Year One to identify progress.
3. **Post-Test 2**
The test is not used to be administered at the start of Year Two. Instead the data from the end of Year One test will be used.
The test is administered for a third time at the end of Year Two to record progress.

Retesting: Intervention
As an intervention test (either for one or three) students generally do not need to be retested using the Bond Blocks Test. These students are monitored using detailed Recording Sheets. The observations made and recorded on these Recording Sheets will provide much more valid information than the test.



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Bond Blocks Test - Recording Sheet

Student Name: _____

Cohort	Complete During Test			Teaching / Learning	Bond Blocks Chapter
	Pre-Test Count	Post-Test 1 Count	Post-Test 2 Count		
1	Counting	Counting	Counting	Counting	Counting
2	Counting	Counting	Counting	Counting	Counting
3	Counting	Counting	Counting	Counting	Counting
4	Counting	Counting	Counting	Counting	Counting
5	Counting	Counting	Counting	Counting	Counting
6	Counting	Counting	Counting	Counting	Counting
7	Counting	Counting	Counting	Counting	Counting
8	Counting	Counting	Counting	Counting	Counting
9	Counting	Counting	Counting	Counting	Counting
10	Counting	Counting	Counting	Counting	Counting
11	Counting	Counting	Counting	Counting	Counting
12	Counting	Counting	Counting	Counting	Counting
13	Counting	Counting	Counting	Counting	Counting
14	Counting	Counting	Counting	Counting	Counting
15	Counting	Counting	Counting	Counting	Counting
16	Counting	Counting	Counting	Counting	Counting
17	Counting	Counting	Counting	Counting	Counting
18	Counting	Counting	Counting	Counting	Counting
19	Counting	Counting	Counting	Counting	Counting
20	Counting	Counting	Counting	Counting	Counting

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Bond Blocks 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
- Bonds of 10
- 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:

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Bond Blocks Support Book – Answers

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Organisation

The teacher will need:

- A pen to record student responses.
- 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:

- 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.

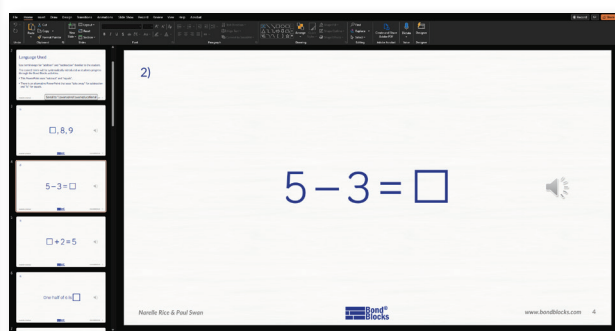
- The **Bond Blocks Test – Student Viewing Sheet**.

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

Recording Sheet



Bond Blocks Test Powerpoint

Bond Blocks Test - Addition and Subtraction to 20	
VIEWING SHEET	
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 said. Students respond verbally. Student responses are recorded by the teacher on the Recording Sheet. 	
1)	8, 9
2)	5 - 3 =
3)	2 + 5 =
4)	One half of 6 is
5)	8 - 5 =
6)	14 + 10 =
7)	10 - 7 =
8)	10 - 3 =
9)	6 - 4 =
10)	7 - 8 =
11)	15 - 8 =
12)	6 - 3 =
13)	17 - 10 =
14)	12 - 13 =
15)	4 + 10 =
16)	Double 7 is
17)	One half of 16 is
18)	Double 9 is
19)	13 - 8 =
20)	7 - 8 =

