

Mathematics Towards Foundation A

Chapter 1 — Number: number names, collections and counting

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Section	Page
Responding to number names and numerals	2
Responding to collections that change	8
Responding to counting, comparing and labelling collections	14
Checkpoint 1 (CP1) — Chapter 1: Number — number names, collections and counting	22
Checkpoint 1 (CP1) — Rubric and recording sheet	30
Checkpoint 1 summary	36

Responding to number names and numerals

The teacher reads this section aloud. The student does not need to read, write or speak. The student listens, looks, touches, moves and responds — in the student's own way.

respond to number names and representations of number — VC2MFAN01, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

What this section is

This section is about **attending to number language and numeral forms**. Number names are the words we say for numbers: *one, two, three*. Numerals are numbers we can see and touch: **1, 2, 3**.

The student does not count in this section. The adult counts. The student experiences counting happening around them — in songs, in stories, in music, on objects, on the body — and responds.

The student is never asked *how many*. No quantity and no number range are taught here. The look-for is response: turning toward the counting, showing interest, touching when invited, moving with the counting.

Every way of responding is accepted: a look, an eye-gaze, a change in body, a still body, a smile, a sound, a reach, a gesture, a switch press, a sign, a word. A response with support — hand-over-hand (moving together), a partial physical prompt, co-active movement — is a response.

What the curriculum says

Content description — VC2MFAN01, quoted verbatim:

respond to number names and representations of number

Elaborations — these illustrate what the content description might look like. They are examples, not a checklist, and this section is not a walk through them in order.

- VC2MFAN01.E01 — “responding to the use of number names and numerals in stories, songs and music; for example, showing interest when listening to counting in books or interacting with numbers and quantities of objects in sensory tubs”
- VC2MFAN01.E02 — “touching or feeling objects as they are being counted; for example, touching objects as they are lined up in order or touching tactile (sandpaper) numbers while they are being named”
- VC2MFAN01.E03 — “participating in movement activities such as counting when walking up steps, walking over sensory pads or moving fingers while they are being counted”

Achievement standard extract, quoted verbatim:

students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.

In this section, the verbs that matter are *participate in* and *respond to*, within counting experiences.

Materials

Real objects come first, then photographs, then drawings. In this book, the object is the page.

- A basket of familiar objects the student likes to touch — the student's own objects work best
- Large numeral cards
- Tactile numerals: sandpaper numerals, or numerals cut from textured card
- A sensory tub — a shallow tub of rice, sand or beans with numeral shapes hidden inside
- A drum, shaker or other instrument; a speaker for music
- A book or photographs with counting in them
- Sensory pads or a short marked walking path; steps where available

- The student's communication system: switch, AAC device (a device or app the student uses to communicate), symbols, objects of reference — always in reach

Choose the songs, books and objects to fit the student. See *Age-respectful alternatives* below.

Setting up communication

Response is the content of this section, so the response channel is set up before teaching begins.

- **No activity requires speech.** Every activity works if the student responds by object or photograph choice, by gesture, eye-gaze, switch or AAC selection, or by sign or word.
- **Set the yes/no method before the first yes/no question.** Use the pair from the student's communication plan — two symbols, two objects, or two switch keys, one for *yes* and one for *no*. Do not assume a head-shake. Wait for the answer and act on it.
- **Digital materials must be switch- or touch-accessible.** Where a screen is used, the tool accepts switch or touch input, and this section says so where it names one.
- Watch for the student's own signals throughout: eye-gaze, body change, breathing change, vocalisation, stilling. These are responses.

Teaching sequence — full script

One sequence, delivered by the teacher. The **Say:** lines are read aloud; the bracketed lines are actions, not read-aloud text. Move at the student's pace. Any step can be repeated or stopped. The student's communication system stays in reach throughout.

Step 1 — Ready to listen

[Set the student up comfortably. Have the basket of objects, the numerals and the instrument close, out of reach until used.]

Say: "Hello. It's numbers time."

[Pause. Look at the student. Wait for any sign of attending: a look, a still body, a turn of the head.]

Say: "Today we listen. We touch. We move."

Step 2 — Counting in a song or a story (VC2MFAN01.E01)

[Choose a familiar song or book with counting in it. The student's preferred song works best; see Age-respectful alternatives below.]

Say: "Let's sing."

[Sing slowly. Let the counting in the song be loud and clear. Count on your fingers or tap the drum as you sing. With a book instead: read slowly, and count aloud as you point to the objects in the pictures.]

Say: "Did you hear it? The counting!"

[Pause. Watch for a response: eyes to your face or hands, a still body, a smile, a sound, a move. Name what you see.]

Say: "You heard it. It's counting."

Ask: "Again?" *[Use the student's yes/no pair — the two symbols, two objects, or two switch keys set up beforehand. Wait. Act on the answer: sing again, or move on.]*

Step 3 — Touching the objects as they are counted (VC2MFAN01.E02)

[Bring out the basket of familiar objects.]

Say: "Look. Here are the blocks." *[Or name whatever objects are in the basket.]*

[Line the objects up slowly, one at a time. Count each one aloud as you put it down.]

Say: “One ... two ... three ... I’m counting.”

[Offer your hand and wait. If the student accepts, touch each object together as you count again — hand-over-hand, or with the student’s hand leading. Follow the student’s physical support plan.]

Say: “Touch. One ... two ... three ...”

[Pause. Watch for reaching, touching, eyes on the line of objects, a sound. Name what you see.]

Step 4 — Numbers we can feel (VC2MFAN01.E02)

[Bring out two large tactile numerals — for example, the sandpaper 3 and the sandpaper 8.]

Say: “Here is a number. This is three.”

[Trace the numeral slowly with your finger, or with the student’s finger if accepted.]

Say: “Three. Feel it. Three.”

[Pause. Watch for fingers on the numeral, eyes on the numeral, a change in body. Name what you see. Offer the second numeral the same way.]

Step 5 — Counting as we move (VC2MFAN01.E03)

Say: “Let’s move! I will count.”

[Walk together along the marked path, over the sensory pads, or up the steps — counting each step aloud. For a student who does not walk: move and count the student’s fingers, touching each finger as it is counted.]

Say: “One ... two ... three ... We are moving!”

[Pause at the end. Watch for a response.]

Say: “We moved. The counting moved with us.”

Step 6 — Finished

Say: “Numbers time is finished. You listened. You touched. You moved.”

[Use the student’s own way of marking finished: a sign, a symbol, a gesture.]

Say: “Numbers are everywhere. See you next time.”

Worked examples

These are modelled by the teacher with real objects. They are demonstrations for the student to experience — they are not written out for the student to read. The student responds in whatever modality works: object choice, gesture, eye-gaze, switch, AAC, sign or word. No speech is required.

Worked example 1 — Counting a line of favourite things

Materials: a basket; three of the student’s preferred objects.

Model:

1. *[Hold up the basket so the student can see it.]* **Say:** “Look what’s here.”
2. *[Take out one object. Put it down. Count it aloud.]* **Say:** “One.”
3. *[Take out the next object. Put it in the line. Count it.]* **Say:** “Two.”
4. *[Count the third object the same way. Then count the whole line slowly, touching each object as it is counted.]*
Say: “One ... two ... three ...”
5. *[Offer your hand. Wait. Count the line again with the student touching, in whatever way is accepted.]*

Watch for: eyes following the objects; reaching; touching with support; a change in body; vocalising.

