Diagnostic Assessment Tool for Ages 9 - 10 – recording sheet

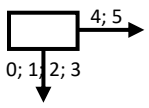
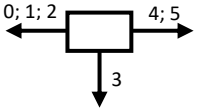
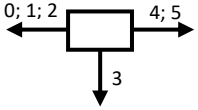
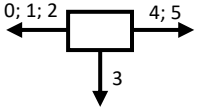
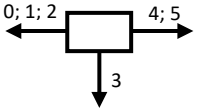
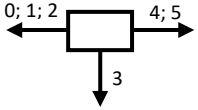
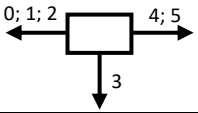
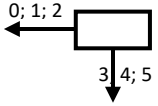
Name: _____

School:_____

Age: _____ Grade: _____

Administration instructions

1. Complete the student details.
2. Have the student start by completing the appropriate task:
   Student Age: 9 start with task 2-4-1
   Student Age: 10 start with task 2-5-1
3. For each task, score the student's responses on the recording sheet. Based on the score for each task use the decision tree to determine the next task.
4. Continue until the last skill and complete the summary table.

	2-2-2	2-3-1	2-3-2	2-4-1	2-4-2	2-5-1	2-5-2	2-6-1
1	(99) 0 1	(25) 0 1	(53) 0 1	(801) 0 1	(543) 0 1	(420) 0 1	(9 997) 0 1	(350 200) 0 1
2	(63) 0 1	(109) 0 1	(100) 0 1	(96) 0 1	(1 025) 0 1	(530 000) 0 1	(314 010) 0 1	(50) 0 1
3	(200) 0 1	(75) 0 1	(One half) 0 1	(1) 0 1	(3,5) 0 1	(5 020) 0 1	(2 million) 0 1	$(\frac{4}{7})$ 0 1
4	(120) 0 1	(150) 0 1	(354) 0 1	(2 908) 0 1	$(\frac{1}{2})$ 0 1	(1,0) 0 1	(450 000) 0 1	$(\frac{1}{2})$ 0 1
5	(213) 0 1	(200) 0 1	(201) 0 1	(1) 0 1	(5 000) 0 1	$(\frac{4}{5})$ 0 1	$(2\frac{1}{3})$ 0 1	(0,6) 0 1
								

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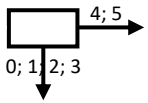
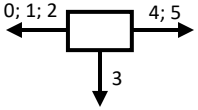
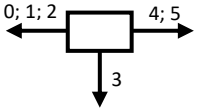
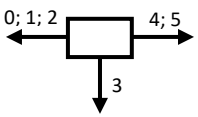
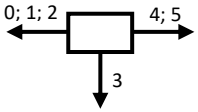
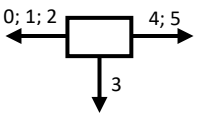
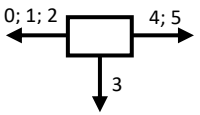
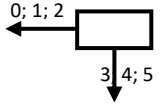
	3-2-2	3-3-1	3-3-2	3-4-1	3-4-2	3-5-1	3-5-2	3-6-1
1	(72) 0 1	(150) 0 1	(99) 0 1	(50) 0 1	(7 855) 0 1	(5 or 5,0) 0 1	(18) 0 1	(625) 0 1
2	(16) 0 1	(12) 0 1	(370) 0 1	(60) 0 1	($21\frac{3}{5}$) 0 1	(10 000) 0 1	(12) 0 1	(2 or 2,0) 0 1
3	(18) 0 1	(125) 0 1	(45) 0 1	($2\frac{1}{2}$) 0 1	(8 or 8,0) 0 1	($\frac{9}{10}$) 0 1	(105 302) 0 1	($1\frac{2}{4}$ or $1\frac{1}{2}$) 0 1
4	(10) 0 1	(44) 0 1	(71) 0 1	(2 000) 0 1	(9 992) 0 1	(350) 0 1	($4\frac{4}{5}$) 0 1	(3 or 3,0) 0 1
5	(9) 0 1	(30) 0 1	(41) 0 1	(1 900) 0 1	(112) 0 1	(800) 0 1	(0,4) 0 1	(36 570) 0 1
								