Student Viewing Sheet

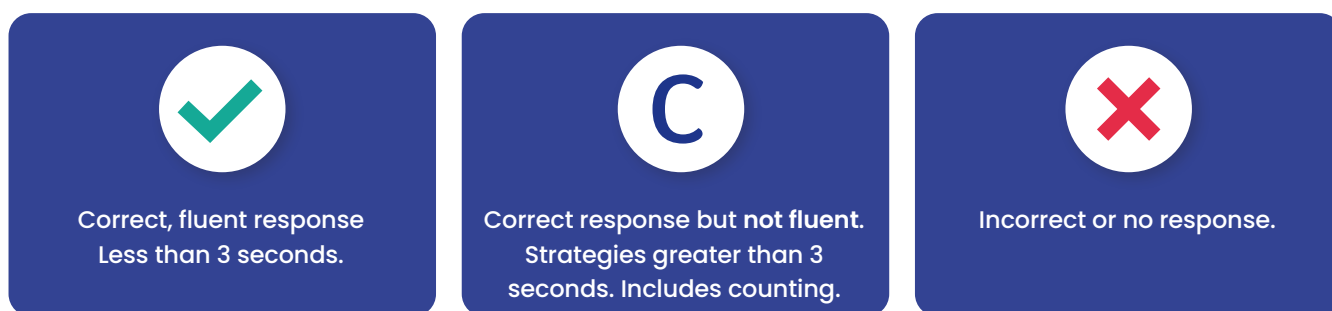
Administering the Test

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

If testing for **tier one class teaching** STOP testing after three errors.

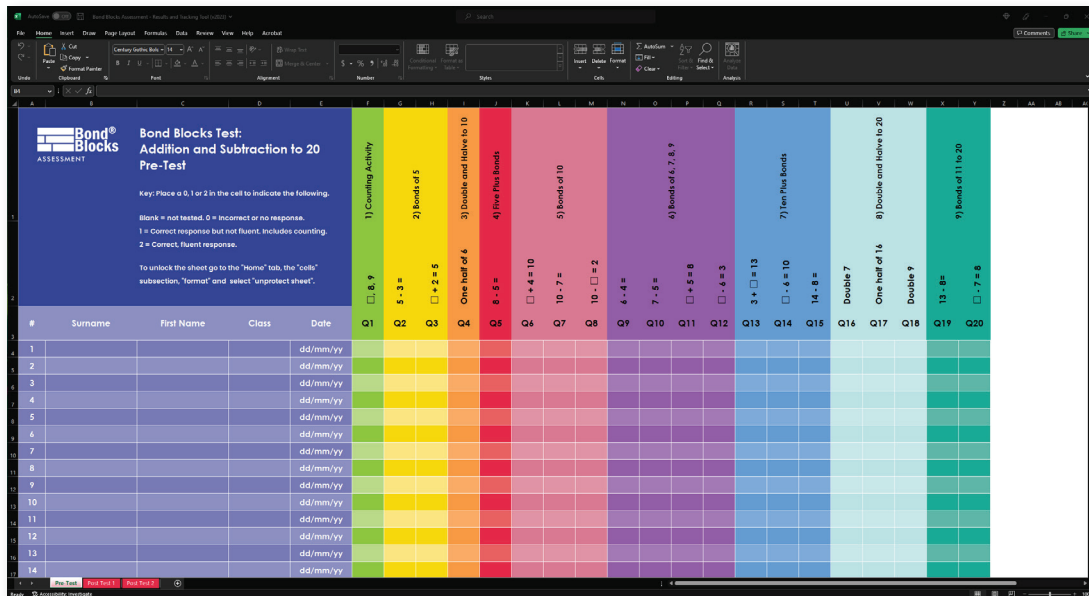
- Doing this will provide enough information to identify the starting point for groups of students and, in the future, monitor progress.
- This will take approximately 3 minutes per student. Allocate between 60 to 90 minutes to test a class.

Tier Two or Three Intervention

If testing for **intervention** (tier two or three) administer the whole test.

- This will identify specific gaps in the student's mathematics.
- 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.

