Adam

06/12/2026 19:56

👏 Done!

Levebee has highlighted in orange the areas that may hinder follow-up learning. The diagnostic does not in any way predict a pupil's intelligence.

Skill overview

Grouping

101	102	103	104	105	106	107	108	109

Arrangement

110	111	112	118

Spatial awereness

113	114	115	116	117

Comparision 0-5

119	120	121	122	124	125	135	123	126	146	147	149	150	152	153	154	148	151	156

Numbers 0-5

127	128	129	130	131	132	133	138	134	136	137

Numbers 0-10

139	140	141	142	143	144	145

- Not tested.
- Mastered (tested)
- Probably mastered (not tested)
- Not mastered - essential skill (tested)
- Not mastered - desirable skill (tested)
- May not have mastered (not tested)

1 Diagnostic assessment summary

ESSENTIAL: What to prioritise

🚩 The pupil needs to acquire **vocabulary for navigating sequences** of pictures, which is essential for **future understanding of the number range.**

Practice words such as "after", "right after", "before", "right before", "between", and similar terms in real-life scenarios.

DESIRABLE: What to consider teaching

🔔 The pupil was able to **count the number of missing objects up to 5** and successfully **compare groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1–5**. However, they need more learning opportunities to understand **navigation within the number range 1–5 with visual scaffolding**.

🔔 The pupil has successfully **compared groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1–10**, but they need to practise **navigation within the number range 1–10 and related vocabulary without visual scaffolding**.

This indicates lack of fluency in the 1-10 number range. Practise navigating the 1-10 number range as well as the vocabulary needed to navigate the range. Use visual scaffolding and fade it out gradually.

MASTERED: What pupils can already do

✅ The pupil was able to sort objects based on a **combination of positive and negative conditions**.

✅ The pupil has mastered all the tasks regarding **grouping**, which is the foundation of **mathematical thinking**.

✅ The pupil was able to apply **analytical thinking** on order to **identify the pattern within the picture sequence**. These skills help them develop mathematical concepts and problem solving.

Great! Some pupils reach this skill only later in their schooling.

✅ The pupil has mastered **navigation on a 3x3 grid**. These skills are necessary for geometry, spatial perception, number line, numerical operations as well as for working with graphs and diagrams.

This refers to concepts such as top right, middle left, etc.

✅ The pupil demonstrated understanding of the terms **equal/more/less** and was able to create groups of objects according to the instructions.

✅ The pupil was able to **create and compare groups of objects** using the concepts of **1 more than /1 fewer than** in the **1-5** number range, including situations where **inverse relationship** between 1 more than and 1 fewer then must be applied. This concept is key to future understanding of relationships between numbers, numerical operations, and word problems.

Even though the pupil hears "1 more than" in the instruction, they understand that objects must be removed in order to complete the task.

✅ The pupil understands **one-to-one correspondence** (linking quantity to numeral and number name) in the range **1-5**.

✅ The pupil is ready to grasp the concept of **numerical operations** in the **1-5** range.

The pupil understands that numbers express quantity, ordinals express the position of an element in a series and that the last number in a series represents the total (cardinality). They can count the number of objects up to 5. In this number range, the pupil can compare the number of objects using the concepts of 1 more than / 1 fewer than.

✅ The pupil understands the one-to-one correspondence in the 1-10 number range.

✅ The pupil is ready to understand **numerical operations** in the **1-10** range.

The pupil was able to navigate the 1-10 range without the support of visual scaffolding. They could also compare the number of objects using the concepts of 1 more than / 1 fewer than.

2 Pupil's progress

Progress from the previous diagnostic assessment from **06/12/2026**

What has improved:

- ⭐ The pupil has made significant progress in analytical thinking, as they are now able to identify patterns within picture sequences, which supports the development of mathematical concepts and problem-solving skills.
- ⭐ The pupil has improved their ability to create and compare groups of objects using the concepts of 1 more than / 1 fewer than in the 1–5 number range, even in situations where the instruction and problem solution are not aligned, demonstrating a deeper understanding of inverse relationships.

What to work on:

- 🚧 The pupil needs to acquire vocabulary for navigating sequences of pictures, which is essential for future understanding of the number range.
- 🚧 The pupil requires more learning opportunities to understand navigation within the number range 1–5 with visual scaffolding.
- 🚧 The pupil should practise navigation within the number range 1–10 and related vocabulary without visual scaffolding.