Worked example 2 — Feeling and naming numerals

Materials: two large tactile numerals.

Model:

1. *[Put the first numeral in front of the student.] Say:* “Here is a number.”
2. *[Trace it with your finger, slowly.] Say:* “This is eight. Eight.”
3. *[Offer your hand for the student’s, or wait for the student’s own reach. Trace it together.] Say:* “Feel it. Eight.”
4. *[Repeat with the second numeral. Then put both down and touch and name each one again.]*

Watch for: fingers moving on the numeral; eyes on the numeral; stilling; any sign of interest when the numeral is named.

Practice

Four scaffolded opportunities. Each is given in three response modalities; use the one that fits the student, or all three. No opportunity requires speech. No opportunity asks *how many*.

Practice 1 — Counting songs and music

The adult sings or plays a song with counting in it, counting aloud and clearly.

- *Object or photograph choice:* the student chooses between two instruments — touching, reaching for, or looking at the drum or the shaker — to decide how the counting sounds.
- *Gesture, eye-gaze, switch or AAC:* the student presses a switch to start and stop the music; looks at the singer when the counting starts; uses an *again* symbol or key to ask for the song again.
- *Verbal or sign:* the student vocalises with the counting, or signs or says *again*.

Practice 2 — Sensory tub numerals

Numeral shapes are hidden in the sensory tub. The student feels for them; the adult names each numeral as it is found.

- *Object or photograph choice:* the student touches the numeral found and puts it in a tray.
- *Gesture, eye-gaze, switch or AAC:* the student looks at a numeral when it is named; reaches or gazes toward the numeral to feel next.
- *Verbal or sign:* the student vocalises when a numeral is found; any word is accepted.

Practice 3 — Line up and touch

The adult lines up familiar objects, counting each aloud. The student touches each object as it is counted.

- *Object or photograph choice:* the student chooses the next object from the basket — by touch, reach or look — to go in the line.
- *Gesture, eye-gaze, switch or AAC:* the student watches each object as it is counted; a switch press says *keep going*.
- *Verbal or sign:* the student makes a sound or signs as each object is counted; signs or says *again* at the end.

Practice 4 — Counting on the move

The adult counts aloud while the student moves — along a path, over sensory pads, up steps, or finger by finger.

- *Object or photograph choice:* the student chooses between two ways to move — for example, the path or the sensory pads — by touching, reaching or looking.
- *Gesture, eye-gaze, switch or AAC:* the student moves with the counting; a switch press for each step keeps the counting going.
- *Verbal or sign:* the student vocalises with the counting; signs *go* or *stop*.

Further opportunities

Vary the setting and the materials. These keep the mathematics — attending to number names and numeral forms — and change where it happens.

1. **Numerals around the school.** On a walk, find numerals: on doors, on lockers, in the lift, on the scoreboard. Touch each numeral. Name it aloud. Wait for the student's response.
2. **Countdown.** Count aloud before a preferred activity: "Ready ... 5, 4, 3, 2, 1 ... go!" The counting is the signal that the activity is coming. The student listens and responds — a still body, a smile, a move.
3. **Numerals on a screen.** Use an app that shows large numerals and accepts switch or touch input. The student presses; a numeral appears; the adult names it.
4. **Counting beats.** At music time, tap a drum and count the beats aloud. The student listens, taps, sways or moves with the counting.

Age-respectful alternatives

The elaborations for this section are written around songs, rhymes, stories and games, and many of the familiar ones are made for very young children. These remain legitimate curriculum content and are not removed. But the referent must fit the student in front of you, and the teacher chooses. The mathematics does not change with the referent, and the choice of referent does not change the content description or the elaboration ids.

Nursery-style referent	Age-neutral alternative — the mathematics does not change
A counting rhyme or song made for very young children	A countdown before a preferred activity; a count-in before music — "One, two, three, go!"
A picture book with counting	Numerals on real objects: doors, lockers, lift buttons, scoreboards
Counting toys in a pretend-play scene	Counting real things in the day: steps, cups, books

Observing and recording

Assessment in this section is observation. There are no written questions, no timed tasks and no required speech, reading or writing.

- **Observe on at least three separate occasions.** A single observation is not evidence: response varies with fatigue, sensory load, health, and whether the student's communication system is to hand.
- **Record the best sustained response** across the occasions — not an average, and not the most recent occasion only.
- **Assisted and partial responses are scored, not zeroed.** Hand-over-hand, partial physical prompt, co-active movement and eye-gaze are legitimate observed responses.

Judgement is made against the achievement standard extract for this section:

students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.

For this section, look for the student participating in and responding to counting experiences: number names heard in songs, stories, music and movement; numerals touched and named.

Recording sheet — one row of entries per occasion, across at least three occasions.

	Occasion 1	Occasion 2	Occasion 3
Date			
Activity (song, objects, tactile numerals, movement, other)			
What the adult did			

The student's response —
what you saw

Response modality (object
choice / gesture / eye-
gaze / switch / AAC /
sign / word)

Support given (none /
hand-over-hand / partial
physical prompt / co-
active / other)

Judgement: participated in
and responded to the
counting experience (yes /
not yet)

After at least three occasions, record the best sustained judgement, and note the conditions in which the student responded best.

Responding to collections that change

This section is for the teacher. The teacher reads all the words and leads all the activities. The student watches, listens and responds in their own way. The student does not need to read, write or speak.

respond to changing collections of objects — Victorian Curriculum Mathematics Version 2.0, Foundation Level A (Towards Foundation), Number strand, VC2MFAN02

In this section, a **collection** means a group of objects put together so the student can see or touch them. The student notices when a collection changes: a group moves, objects appear, objects go away. The student is not counting, not naming numbers and not answering “how many?” — those come later in this book. Here, the mathematics is the student’s response to the change itself.

The words ‘**all gone**’ and ‘**no more**’ belong in this section. They describe a situation — objects were there and now they are not — not a quantity.

Framework: elaborations and achievement standard

VCAA supplies four elaborations for VC2MFAN02. They are examples of what the learning can look like — not a checklist and not a teaching order:

tracking groups of objects; for example, following an object or group of objects with their eyes or through gesture — VC2MFAN02.E01

responding to significant disparity in collections of motivational objects; for example, vocalising excitement when shown 20 cars compared to 1 car or when motivational items are covered to represent ‘all gone’ — VC2MFAN02.E02

vocalising or gesturing when objects appear; for example, making a noise when shown a preferred object, reaching towards a group of their favourite items when presented, or vocalising or gesturing when playing peekaboo and a face appears — VC2MFAN02.E03

vocalising or gesturing when familiar objects are taken away; for example, gesturing towards a sensory object when it is taken away or when a familiar person leaves a space — VC2MFAN02.E04

Achievement standard. This content description shares the Number achievement standard sentence for this level. Quoted verbatim:

students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.

The judgement at the end of this section uses this sentence, scored for this content description against *participate in* and *respond to* in situations where collections change.

How the student responds

Every content description in this book is evidenced by the student’s response, so the response channel matters. Every activity in this section accepts responses in at least three ways:

- **Object or photograph choice.** The student touches, reaches for or pushes towards an object, or chooses between photographs.
- **Gesture, eye-gaze, switch or AAC.** The student points, gestures, looks at, presses a switch or makes a selection on their AAC. AAC (augmentative and alternative communication) is a device, board or book that speaks or shows words for the student.
- **Speech or sign.** The student speaks, vocalises or signs.

