

Mathematics Towards Foundation A

Contents

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Distribution note

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove tests, exams and subtopics they do not want to issue.

Contents

This series is the **Mathematics Towards Foundation A** student workbook. It is written for **Foundation Level A** of the Victorian Curriculum 2.0 (VC2), Mathematics — the entry level of the Towards Foundation continuum for students with disability working towards Foundation Level. Level A is **not a year level** and implies no age.

The series is seven booklets:

- **Chapter 0 — Contents** — MathsADA_Chapter00_Contents — this booklet: how to use the series, what it covers, teacher notes (3 pp)
- **Chapter 1 — Number: number names, collections and counting** — MathsADA_Chapter01 — sections 1A, 1B and 1C, and Checkpoint CP1 (36 pp)
- **Chapter 2 — Number: practical situations — adding, taking away and sharing** — MathsADA_Chapter02 — sections 2A and 2B, and Checkpoint CP2 (27 pp)
- **Chapter 3 — Algebra: cause and effect** — MathsADA_Chapter03 — section 3A, and Checkpoint CP3 (19 pp)
- **Chapter 4 — Measurement: the shape of the school day** — MathsADA_Chapter04 — section 4A, and Checkpoint CP4 (19 pp)
- **Chapter 5 — Space: shapes and objects, and where things are** — MathsADA_Chapter05 — sections 5A and 5B, and Checkpoint CP5 (29 pp)
- **End-of-level review** — MathsADA_Chapter06_Assessment — cumulative review of all 9 content descriptions, with its marking notes (0 pp)

Series total: seven booklets ≈ 154 pages.

How to use this book

Level A is the entry to the Towards Foundation continuum. A student working at Level A may be 5 or 18. The book serves students with disability whose learning is below Foundation Level. No title, blurb, illustration, teacher note or context may state or imply an age.

Communication access is content. Every task, worked example and assessed item ships with a response set that works in at least three modalities: object or photograph choice; gesture, eye-gaze, switch or AAC selection; and speech or sign. An item that only works if the student talks is a failed item.

Assessment is observed, across multiple occasions, in the student's own communication modality. There is no exam, no timed task, no multiple-choice section, no calculator and no required reading or writing. Every assessed CD is observed on at least three separate occasions, and the recorded judgement is the student's best sustained response. Assisted and partial responses are scored, not zeroed.

The verb at Level A is “respond to”. The student responds to experiences an adult creates — number names, changing collections, counting, cause and effect, routine events, shapes and movement. This is the entry behaviour on the continuum.

Teacher notes

Assessment administration. Each chapter checkpoint (CP1–CP5) is an observed assessment run one-to-one with real objects. The teacher reads, signs or symbol-supports everything; the student reads nothing, writes nothing and is never

required to speak. The end-of-level review (REV) is cumulative over all 9 content descriptions — no new content. Score using the 0–4 scale defined in each rubric.

Equipment. Real objects before photographs, photographs before line drawings. Counters, inset puzzles, \$1 coins (whole dollars only, no cents), ten-frames, dot cards, shapes for sorting, familiar classroom objects for positional language, switch toys, textured materials.

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