✨ *This is an experimental feature using artificial intelligence. To be sure, we recommend checking the results of the previous diagnostic assessment HERE.*

3 How to help the pupil

Levebee has assigned 1 exercise for the pupil:

All personalized exercises for this pupil are available at www.levebee.co.uk

How to help the pupil outside the app:

118D Finding objects based on language of position (sequences)

33 %

2 min 18 s

Unable to complete even with assistance

The pupil has not completed this exercise to the required level.

What may be the cause?

⚠️ The pupil's **understanding of terms related to relationships within sequences**, such as ‘after’, ‘right after’, ‘before’, ‘right before’, ‘between’, and others, appears to be **limited**. This suggests that they may also struggle to comprehend concepts such as ‘far’, ‘close’, ‘by’, ‘above’, ‘below’, and so forth.

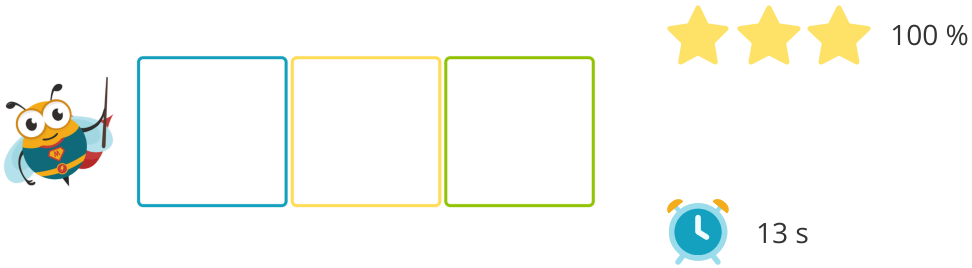
⚠️ The pupil is **not prepared to grasp the connections between numbers**.
For instance, to identify the number right after 2, all numbers after 2, or all numbers between 1 and 5.

What may help this pupil?

- **Explain the spatial arrangement of objects.** Use terms such as ‘near’, ‘distant’, ‘behind’, ‘inside’, ‘by’, ‘next to’, ‘between’, ‘in the middle’, and so on.
  For example, say, “What object am I thinking about? My object is located in this room between ... and hanging above ...”
- Verify that the pupil can successfully **navigate in a sequence of objects without relying on numbers**.
  For example, make sure that the pupil can identify what comes after, right after, what is in between, next to, etc.

4 What to praise the pupil for

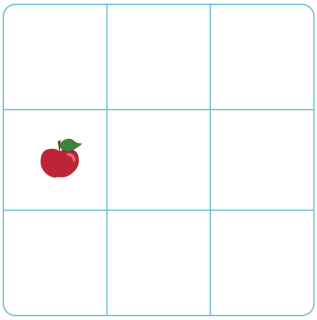
100 App usability test



The pupil has successfully completed this exercise.

- The pupil has successfully mastered the basic operation of the application.

115 Placing objects based on language of position (grid)



85 %

57 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil is familiar with the concepts of **top/bottom/middle/right/left**. They can identify the position according to the instruction, e.g. top right/bottom left. Visual discrimination and spatial orientation is important for navigating a page of a worksheet, number line, and especially for developing geometric concepts.

122 Completing groups of 0-5 (more than, fewer than, equal to)

83 %

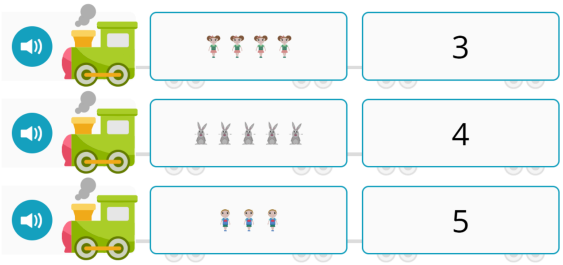
2 min 7 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil understands both passively and actively the terms **equal/more/less**. They can **compare and group elements** according to instructions based on these terms.
- It has not been tested whether the pupil understands the symbols =, >, <.

128 Matching: count – number name – numeral (1-5)



100 %

37 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil understands **one-to-one correspondence** (linking quantity to numeral and number name) in the range **1-5.**

109D Searching for objects (positive and negative criteria)

80 %

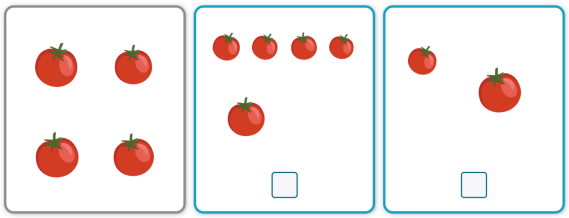
2 min 2 s

Completed with assistance

The pupil has successfully completed this exercise.