No activity here requires speech. If the student can speak, good; if not, also good — a response in any channel is a response.

Yes/no questions. If you ask a yes/no question, supply the yes and the no: the student’s yes symbol, photograph or object and the student’s no symbol, photograph or object, placed ready — or the yes and no keys on the student’s

switch or AAC page. For example, hold up the student's yes card and no card before you ask. Never assume a head nod or head shake.

Materials: real objects first

At this level: real objects first, then photographs, then line drawings. The object is the page. Gather:

- the student's **preferred items** — whatever the student watches for, reaches for or lights up for: for example, cars, balls, sensory objects, a drink bottle, a favourite instrument
- a **cloth** or scarf to cover things
- a **bag** or box to hide things
- a **tray** or mat to hold a group of items

Choose preferred items that fit the student. The objects change with the student; the mathematics does not.

Teaching sequence

One sequence, four stages. The words in “quotes” are the read-aloud script. The actions in (brackets) are what you do. Pause where it says pause — the pause is where the student responds.

Before you start:

- Have the preferred items, the cloth, the bag and the tray ready.
- Have the student's communication system with you — switch, AAC device, symbol board or objects of reference.
- Pick a time when the student is rested and comfortable.

Stage 1 — Watch the group move (VC2MFAN02.E01)

(Place the tray with a group of preferred items in front of the student.)

“Look. Cars!”

Pause.

(Slide the tray slowly across in front of the student, then slowly back again.)

“The cars are moving.”

Pause. Watch the student: eyes following the tray, head turning, reaching, vocalising.

Stage 2 — Here it is (VC2MFAN02.E03)

(Hold up a preferred item. Let the student see it or touch it.)

“A car.”

(Hide the item under the cloth.)

“Where is it?”

Pause — wait. Watch the student's eyes and hands.

(Lift the cloth.)

“Here it is!”

Pause. Watch for a response: eyes to the item, a smile, a vocalisation, a reach.

Peekaboo with a face is VCAA's own example here — hands or a cloth over your own face, then the face appears. Use it where it fits the student. For an older student, use objects appearing instead; see the age-respectful alternative below.

Stage 3 — All gone (VC2MFAN02.E04, VC2MFAN02.E02)

(Show the group of items on the tray.)

“Cars.”

(Cover the items with the cloth, or put them into the bag, slowly, item by item.)

“All gone. No more.”

Pause. Watch: does the student look at the cloth, reach towards it, vocalise or gesture?

(If the student responds, you can lift the cloth or open the bag: “Here it is!”)

A familiar person leaving the space works the same way: watch, pause — “Bye!” — and watch the student watch them go.

Stage 4 — Lots, and a single item (VC2MFAN02.E02)

(Present the tray with a large group of preferred items. Respond with your face and voice.)

“Wow — lots of cars!”

Pause. Watch for an excited response: eyes widening, a smile, a vocalisation, a reach.

(Then present the tray with a single car. Keep your face and voice plain.)

“A car.”

Pause. Watch: does the student’s response change between the trays?

Do not count the items. Do not say number names. Do not ask “how many?” The learning here is the student’s response to a clear difference — not counting, and not comparing with words.

Worked examples

These worked examples are modelled with real objects. They are for the adult to lead; they are not written out for the student to read.

Worked example 1 — Watching the group move

Materials: a tray; a group of preferred objects, for example cars.

1. Put the tray in front of the student. Say: “Look.”
2. Slide the tray slowly across, then slowly back again. Say: “The cars are moving.”
3. Stop the tray. Pause. Watch the student.
4. Slide the tray again. Pause. Watch again.

The response is whatever the student does: eyes following the tray, head turning, hand reaching, voice sounding. Any channel counts. If there is no response today, try again on another day — one session is not evidence.

Worked example 2 — ‘All gone’, then back

Materials: preferred objects; a cloth.

1. Show the objects. Let the student see or touch them. Say: “Cars.”
2. Cover the objects slowly with the cloth. Say: “All gone. No more.”
3. Pause and wait. Watch: does the student look at the cloth, reach towards it, vocalise or gesture?
4. When the student responds, lift the cloth. Say: “Here it is!”

A look, a reach or a vocalisation towards the cloth is a response to the change.

Practice

Four scaffolded opportunities. Each one accepts responses in the three ways set out above.

Practice 1 — Follow the group

Setup: a tray with a group of preferred items.

The adult slides the tray slowly, stops, and changes direction. Pause at every stop.

How the student can respond:

- Object or photograph choice: reach towards or touch the moving tray; or choose the photograph of the item that moved, when photographs are offered.
- Gesture, eye-gaze, switch or AAC: follow the tray with eyes or head; look or point to where it stopped; press the switch when the tray stops; or choose the item on the AAC page.
- Speech or sign: vocalise while watching; say or sign the item's name.

Practice 2 — Appearing from the bag

Setup: a preferred item hidden in a bag or under a cloth.

The adult: "Where is it?" Pause. Reveal the item: "Here it is!" Pause.

How the student can respond:

- Object or photograph choice: reach for or touch the item when it appears; or choose the item's photograph when photographs are offered.
- Gesture, eye-gaze, switch or AAC: look or gesture towards the bag before the reveal; press the switch when the item appears; or choose the item on the AAC page.
- Speech or sign: laugh, vocalise, or say or sign the item's name.

For peekaboo with a face, see Stage 2; for an older student, use the age-respectful alternative below.

Practice 3 — 'All gone'

Setup: a group of items on a tray; a cloth or bag.

The adult shows the items, then covers them or puts them into the bag, slowly, item by item: "All gone. No more." Pause.

How the student can respond:

- Object or photograph choice: reach towards the cloth or the bag; touch the place where the items were; or choose an 'all gone' photograph if the student's system has one.
- Gesture, eye-gaze, switch or AAC: look or point to the covered place; press the switch when the items are gone; or choose 'all gone' on the AAC page if it is there.
- Speech or sign: vocalise; say or sign 'all gone'.

Practice 4 — Lots, and a single item

Setup: the tray with a large group of preferred items, and the tray with a single item.

The adult presents the large group with an excited face and voice; pause. Then the adult presents the single item with a plain face and voice; pause.

How the student can respond:

- Object or photograph choice: reach towards or touch the tray with the large group.
- Gesture, eye-gaze, switch or AAC: look longer at the large group; point or gesture towards it; press the switch when the large group appears; or choose the item on the AAC page.

- Speech or sign: vocalise with excitement; say or sign ‘wow’ or ‘lots’.

Do not count. Do not ask “how many?”

Support counts. Hand-over-hand, partial physical prompts, moving together (co-active movement) and modelled gestures are all legitimate. A response with support is still a response. Record the support you gave.

Further opportunities

Vary the setting and the materials — the mathematics does not change:

1. **Outdoor time.** Roll a group of balls across the floor and watch them together. Put balls into a container, then cover the container: “All gone. No more.”
2. **Music time.** Keep instruments in a bag. Bring an instrument out: “Here it is!” Put it back in the bag: “All gone.”
3. **Lunch or break time.** Notice items appearing on the table or tray, and ‘all gone’ when the food or drink is finished.
4. **On a screen (optional).** Use a simple program where photographs of preferred items appear on the screen, and the student responds when an image appears or moves. Use a program that accepts switch or touch input, and say which input the student uses. Real objects come first; a screen is one variation, not the main material.