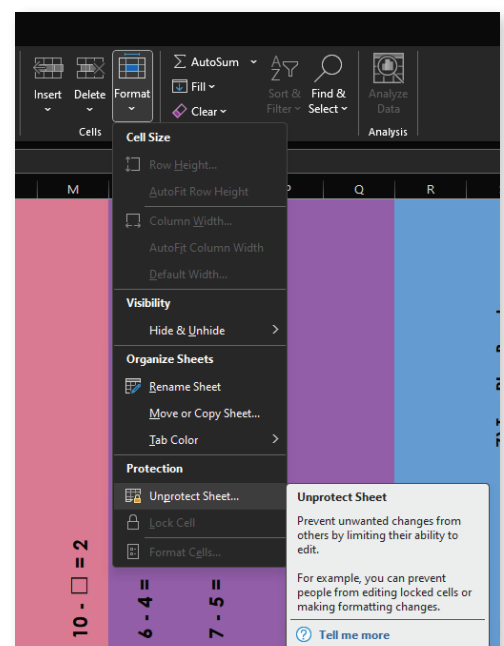
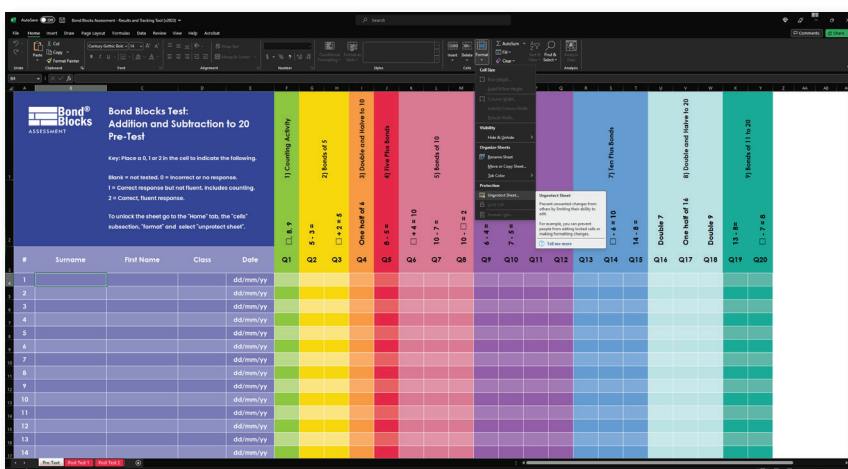
Results for multiple students can be recorded using the **Bond Blocks Test – Results and Tracking Tool Excel**.



Excel Tips

Download then 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 Excel sheets need 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.

Analysing the Test Results

The Excel spreadsheet of test results can be analysed in two ways:

1. 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.
2. 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 areas of missing number equations and word questions. Once these content areas are identified use the **'Mathematical Concepts Covered by Each Bond Block Activity'** table above and 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 **'Mathematical Concepts Covered by Each Bond Block Activity'** 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.

Identifying the Teaching Focus

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.

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.

In saying this, please use **teacher judgement** when interpreting the test results. For example, if a student answers Question 1 incorrectly but the next three questions correctly this would mostly likely be because they are settling into testing. Confirm this in a later session by asking similar questions.

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

Bond Blocks Test: Addition and Subtraction to 20

Recording Sheet

Test Item

Complete During Test

Complete After Test

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

Recording for Pre-Test, Post Test 1 and Post Test 2.

Related teaching and learning focus.

Bond Blocks®

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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

Bond Blocks Test - Student Reflection and Goal Setting

Name: _____ Date: _____

Circle how you feel after the test:

😊 😐 😞

What did you learn from the test?

Counting

Bonds of 5

Bonds of 10

Bonds of 15

Bonds of 20

Bonds of 25

Bonds of 30

Bonds of 35

Bonds of 40

Bonds of 45

Bonds of 50

Bonds of 55

Bonds of 60

Bonds of 65

Bonds of 70

Bonds of 75

Bonds of 80

Bonds of 85

Bonds of 90

Bonds of 95

Bonds of 100

My goal is to:

Teacher comment:

Parent comment (if applicable):

Bond Blocks Test - Student Reflection and Goal Setting

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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.