- The pupil can sort objects into **various categories**.
- The pupil, based on the given criteria, recognises what objects **have in common, how they are similar**, and how they **differ**. Moreover, the pupil understands superordinate and subordinate concepts.
- The pupil can employ **analytical thinking**, i.e., break down a problem into individual components. Conversely, they can arrive at a general conclusion based on specific details.
  For example, they can recognise the shapes that make up an image, or conversely, identify a more complex image based on given shapes.
- The pupil can **retain information in their working memory** as well as correctly process and evaluate it, which involves a complex set of skills.
- The pupil understands instructions that involve the use of **negative statements**.

136D Comparing groups (1-5 more than, 1-5 fewer than)



100 %

3 min 15 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil understands the relationship between numbers including concepts of **equal / greater than / less than / *n* more than / *n* fewer than**.
- It has not been tested whether they understand the <, >, and = symbol.

125 Completing groups of 0-5 (1 or 2 more than, 1 or 2 fewer than)

100 %

1 min 47 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil demonstrates a strong understanding of the following terms: as much as/more/less/*n* more than/*n* fewer than. They **can apply their passive knowledge to actively create groups of elements defined by these terms**.
- The pupil has a good foundation to learn to **navigate in a number range** in the future. They will grasp addition and subtraction operations, and eventually show understanding of word problems.

138D Identifying numbers of objects taken away 0-5

100 %

1 min 51 s

Completed independently

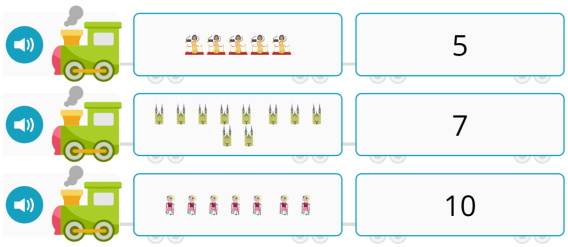
The pupil has successfully completed this exercise.

We recommend verifying whether the pupil **estimated the number of missing objects without counting them one by one**.

✅ If the pupil is using subitising (i.e. using strategies that except counting the objects one by one), they have a strong mental image of numbers from 0 to 5. The pupil is **ready to carry out addition and subtraction operations within the 0-5 range**.
For instance, the pupil can break down 5 objects into the following combinations: 5+0; 0+5; 1+4; 4+1; 3+2; 2+3 without counting them individually.

⚠️ If the pupil is counting the missing objects one by one, their **mental image of numbers from 0 to 5 is still developing. The aim is to develop conceptual understanding of quantity (numbers)** and their various combinations within the range of 0-5, laying the foundation for future numerical skills. At this stage, however, without using abstract recording.
For example, toss 4 pebbles and ask the pupil to count them and then close their eyes. Hide 3 pebbles, ask the pupil to open their eyes and ask them how many pebbles have disappeared.

140 Matching: count – number name – numeral (0-10)



75 %

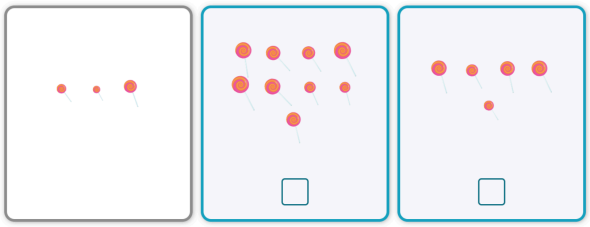
1 min 8 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil understands **one-to-one correspondence** (linking quantity to numeral and number name) in the range **1-10**.

154D Comparing groups (1-10 more than, 1-10 fewer than)



76 %

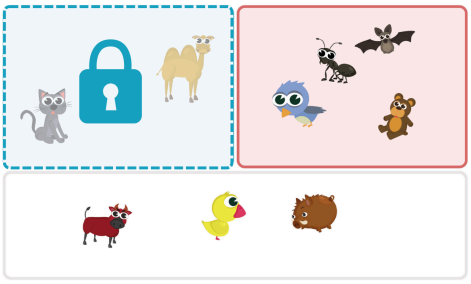
6 min 24 s

Completed with assistance

The pupil has successfully completed this exercise.