Age-respectful alternative

One elaboration here is written around a nursery game: peekaboo (VC2MFAN02.E03). Peekaboo is legitimate curriculum content and it stays in this section. But a student working at this level may be any age, so an older student gets an alternative that teaches the same mathematics:

The appearing item. A preferred item appears at a set point in the day — the drink bottle comes out of the bag at break time, an instrument comes out of the bag at music time, or a sensory object is uncovered in the sensory room. The adult pauses before the reveal, then reveals: “Here it is!” The student responds to the appearing — with eyes, gesture, body, voice or their communication system.

Same mathematics: responding when an object appears. The content description and elaboration id do not change — this is a choice of referent, not a change of content.

Observing and judging

Assessment in this section is observation. There are no tests, no written questions and no timed tasks. Three rules:

1. **Observe on at least three separate occasions.** A single session is not evidence. A student’s response varies with fatigue, pain, medication, seizure activity, sensory load, and whether their communication system is to hand.
2. **Record the best sustained response.** The judgement across the occasions is the student’s best sustained response — not an average, and not the most recent session only.
3. **Assisted and partial responses count.** Hand-over-hand, partial physical prompts, co-active movement and eye-gaze are legitimate observed responses at this level. A judgement that scores only independent performance does not match the achievement standard, which says students *participate in and respond to* structured learning experiences.

Recording sheet

Copy this sheet for each student. Record at least three occasions, then record the judgement.

Student: _____ Communication system used: _____

Occasion	Date	Setting	Materials	What changed	Response seen	How they responded	Support given
1				group moved / item		object or photo / gesture,	no support / partial / hand-over-

Occasion	Date	Setting	Materials	What changed	Response seen	How they responded	Support given
				appeared / item went away / clear difference		gaze, switch, AAC / speech or sign	hand

2

3

Tick what you observed across the occasions:

- tracks a group of objects with eyes or gesture
- responds when objects appear
- responds when familiar objects are taken away
- responds to significant disparity in collections of motivational objects

Best sustained response across the occasions: _____

Judgement: responds / responds with support / participates with support

Judgement against the achievement standard

The judgement uses the achievement standard extract for this content description, quoted verbatim:

students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.

For this section the operative words are *participate in* and *respond to*: the evidence is the student participating in, and responding to, structured learning experiences where collections change, in practical situations with real objects.

Judgement	What you see
Responds	The student tracks, looks, reaches, gestures, vocalises or makes a selection on their communication system when collections change, across most observed occasions.
Responds with support	The student responds with hand-over-hand, a partial physical prompt or co-active movement with an adult.
Participates with support	The student joins in the activities with adult support; a clear response is not yet observed. Keep offering the experiences and keep recording.

The judgement is made across at least three occasions and records the student's best sustained response.

Responding to counting, comparing and labelling collections

Chapter 1 — Number: number names, collections and counting

This section is written for the teacher. The teacher does the talking and the counting. The student joins in and responds, in whatever way they can. Nothing here needs speech, reading or writing. Every response the student can make is welcome.

respond to counting, comparing and labelling of collections — VC2MFAN03, Victorian Curriculum Mathematics, Towards Foundation Level A

Strand	Number
Content description	VC2MFAN03
Elaboration ids carried for linkage	VC2MFAN03.E01, VC2MFAN03.E02, VC2MFAN03.E03

What this subtopic is about

At Level A the verbs are *respond to* and *participate in*. In this subtopic, the adult does the counting. The student takes part while the counting happens around them and with them.

A **collection** is a group of things: a group of cups, a group of shoes, a group of classmates.

This subtopic covers three things the adult does with collections, and the student's part in each:

- **Counting.** The adult counts. The student joins in — by looking, vocalising, moving, touching, or joining the words in their own way.
- **Comparing.** The adult puts two collections side by side and gives each one attention. The student responds to the two groups — looking from one to the other, reaching, gesturing.
- **Labelling.** The adult counts a collection and then says its count word for the whole group: *one, two, three — three cups!* The student responds to the label.

Three terms used in this section:

- **Modelled counting** means the adult counts and the student joins in.
- **Rote counting** means saying the number words in their familiar order, without matching a word to each thing.
- **One-to-one correspondence** means one number word for each thing, with each thing touched as it is counted.

What this subtopic is not. It is not about number names and numeral forms in general (that is 1A). It is not about noticing collections change (that is 1B). It is not about adding to or taking away from collections (that is 2A). This subtopic asks no *how many?* question and teaches no number range — no Level A content description names any quantity. The student is not counting on their own, and no comparison words (such as 'more' or 'less') are taught here; they belong to later levels of the Towards Foundation continuum. The student's mathematics is their response to the counting, comparing and labelling that the adult does.

Communication access is content here. Every activity in this section works without speech. The student may respond with an object or photograph choice, with gesture, eye-gaze, switch or AAC (augmentative and alternative communication) selection, or with speech or sign. Where a yes/no question is used, the yes/no method is stated — a YES symbol and a NO symbol to touch, or a yes-switch and a no-switch — never an assumed head-shake.

Teaching sequence — joining in with counting

One sequence, written for the teacher to deliver. Run it inside moments of the school day that happen every day: snack time, packing away, moving to the playground. Run it again on many days and in a few settings. What the student does on any one day is noted, not judged; the judgement comes from at least three occasions (see Observing and recording).

You need:

- Real things to count from the day itself — cups, blocks, shoes, bags, balls. At Level A the real object comes first, the photograph second, the drawing last. The object is the page.
- The student's communication system, placed where the student can reach it.
- A song or counting chant ready (Step 2 offers both options).

Step 1 — Counting in an everyday routine (VC2MFAN03.E01)

responding to the use of number names and number sequences in everyday routines and activities; for example, participating in counting the number of classmates at school, or vocalising or gesturing when objects are counted as they are being packed away — VC2MFAN03.E01

SAY: *It's pack-away time. Let's count the blocks.*

DO: Pick up one block. Hold it where the student can see it.

SAY: *One.*

DO: Put the block in the box. Pick up the next block.

SAY: *Two.*

DO: Go on like this. One block, one word. Touch each block as you count it.

WAIT: Before the next block, stop. Look at the student. Give time.

WATCH FOR: the student looks at the blocks, makes a sound, moves, or reaches. Any of these is joining in. Respond to it, then keep counting.

SAY: *We counted the blocks. All done!*

The same counting can sit inside any routine: counting classmates at mat time, counting spoons at snack time, counting shoes at the door. The words the adult uses stay the same from day to day.

Step 2 — Counting through songs, stories and play (VC2MFAN03.E02)

participating in modelled rote counting through songs, stories and activities; for example, participating in role-playing in the song 'Ten little monkeys jumping on the bed' or 'Five little ducks', or experiencing modelled counting when being pushed on the swing — VC2MFAN03.E02

Choose what to count with. Both choices below teach the same mathematics; the teacher chooses for this student (see Age-respectful alternatives).

- **Option A — the songs named by the curriculum.** Sing 'Ten Little Monkeys Jumping on the Bed' or 'Five Little Ducks'. Invite the student into the actions: hands on the head for *bumped his head*, a waddle for the ducks.
- **Option B — an age-neutral counting activity.** Count repeated actions in a preferred activity — each bounce of a big ball, each bounce on a trampoline: *One ... two ... three ...* Or count down before a preferred activity starts: *Five, four, three, two, one ... GO!* and start the music, the fan, or the first push on the swing at *GO*.