The image displays three monitoring sheets side-by-side, each with a blue header and a yellow grid for recording progress.

- Individual Student (Tier 3 Intervention):** This sheet has columns for Activity Number, Date, Review, and Teacher Notes. It lists 15 activities, including Bonds, Fluency, Addition, Subtraction, and Word Problems.
- Six Students (Tier 2 Intervention):** This sheet has columns for Activity Number, Date, Review, and Teacher Notes. It lists 15 activities, including Bonds, Fluency, Addition, Subtraction, and Word Problems.
- Class (Tier 1 Teaching):** This sheet has columns for Student Name, Date, Review, and Teacher Notes. It includes a section for Year 1 - Term 1 and Chapter 2: Bonds of 5, with a grid for recording progress for each student.

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 errors. 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

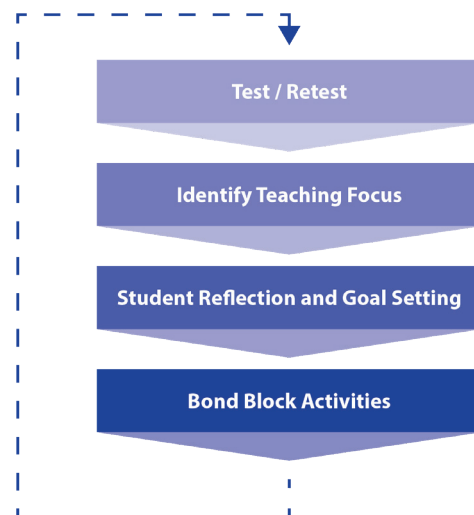
This test is re-administered at the end of Year One to identify progress.

3. Post-Test 2

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

The test is administered for a third time at the end of Year Two to record progress.

Targeted Teaching and Learning Cycle



Retesting: Intervention

At an Intervention Level (either tier two or three) students generally do not need to be retested using the Bond Blocks Test. These students are monitored using detailed Recording Sheets. The observations made and recorded on these recording sheets will provide much more valid information than the test.

Bond Blocks Test - Recording Sheet

Student Name: Class:		Complete During Test			Complete After Test	
		Pre-Test Date:	Post Test 1 Date:	Post Test 2 Date:	Teaching / Learning	
		<input checked="" type="checkbox"/> fluent <input type="checkbox"/> correct, not fluent <input type="checkbox"/> incorrect	<input checked="" type="checkbox"/> fluent <input type="checkbox"/> correct, not fluent <input type="checkbox"/> incorrect	<input checked="" type="checkbox"/> fluent <input type="checkbox"/> correct, not fluent <input type="checkbox"/> incorrect	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
					Bonds of 10	5
					Bonds of 6	6
					Bonds of 7	6
					Bonds of 8	6
					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
					Double 6, 7, 8, 9 related halves	8
					Bonds of 11 to 20	9
					Bonds of 11 to 20	9

Bond Blocks Test - Student Viewing Sheet

- 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 said.
- Students respond verbally. Student responses are recorded by the teacher on the Recording Sheet.

1) , 8, 9

2) $5 - 3 = \square$

3) $\square + 2 = 5$

4) One half of 6 is

5) $8 - 5 = \square$

6) $\square + 4 = 10$

7) $10 - 7 = \square$

$10 - \square = 2$

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:

<input type="checkbox"/>	Counting
<input type="checkbox"/>	Bonds of 5
<input type="checkbox"/>	Double 1, 2, 3, 4, 5 and related halves
<input type="checkbox"/>	Five Plus Bonds
<input type="checkbox"/>	Bonds of 10
<input type="checkbox"/>	Bonds of 6, 7, 8, or 9
<input type="checkbox"/>	Ten Plus Bonds
<input type="checkbox"/>	Double 6, 7, 8, 9, 10 and related halves
<input type="checkbox"/>	Bonds of 11 to 20

My goal is to: _____

Teacher comment: _____

Parent comment to their child: _____