

<b>Longer-is-larger misconceptions</b> Typical pattern. The response to item 11 may indicate whether the student is using (X) Whole number thinking or ( ) RH column overflow thinking				<b>Shorter-is-larger misconceptions</b> Typical pattern. The response to item 12 may indicate whether the student is using (X) Reciprocal thinking or ( ) Denominator focussed thinking				<b>Apparent-expert behaviour</b> Typical pattern. The response to item 13 may indicate whether the student is using (X) Money thinking or ( ) Taskexpert thinking Note that some money thinkers may guess and then look like a Taskexpert.			
1	4.8	4.63	X	1	4.8	4.63		1	4.8	4.63	
2	0.5	0.36	X	2	0.5	0.36		2	0.5	0.36	
3	0.75	0.8	X	3	0.75	0.8		3	0.75	0.8	
4	0.37	0.216	X	4	0.37	0.216		4	0.37	0.216	
5	3.92	3.4813	X	5	3.92	3.4813		5	3.92	3.4813	
6	5.62	5.736		6	5.62	5.736	X	6	5.62	5.736	
7	0.6	0.85		7	0.6	0.85	X	7	0.6	0.85	
8	0.426	0.3		8	0.426	0.3	X	8	0.426	0.3	
9	2.516	2.8325		9	2.516	2.8325	X	9	2.516	2.8325	
10	7.942	7.63		10	7.942	7.63	X	10	7.942	7.63	
11	4.08	4.7	?	11	4.08	4.7		11	4.08	4.7	
12	1.85	1.84		12	1.85	1.84	?	12	1.85	1.84	
13	17.353	17.35		13	17.353	17.35	X	13	17.353	17.35	?