SAY the count in time with the action. Go slowly.

WAIT: Pause just before the next number word, or just before *GO*. Look at the student. Give time.

WATCH FOR: anticipation — the student stills, looks, moves, smiles, or makes a sound at the pause. That is their joining in. Respond to it, then finish the count and do the thing.

Step 3 — One word for each thing (VC2MFAN03.E03)

participating in modelled counting, using one-to-one correspondence; for example, touching each cup of flour as it is added into a bowl or touching each pompom as it is counted in a line — VC2MFAN03.E03

DO: Line up a few things the student can touch — cups, spoons, pompoms, blocks.

DO: Count with the student. If the student is happy to be touched, count hand-over-hand: your hand and the student's hand touch each thing together. If not, guide the student's attention and touch each thing yourself, close to the student.

SAY one word for each thing, as it is touched: *One ... two ... three ...*

DO: Go slowly. One thing, one word. Do not skip a thing. Do not touch a thing twice.

SAY the count word for the whole group at the end. Touch the whole group as you say it: *One, two, three — three cups!*

WATCH FOR: the student stays with the activity, touches a thing, moves their hand with yours, looks at each thing as it is counted, vocalises. Any of these is taking part.

Step 4 — Two groups, and the count word (*comparing and labelling*)

DO: Put two small collections side by side — three cups here, two spoons there.

SAY: *Look. Cups here. Spoons here.*

DO: Give each group its own attention. Point to each group. Count each group, touching each thing. One word for each thing.

SAY the count word for each group as you touch the whole group: *One, two, three — three cups!* and *One, two — two spoons!*

WATCH FOR: the student looks from one group to the other, reaches for a group, points, or vocalises. That is their response to the two groups. No comparison words are asked of the student, and nothing here asks *how many?* The adult does the comparing and the labelling; the student responds.

Step 5 — Finish

Finish while the student is still with the activity. SAY: *We counted! All done.* Note what the student did, the setting, and how they responded — the observation goes on the recording sheet the same day.

What counts as a response. A response is anything the student does that shows they are part of the counting: looking at the things being counted, a change in body or face, a vocalisation, a reach, a touch, a gesture, a switch press, an AAC selection, a sign, a word. Assisted and partial responses count — hand-over-hand, a partial physical prompt, co-active movement, eye-gaze. A response done with support is still a response, never a zero. A single observation is not yet evidence: what matters is what the student does across occasions.

Worked examples

Two worked examples, modelled with real objects. These are demonstrations for the teacher to deliver — they are never written out for the student to read.

Worked example 1 — Counting the cups at snack time

You need: the snack table, the students' cups, the student.

What the teacher does	What the teacher says
Bring the cups to the table. Line them up where the student can see and touch them.	<i>Snack time. Let's count the cups.</i>
Touch the first cup. Wait a beat.	<i>One.</i>
Touch the second cup. Wait a beat.	<i>Two.</i>
Go on until each cup is touched once, one word each. Then touch the whole group.	<i>Three! Three cups.</i>
Pause before the last cup. Look at the student. Give time for any sign of joining in.	<i>(wait) then Three!</i>
Celebrate the response the student gave, in whatever way they gave it. Then hand out the snack.	<i>We counted the cups. Here they come.</i>

Watch for: the student looks along the line of cups, touches a cup with or without support, vocalises at the pause, stills at the counting voice. Each of these is participation in counting with one word for each thing (VC2MFAN03.E03).

Worked example 2 — Counting pushes on the swing

You need: the swing, the student, a count ready.

What the teacher does	What the teacher says
Start the swing moving, gently, at the student's pace.	<i>Let's count the pushes.</i>
Time one count word to each push.	<i>One ... then Two ... then Three ...</i>
Pause with the swing still moving a little. Look at the student. Give time.	<i>(wait)</i>
Whatever response the student gives — a look, a sound, a kick, a smile — take it as joining in, and keep counting with the pushes.	<i>Four ... five ...</i>
Finish while the swinging is still wanted.	<i>We counted the pushes. All done.</i>

Watch for: the student anticipates the next push, moves with the counting voice, vocalises at the pause, looks to ask for the counting to go on. This is participation in modelled rote counting inside an everyday activity (VC2MFAN03.E01, VC2MFAN03.E02).

Practice opportunities

Four scaffolded opportunities. Support starts high and steps back. Each one is stated in three response modalities; the student uses whichever fits their communication. None needs speech.

Practice 1 — Watching the count at pack-away

The teacher counts objects into a box at pack-away, as in Step 1, close to the student. The student's part is to be part of the counting.

- **Object or photograph choice:** When counting finishes, the student chooses the next thing to pack away by touching one of two real objects (a block or a car) held out to them.
- **Gesture, eye-gaze, switch or AAC:** The student looks at the objects being counted, or presses a switch that plays the next number word with the teacher. The device takes switch or touch input.
- **Speech or sign:** The student joins a number word, a sound, or a sign at the teacher's pause.

Practice 2 — Joining the song pause

The teacher runs Step 2 with the student's chosen song or countdown, and makes the pause longer each time the activity is repeated.

- **Object or photograph choice:** The student chooses the counting activity by picking the real object that stands for it — a ball for the bouncing count, a hat for the playground count.
- **Gesture, eye-gaze, switch or AAC:** At the pause before the next number word, the student gives any signal — a look up, a stilling, a movement, a switch press — and the teacher takes it as the student's word and goes on.
- **Speech or sign:** The student fills the pause with a sound, a word, or a sign.

Practice 3 — Touching each thing, hand-over-hand

The teacher runs Step 3 with a line of things the student likes to touch. Support is high: the teacher's hand and the student's hand touch each thing together, one word for each thing.

- **Object or photograph choice:** The student chooses what gets counted — a real object from two offered (a spoon or a pompom).
- **Gesture, eye-gaze, switch or AAC:** The student stays with the line of things, looks at each one as it is touched, or presses the switch to count the next thing.

- **Speech or sign:** The student says or signs along with the counting voice, in whole words, parts of words, or sounds.

Practice 4 — The student leads a touch

The same line of things as Practice 3, with the support stepped back. The teacher waits for the student to touch or point at the next thing, then says its number word. The adult still does the counting words; the student leads a touch.

- **Object or photograph choice:** At the end, the student chooses again — count the cups or count the spoons — by touching one of the two real groups.
- **Gesture, eye-gaze, switch or AAC:** The student points at, reaches for, looks at, or switch-selects the next thing in the line. If a yes/no question is used — *Count again?* — the method is stated: the student touches the YES symbol or the NO symbol, or presses the yes-switch or the no-switch. A head-shake is never assumed.
- **Speech or sign:** The student says or signs for the counting to go on, in whatever words they use.

More opportunities in other settings

Four more opportunities, varying the setting and the materials. The mathematics stays the same: the adult counts, compares and labels; the student joins in and responds.