- The pupil **understands the concepts of equal, more, less, *n* more than, *n* fewer than**, and can apply them in gapped sentences. It has not been tested, however, whether they understand the <, > and = symbols.

126D Completing groups of 0-5 - reversibility (1 or 2 more than, 1 or 2 fewer than)



100 %

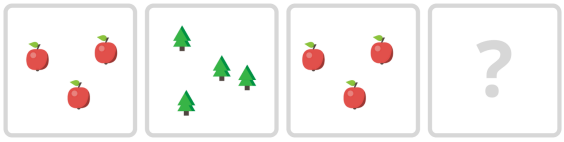
1 min 12 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil understands the **inverse relationship between the concepts of *n* more than and *n* fewer than** when comparing quantities of objects. If there are *n* more objects in one area, there will be fewer in the other one, and vice versa. Using their understanding of this relationship, the pupil knows that the instruction “one more” will result in removing an object from the unlocked area rather than adding an object to the locked one.
- The pupil is likely to develop a good mental image of the 0-10 number range. They will grasp addition and subtraction operations, and **eventually grasp word problems**.

112 Completing patterns



83 %

39 s

Completed independently

The pupil has successfully completed this exercise.

- The pupil can **compare objects**, analyse them, and discover the pattern according to which they change.
- The pupil can **resist the initial impulse** (e.g. focusing on the colour) and think the task through, **looking for a more challenging criterion**, such as quantity, frequency, ascending or descending number series (comparison).
- The pupil can **connect their knowledge of numbers with other variables**, such as colour, consider various strategies and hypotheses, and then compare and evaluate them.
- The pupil can **recognise the sequence**. They can determine the course of events, what precedes and what follows, and the concept of cause and effect. They can also arrange pictures based on how they fit into a narrative.
- The pupil demonstrates **good working memory** by mentally comparing different sequencing strategies.
- The pupil demonstrates a **thoughtful and analytical** approach to the task.

Tasks

Umieść obrazek w lewym dolnym polu.
Place the picture in the bottom left box.

Umieść obrazek w środkowym dolnym polu.
Place the picture in the bottom middle box.

Umieść obrazek w środkowym prawym polu.
Place the picture in the right box, in the middle row.

Umieść obrazek w prawym dolnym polu.
Place the picture in the bottom right box.

Umieść obrazek w górnym środkowym polu.
Place the picture in the top middle box.

Umieść obrazek w lewym górnym polu.
Place the picture in the top left box.

To jest pierwszy obrazek. Wybierz go.
This is the first picture. Select it.

Wybierz wszystkie obrazki pomiędzy trąbką a svævebane.
Select all pictures between 🎺 and 🫙.

Wybierz obrazek znajdujący się w środku szeregu.
Select the picture in the middle of the sequence.

Wybierz ostatni obrazek.
Select the last picture.

Wybierz obrazek znajdujący się za pierwszym obrazkiem.
Select the picture right after the first picture.

Przenieś obrazki, tak aby w ramce niebieskiej było więcej obrazków niż w ramce czerwonej.
Move the pictures so that there are more pictures in the blue box than the red box.

Przenieś obrazki, tak aby w ramce niebieskiej było więcej obrazków niż w ramce czerwonej.
Move the pictures so that there are more pictures in the blue box than the red box.

Przenieś obrazki, tak aby w ramce czerwonej i niebieskiej było tyle samo obrazków.
Move the pictures so that there is an equal number of pictures in the red box and the blue box.

Przenieś obrazki, tak aby w ramce niebieskiej było więcej obrazków niż w ramce czerwonej.
Move the pictures so that there are more pictures in the blue box than the red box.

Przenieś obrazki, tak aby w ramce niebieskiej było więcej obrazków niż w ramce czerwonej.
Move the pictures so that there are more pictures in the blue box than the red box.

Posłuchaj dźwięku. Następnie przeciągnij obok kartę z liczbą przed chwilą usłyszaną.
Play the train's number sound. Which train cars belong to it? Move the train cars to the right train.

Posłuchaj dźwięku. Następnie przeciągnij obok kartę z liczbą przed chwilą usłyszaną.
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Play the train's number sound. Which train cars belong to it? Move the train cars to the right train.