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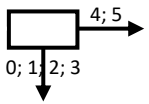
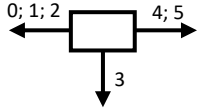
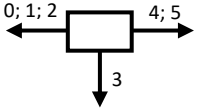
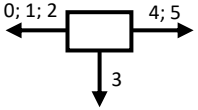
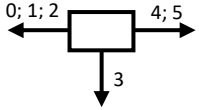
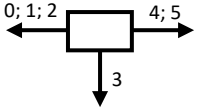
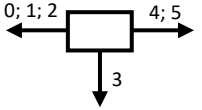
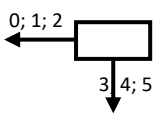
1	(19) 0 1	(34) 0 1	(42) 0 1	(17) 0 1	(7) 0 1	(60) 0 1	(9) 0 1	(36) 0 1
2	(30) 0 1	(20) 0 1	(18) 0 1	(40) 0 1	(7) 0 1	(37) 0 1	(187) 0 1	(12) 0 1
3	(20) 0 1	(29) 0 1	(40) 0 1	(29) 0 1	(24) 0 1	(12) 0 1	(1 or $\frac{4}{4}$) 0 1	(8) 0 1
4	(38) 0 1	(36) 0 1	(31) 0 1	(30) 0 1	(29) 0 1	(52) 0 1	(59) 0 1	(19) 0 1
5	(60) 0 1	(60) 0 1	(27) 0 1	(87) 0 1	(41) 0 1	(90) 0 1	(16) 0 1	(1 or $\frac{4}{4}$) 0 1
								

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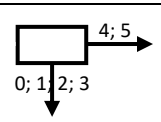
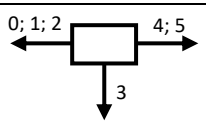
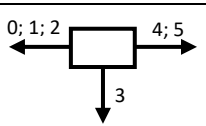
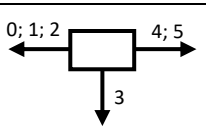
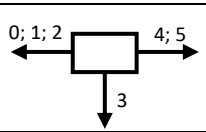
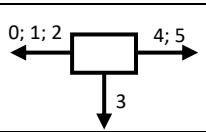
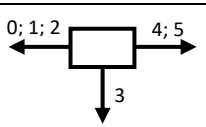
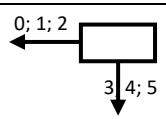
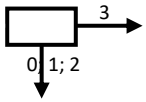
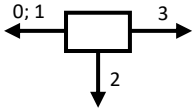
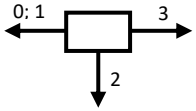
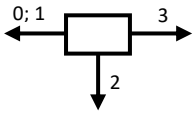
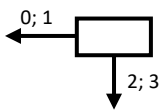
	5-2-2	5-3-1	5-3-2	5-4-1	5-4-2	5-5-1	5-5-2	5-6-1
1	(80) 0 1	(12) 0 1	(32) 0 1	(108) 0 1	(1 199) 0 1	(25) 0 1	(6) 0 1	(131) 0 1
2	(6) 0 1	(22) 0 1	(17) 0 1	(7) 0 1	(15) 0 1	(12) 0 1	(50) 0 1	($\frac{1}{2}$ or $\frac{2}{4}$) 0 1
3	(21) 0 1	(60) 0 1	(13) 0 1	(90) 0 1	($\frac{3}{5}$) 0 1	(1 500) 0 1	(704 000) 0 1	(6) 0 1
4	(22) 0 1	(28) 0 1	(22) 0 1	(30) 0 1	(500) 0 1	($2\frac{1}{2}$) 0 1	(27) 0 1	(3,9) 0 1
5	(15) 0 1	(23) 0 1	(6) 0 1	(460) 0 1	(1,9) 0 1	(676) 0 1	(17) 0 1	(27) 0 1
								

	6-4-1	6-4-2	6-5-1	6-5-2	6-6-1
1	(+ 1) 0 1	(× 3) 0 1	(× 10) 0 1	(+ 3) 0 1	(× 3 ; + 2) 0 1
2	(× 10) 0 1	(+ 11) 0 1	(−25) 0 1	(÷ 5) 0 1	(× 8; + 4) 0 1
3	(-2) 0 1	(halve or × $\frac{1}{2}$ or ÷ 2) 0 1	(× 5; +1) 0 1	(× 2 ; + 1) 0 1	(× 5; −1) 0 1
					

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Completing the summary table

1. For each skill, select the level at which the student ended on that skill by placing a tick ☑ in the appropriate box.
2. To determine the overall level:
   a. Select the level with the greatest number of ticks.
   b. If more than one level has the same (largest) number of ticks select the lower level.
   c. If student excels at level 6-1, administer the Diagnostic Assessment Tool for Ages 11 and above.

Summary table

	Level 2-2	Level 3-1	Level 3-2	Level 4-1	Level 4-2	Level 5-1	Level 5-2	Level 6-1
Skill 1	☐	☐	☐	☐	☐	☐	☐	☐
Skill 2	☐	☐	☐	☐	☐	☐	☐	☐
Skill 3	☐	☐	☐	☐	☐	☐	☐	☐
Skill 4	☐	☐	☐	☐	☐	☐	☐	☐
Skill 5	☐	☐	☐	☐	☐	☐	☐	☐
Skill 6	☐	☐	☐	☐	☐	☐	☐	☐
Overall	☐	☐	☐	☐	☐	☐	☐	☐

Assessment conducted by: _____

Date: _____

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