1. **Counting classmates.** At mat time, the teacher counts the students present, one name and one touch for each: *One ... two ... three ...* Each student being counted is part of the count. The student joins in by listening, looking at each classmate as they are counted, or vocalising (VC2MFAN03.E01).
2. **Counting in the kitchen.** In a cooking activity, the student touches each cup of flour as it goes into the bowl, with the teacher saying one word for each cup (VC2MFAN03.E03). The materials are wet, heavy and textured — good for students who count best through touch.
3. **Counting in the gym.** Balls are counted into a basket at the end of physical education — one ball, one word, one bounce if the student wants one. The student helps by pushing balls toward the basket with hand-over-hand support, or by watching the count and responding (VC2MFAN03.E01).
4. **Counting at the wash-up table.** Cups and spoons are counted as they are washed or dried. The warm water and the change from dirty to clean make the routine worth staying for. The teacher counts, the student takes part, and each clean group gets its count word at the end: *One, two, three — three cups!* (VC2MFAN03.E03)

Age-respectful alternatives

A student working at Level A may be five or seventeen. Two of the elaborations for this subtopic name songs written for very young children. These songs are legitimate curriculum content and stay in the book. The teacher also gets an age-neutral option that teaches the same mathematics, and chooses between them.

The referent from the elaboration	An age-respectful alternative	Same mathematics
‘Ten Little Monkeys Jumping on the Bed’ (VC2MFAN03.E02)	Counting repeated actions in a preferred activity — each bounce of a big ball, each bounce on a trampoline: <i>One ... two ... three ...</i>	Participating in modelled rote counting through a rhythmic activity
‘Five Little Ducks’ (VC2MFAN03.E02)	A countdown before a preferred activity: <i>Five, four, three, two, one ... GO!</i> then the music starts, the fan comes on, or the swing gets its first push	Participating in modelled counting through a familiar number sequence, and anticipating what comes next

Choosing the alternative changes the referent, not the content. The owned content description (VC2MFAN03) and the elaboration ids are the same either way.

Observing and recording

Assessment at Level A is observation, across occasions, in the student’s own communication modality. There is no written task, no timed task, and nothing the student must say.

Rules for this record:

- **At least three occasions.** A single observation is not evidence. Responses change with tiredness, pain, medication, seizure activity, how much is happening in the room, and whether the student's communication system is to hand. Note these on the day.
- **Best sustained response.** The judgement is the student's best sustained response across the occasions — not the average, and not the most recent.
- **Assisted and partial responses count.** Hand-over-hand, a partial physical prompt, co-active movement and eye-gaze are legitimate observed responses at this level. Score them; never zero them. Independence is not the standard.
- **Record the modality.** On each occasion, note how the student responded — eye-gaze, gesture, switch, AAC, sign, speech, object choice — and whether their communication system was to hand.

Achievement standard. The rubric below uses the achievement standard extract of the owning content description, quoted verbatim:

“students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.”

This sentence is shared by all five Level A Number content descriptions. This sheet scores this subtopic's own CD, VC2MFAN03, against the sentence's counting verbs: the student *participates in* and *responds to* counting done with them and around them. Sharing, adding and taking away belong to 2A and 2B and are scored there.

Recording sheet — VC2MFAN03

Student: _____ Communication system used: _____

Behaviour observed	Occasion 1 — date, setting, modality	Occasion 2 — date, setting, modality	Occasion 3 — date, setting, modality	Further occasions
Responds when counting starts in a routine (looks, stills, moves, vocalises)				
Joins in modelled counting through songs, chants or play (anticipates at pauses, joins a word or action)				
Takes part when things are counted one at a time (touches with or without support, follows the line of things)				
Responds when two collections are put side by side (looks between, reaches, gestures)				
Responds when a collection is given its count word (looks at the group, touches it, vocalises)				

Support given on each occasion (hand-over-hand, partial prompt, none): _____

Judgement — best sustained response across the occasions:

- ☐ The student participates in and responds to counting, comparing and labelling of collections across occasions, with the support noted.
- ☐ The student participates in and responds to counting, comparing and labelling of collections on some occasions; responses vary (note what changed: setting, fatigue, communication system to hand or not).
- ☐ The student is beginning to participate; observed responses are not yet sustained across occasions. Keep teaching; observe again.

Recorded by: _____ Date: _____

Checkpoint 1 (CP1) — Chapter 1: Number — number names, collections and counting

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Observation checkpoint — one-to-one, with real objects. The teacher reads, signs or symbol-supports everything on these pages. The student reads nothing, writes nothing and is never required to speak. The adult does the counting in this checkpoint; the student's mathematics is their response.

Instrument information

Instrument	Checkpoint 1 (CP1) — Chapter 1 assessment
Book and band	ClassBasics <i>Mathematics Towards Foundation A</i> (book code BK_MathsADA) — one level of the Towards Foundation continuum. Foundation Level A is a disability progression level, not a year level, and implies no age.
Chapter coverage	Chapter 1 — Number: number names, collections and counting (sections 1A–1C)
Content descriptions assessed	VC2MFAN01 (1A), VC2MFAN02 (1B), VC2MFAN03 (1C) — each scored once, out of 4
Marks	12 — 4 marks per owned content description, on the Level A 0–4 scale
Structure	3 observed tasks: Task 1 — number names and numeral forms (4 marks); Task 2 — collections that change (4 marks); Task 3 — counting, comparing and labelling modelled by the adult (4 marks)
Format	Observed, one-to-one: response to number names and numeral forms, to collections that change, and to counting modelled by the adult; real objects, tactile numerals, numeral cards, dot cards, in ordinary classroom routine
Timing	Untimed. A guidance duration for planning is 5–10 minutes per task per occasion, split across the week. This is never a limit on the student.
Occasions	Evidence is gathered across at least three separate occasions . The recorded mark is the student's best sustained response — not an average and not the most recent occasion.
Permitted materials	The materials lists below, and the student's own communication system. No worksheets, no written responses, no calculator — none are needed or used.
Recording	Record every occasion on the CP1 recording sheet: <u>MathsADA_CP1_Rubric</u> .md. The recording space for this checkpoint is that sheet.

Conditions

- **All instructions are read aloud, signed or symbol-supported by the teacher.** No task depends on the student reading anything.
- **No task requires speech.** Every task offers the three-modality response set: object or photograph choice; gesture, eye-gaze, switch or AAC selection; speech or sign. A response in any channel is a response. AAC

(augmentative and alternative communication) is any tool the student uses to communicate — a symbol board, a speech-generating device, a book or an app.

- **Yes/no questions name the yes/no method.** The YES symbol and NO symbol, the yes object and no object, or the yes-switch and no-switch are placed in front of the student before the question is asked. A head-shake or head-nod is never assumed.
 - **Assisted and partial responses are scored, never zeroed.** Hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate responses at Level A.
 - **The student's communication system is to hand and in reach** on every occasion. If it is not, note that on the recording sheet — it is part of the evidence, not a detail.
 - **This is a school-designed assessment instrument.** It is written by the school for its own students against the Victorian Curriculum F–10 Mathematics Version 2.0 content descriptions named above. It is not a VCAA instrument and has not been reviewed or endorsed by VCAA.
 - Whole pages may be removed from the printed booklet for distribution, provided only whole pages are removed.
-

Teacher guidance — before you begin (Level A)

CP1 gathers the evidence Chapter 1 has been building: the student responding to number names and numeral forms (1A), responding to collections that change (1B), and responding to counting, comparing and labelling done by the adult (1C).

The tasks below are the same shape as the section teaching sequences. Run them inside ordinary moments of the day, one-to-one, when the student is rested. Run them on at least three separate occasions, varying the materials and the setting where you can. What the student does on one day is noted, not judged; the judgement is the best sustained response across the occasions.