O kim myślę? To nie jest człowiek, ma czapkę i nie siedzi.
Who am I thinking about? They are not a person, have a hat and are not sitting.

O kim myślę? To nie jest człowiek, nie ma czapki i stoi.
Who am I thinking about? They are not a person, have no hat and are standing.

O kim myślę? To nie jest zwierzę, ma czapkę i stoi.
Who am I thinking about? They are not an animal, have a hat and are standing.

O kim myślę? To zwierzę, nie ma kapelusza i siedzi.
Who am I thinking about? They are an animal, have no hat and are sitting.

W której ramce jest o jeden obrazek więcej niż w pierwszej ramce?
Which box has one more picture than the gray box?

W której ramce jest o dwa obrazki mniej niż w pierwszej ramce?
Which box has two fewer pictures than the gray box?

W której ramce jest o jeden obrazek więcej niż w pierwszej ramce?
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W której ramce jest o dwa obrazki więcej niż w pierwszej ramce?
Which box has two more pictures than the gray box?

Przenieś tyle obrazków, ile chcesz tak, aby w ramce czerwonej było o dwa obrazki więcej niż w ramce niebieskiej.
Move the pictures so that there are two more pictures in the red box than the blue box.

Przenieś tyle obrazków, ile chcesz tak, aby w ramce niebieskiej był o jeden obrazek więcej niż w ramce czerwonej.
Move the pictures so that there is one more picture in the blue box than the red box.

Przenieś tyle obrazków, ile chcesz tak, aby w ramce niebieskiej było o dwa obrazki mniej niż w ramce czerwonej.
Move the pictures so that there are two fewer pictures in the blue box than the red box.

Ile widzisz obrazków? Wybierz i zapamiętaj tę liczbę.
How many pictures do you see? Choose a number and remember it.

Ile obrazków zniknęło?
How many pictures have disappeared?

Ile widzisz obrazków? Wybierz i zapamiętaj tę liczbę.
How many pictures do you see? Choose a number and remember it.

Ile obrazków zniknęło?
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How many pictures do you see? Choose a number and remember it.

Ile obrazków zniknęło?
How many pictures have disappeared?

Posłuchaj dźwięku. Następnie przeciagnij obok kartę z liczbą przed chwilą usłyszaną.
Play the train’s number sound. Which train cars belong to it? Move the train cars to the right train.

Posłuchaj dźwięku. Następnie przeciagnij obok kartę z liczbą przed chwilą usłyszaną.
Play the train’s number sound. Which train cars belong to it? Move the train cars to the right train.

Posłuchaj dźwięku. Następnie przeciagnij obok kartę z liczbą przed chwilą usłyszaną.
Play the train’s number sound. Which train cars belong to it? Move the train cars to the right train.

W której ramce jest o jeden obrazek mniej niż w pierwszej ramce?
Which box has one fewer picture than the gray box?

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W której ramce jest o jeden obrazek więcej niż w pierwszej ramce?
Which box has one more picture than the gray box?

W której ramce jest o dwa obrazki więcej niż w pierwszej ramce?
Which box has two more pictures than the gray box?

W której ramce jest o dwa obrazki mniej niż w pierwszej ramce?
Which box has two fewer pictures than the gray box?

Przenieś tyle obrazków, ile chcesz tak, aby w ramce czerwonej był o jeden obrazek mniej niż w ramce niebieskiej. Możesz przesunąć obrazki tylko w ramce niebieskiej.
Move the pictures so that there is one fewer picture in the red box than the blue box. You can only move the pictures in the blue box.

Przenieś tyle obrazków, ile chcesz tak, aby w ramce niebieskiej było o dwa obrazki mniej niż w ramce czerwonej. Możesz przesunąć obrazki tylko w ramce czerwonej.
Move the pictures so that there are two fewer pictures in the blue box than the red box. You can only move the pictures in the red box.

Przenieś tyle obrazków, ile chcesz tak, aby w ramce czerwonej był o jeden obrazek mniej niż w ramce niebieskiej. Możesz przesunąć obrazki tylko w ramce niebieskiej.
Move the pictures so that there is one fewer picture in the red box than the blue box. You can only move the pictures in the blue box.

Przeciągnij właściwy brakujący obrazek do pustej ramki.
Move the correct missing picture into the empty box.

Przeciągnij właściwy brakujący obrazek do pustej ramki.
Move the correct missing picture into the empty box.

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Move the correct missing picture into the empty box.