What CP1 never asks. No counting from the student, no “how many?”, no number range, no subitising, no comparison words from the student, no number sentences, no written response. Level A has no quantity in any content description; the adult counts, compares and labels, and the student responds. If a student vocalises number words along with you, that is joining in — welcome, and not required.

What counts as a response. A look that stays, a stilling, a change in the face or body, a smile, a vocalisation, a reach, a touch, a gesture, a switch press, an AAC selection, a sign, a word. Assisted and partial responses count: hand-over-hand, co-active movement, a partial physical prompt, eye-gaze. Record the support you gave; the rubric scores it.

Support ladder. For every prompt: wait first — several seconds is not too long. Then gesture towards the materials. Then a partial physical prompt. Then hand-over-hand or full modelling. Record which step the response came at.

Symbols on these pages. Where a symbol is named (the YES and NO pair, an *again* symbol), it is from this book's own neutral symbol set, authored for this book — no licensed symbol library is used. Make each as a large, high-contrast card (the YES symbol: a white tick on a green square; the NO symbol: a white diagonal cross on a red square), or use the matching objects of reference, or two switch keys. The student's own communication system may replace these at any time — use what the student uses all day.

Task 1 — Number names and numeral forms (Level A)

Assessed content description: VC2MFAN01 — *respond to number names and representations of number* (quoted verbatim from `maths_AD.json`). **Section:** 1A. **Marks:** 4.

The two ideas in this task. The CD asks for number names *and* representations of number. Number names are the words the adult says, signs or symbols for numbers: *one, two, three*. Representations here are the numeral forms the student attends to: numeral cards, tactile numerals, and dot cards — the adult names and counts them; the student responds. Gather evidence for both ideas; they are scored as one mark out of 4. The student never counts and is never asked “how many?”.

Materials

- A basket of familiar objects the student likes to touch — the student's own objects work best
- Large numeral cards — one numeral per card, high contrast, nothing else on the card
- Tactile numerals — sandpaper numerals, or numerals cut from textured card
- Dot cards — large cards with one to five raised dots; the adult touches and counts the dots while the student attends to the card
- A sensory tub — a shallow tub of rice, sand or beans with numeral shapes hidden inside
- A drum, shaker or other instrument; a familiar song, book or count-in with counting in it
- The student's communication system, to hand; the *again* symbol or key if the student uses one

No quantities to count from the student. No “how many?”.

Script

Part A — number names by ear. Choose a familiar song, story or count-in with counting in it, or the countdown before a preferred activity (see Age-respectful note below). Sing, read or count slowly and clearly, tapping the drum or counting on your fingers with each number name: “*One ... two ... three.*” Pause. Watch for a response: eyes to your face or hands, a still body, a smile, a sound, a move. Name what you see: “You heard it. It's counting.” Then ask “Again?” with the yes/no pair placed in front of the student first, and act on the answer. Repeat the counting several times. If you use one of the songs VCAA's elaboration names — ‘Ten little monkeys jumping on the bed’ or ‘Five little ducks’ — pair it with the age-neutral countdown for a student who suits that better. Source: song names from VC2MFAN03.E02, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA), authority file `maths_AD.json`, retrieved 2026-08-27; both are traditional counting rhymes in the public domain.

Part B — numerals by eye and touch. Bring out two large tactile numerals — for example, the sandpaper 3 and the sandpaper 8. Trace one slowly, saying its name: “Three. Feel it. Three.” Offer your hand; if the student accepts, trace together — hand-over-hand or with the student's hand leading. Watch for fingers on the numeral, eyes on the numeral, a change in body. Then put two numeral cards on the desk far enough apart that a look or a reach tells you which was chosen. Touch each as you name it. Watch for the student's eyes, gaze, reach or point to the named card. With the sensory tub: the student feels for a numeral shape; you name each numeral as it is found. A wrong reach is still a reach — name it warmly and go on. Never “no”.

Part C — the dot card. Put a dot card where the student can see and touch it. Touch each dot slowly, one at a time, saying one number name for each dot: “*One ... two ... three ...*” Then touch the whole card. The counting is yours; the student's mathematics is attending to the card and responding — a look that follows your finger, a hand on the card, a vocalisation, a stilling. Offer a second dot card the same way.

Part D — counting as we move. Walk together along a marked path, over sensory pads or up steps, counting each step aloud — or, for a student who does not walk, move and count the student's fingers, touching each finger as it is counted: “*One ... two ... three ... We are moving!*” Pause at the end. Watch for a response.

Response set — how the student can answer

- **Object or photograph choice:** touch, hold or reach for the tactile numeral, numeral card or dot card; choose between two instruments for how the counting sounds; choose the *again* symbol or object.
- **Gesture, eye-gaze, switch or AAC:** look at and hold gaze on a numeral or dot card; point to the named card; press the switch that starts or stops the music; select *again* on the device.
- **Speech or sign:** vocalise with the counting; say or sign *again*, or a number word along with the adult's count.

Age-respectful note

The nursery songs VCAA names remain legitimate content (D14). For a student they do not fit, use the countdown before a preferred activity — “*Five, four, three, two, one ... go!*” — or a count-in before music: the identical mathematics, responding to number names.

Record

On the CP1 recording sheet, for each occasion: evidence for number names (the heard counting), and evidence for numeral forms (numeral cards, tactile numerals, dot cards) — what the student responded to, how, and what support was given.

Task 2 — Collections that change (Level A)

Assessed content description: VC2MFAN02 — *respond to changing collections of objects* (quoted verbatim from `maths_AD.json`). **Section:** 1B. **Marks:** 4.

The whole of this task. A collection is a group of objects put together so the student can see or touch them. The student notices when a collection changes: a group moves, objects appear, objects go away. The words ‘all gone’ and ‘no more’ are used as the situation is described — they are situation language, not quantities. The student never counts and is never asked “how many?”.

Materials

- The student’s **preferred items** — whatever the student watches for, reaches for or lights up for: cars, balls, sensory objects, a drink bottle, a favourite instrument
- A tray or mat to hold a group of items
- A cloth or scarf to cover things; a bag or box to hide things
- The student’s communication system, to hand

Choose preferred items that fit the student. The objects change with the student; the mathematics does not.

Script

Part A — watch the group move. Place the tray with a group of preferred items in front of the student: “Look. Cars!” Pause. Slide the tray slowly across in front of the student, then slowly back again: “The cars are moving.” Pause. Watch: eyes following the tray, head turning, reaching, vocalising.

Part B — here it is. Hold up one preferred item: “A car.” Hide it under the cloth: “Where is it?” Pause — wait. Watch the student’s eyes and hands. Lift the cloth: “Here it is!” Pause. Watch for a response: eyes to the item, a smile, a vocalisation, a reach. For a student who suits an age-respectful referent, use the appearing item instead: the drink bottle comes out of the bag at break time, the instrument comes out at music time — the adult pauses before the reveal, then reveals: “Here it is!” Same mathematics: responding when an object appears.

Part C — all gone. Show the group of items on the tray: “Cars.” Cover the items with the cloth, or put them into the bag, slowly, item by item: “All gone. No more.” Pause. Watch: does the student look at the cloth, reach towards it, vocalise or gesture? If the student responds, lift the cloth or open the bag: “Here it is!” A familiar person leaving the space works the same way: watch, pause — “Bye!” — and watch the student watch them go.

Part D — lots, and a single item. Present the tray with a large group of preferred items; respond with your face and voice: “Wow — lots of cars!” Pause. Watch for an excited response: eyes widening, a smile, a vocalisation, a reach. Then present the tray with a single item, your face and voice plain: “A car.” Pause. Watch: does the student’s response change between the trays? Do not count the items. Do not say number names. Do not ask “how many?”. The learning here is the student’s response to a clear difference — not counting, and not comparing with words.

Response set — how the student can answer

- **Object or photograph choice:** reach towards or touch the moving tray, the appearing item or the covered place; choose the photograph of the item that appeared or went.
- **Gesture, eye-gaze, switch or AAC:** follow the tray with eyes or head; look at or point to the covered place; press the switch when the item appears or when the items are gone; select the item on the AAC page.
- **Speech or sign:** laugh or vocalise at the reveal; vocalise towards the covered place; say or sign the item’s name or ‘all gone’.

Record

On the CP1 recording sheet, for each occasion: what changed — the group moved, an item appeared, items went away, a clear difference — and the student's response to each change, in which channel, with what support.

Task 3 — Counting, comparing and labelling, modelled by the adult (Level A)

Assessed content description: VC2MFAN03 — *respond to counting, comparing and labelling of collections* (quoted verbatim from `maths_AD.json`). **Section:** 1C. **Marks:** 4.

The three ideas in this task — all three must be evidenced, and they are scored as one mark out of 4. Counting: the adult counts, in routines, in songs and chants, and with one word for each thing, and the student joins in. Comparing: the adult puts two collections side by side and gives each its own attention, and the student responds to the two groups. Labelling: the adult counts a collection and says its count word for the whole group — “*one, two, three — three cups!*” — and the student responds to the label. The comparing and the labelling are the adult's; the student responds. No comparison words are asked of the student, and nothing here asks “how many?”.

Materials

- Real things to count from the day itself — cups, blocks, spoons, shoes, balls, pompoms; the real object comes first, the photograph second
- A dot card from Task 1 — dots are things the adult counts with one word for each dot
- A song or counting chant, or a preferred activity to count and a countdown to run (see Age-respectful note)
- Two mats or trays, so two small collections each have their own place
- The student's communication system, to hand; the YES and NO pair ready if “Count again?” is asked

Script

Part A — counting in an everyday routine. Inside a real moment — pack-away, snack time, the door — pick up one object and count it: “*One.*” Put it down or away. Pick up the next: “*Two.*” One object, one word; touch each as it is counted. Before the next object, stop. Look at the student. Give time. Watch for: a look at the objects, a sound, a move, a reach. Any of these is joining in. Respond to it, then keep counting: “We counted the blocks. All done!”

Part B — modelled counting through songs, stories and play. Choose what to count with — both options teach the same mathematics, and the teacher chooses for this student. *Option A — the songs named by the curriculum:* ‘Ten Little Monkeys Jumping on the Bed’ or ‘Five Little Ducks’; invite the student into the actions. *Option B — an age-neutral counting activity:* count repeated actions in a preferred activity — each bounce of a big ball, each bounce on a trampoline: “*One ... two ... three ...*” — or run the countdown before a preferred activity starts: “*Five, four, three, two, one ... GO!*” Say the count in time with the action, slowly. Pause just before the next number word, or just before *GO*. Look at the student. Give time. Watch for anticipation — a stilling, a look, a move, a smile, a sound at the pause. That is joining in. Respond to it, then finish the count and do the thing. Source for the named songs: VC2MFAN03.E02, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA), authority file `maths_AD.json`, retrieved 2026-08-27; both are traditional counting rhymes in the public domain.

Part C — one word for each thing. Line up a few things the student can touch — cups, spoons, pompoms, blocks, or the dots on a dot card. Count with the student. If the student is happy to be touched, count hand-over-hand: your hand and the student's hand touch each thing together. If not, guide the student's attention and touch each thing yourself, close to the student. One word for each thing, slowly: “*One ... two ... three ...*” Do not skip a thing. Do not touch a thing twice. Watch for: the student stays with the activity, touches a thing, moves their hand with yours, looks at each thing as it is counted, vocalises. Any of these is taking part.

Part D — two groups: the adult compares. Put two small collections side by side on their mats — three cups here, two spoons there: “Look. Cups here. Spoons here.” Give each group its own attention. Point to each group. Count each group, touching each thing, one word for each thing. Watch for: the student looks from one group to the other, reaches for a group, points, vocalises. That is the student's response to the two groups. The adult does the comparing; no comparison word is asked of the student.

Part E — the count word for the whole group: the adult labels. As you finish counting each group, touch the whole group and say its count word: “*One, two, three — three cups!*” ... “*One, two — two spoons!*” Pause. Watch for: the student looks at the whole group, touches it, looks to your face, vocalises. That is the response to the label. If you ask “Count again?”, place the YES and NO pair in front of the student first; take the answer in whatever channel it comes, and act on it.

Response set — how the student can answer

- **Object or photograph choice:** touch the objects as they are counted; choose the next object from two offered to go in the line; touch the YES or NO symbol for “Count again?”.
- **Gesture, eye-gaze, switch or AAC:** look along the line of things as they are counted; look from one group to the other; press the switch that plays the next number word with the teacher, or that says *again*; select yes or no on the device.
- **Speech or sign:** join a number word, a sound or a sign at the pause; vocalise at the count word for the group; sign or say *again*.

Age-respectful note

Two of VCAA’s elaborations name songs written for very young children (VC2MFAN03.E02). They remain legitimate content, and the age-neutral options in Part B teach the identical mathematics — counting repeated actions, and the countdown before a preferred activity. The teacher chooses; the CD and the elaboration ids do not change.

Record

On the CP1 recording sheet, for each occasion: evidence for counting (joining in as the adult counts), evidence for comparing (response to two groups side by side), and evidence for labelling (response to the count word for the whole group) — what was shown, how, and what support was given.

After the third occasion

Transfer the best sustained mark for each content description from the recording sheet to the summary on that sheet: VC2MFAN01 /4, VC2MFAN02 /4, VC2MFAN03 /4 — checkpoint total /12. The rubric and the scale are on MathsADA_CP1_Rubric.md. Each content description then appears again in the Level A review, worth 2 marks, before reporting against the achievement standard.

Checkpoint 1 (CP1) — Rubric and recording sheet

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Chapter 1 — Number: number names, collections and counting. This sheet is for the teacher to fill in. The student reads nothing and writes nothing here. Whole pages may be removed from the printed booklet for distribution, provided only whole pages are removed.

Instrument	Checkpoint 1 (CP1) — scoring rubric and observation record
Book and band	ClassBasics <i>Mathematics Towards Foundation A</i> (BK_MathsADA) — Foundation Level A, Towards Foundation. A disability progression level, not a year level; no age implied.
Content descriptions assessed	VC2MFAN01, VC2MFAN02, VC2MFAN03 — each scored once, out of 4
Marks	12
Conditions	Observed, one-to-one, untimed; evidence across at least three separate occasions; the recorded mark is the student's best sustained response. School-designed assessment instrument, not a VCAA instrument; not reviewed or endorsed by VCAA.

Student: _____ Communication system used: _____

The scale — the whole of the mark scheme (Level A)

Each content description is scored **once, out of 4**. The scale is defined from Level A's own achievement-standard verbs — *participate in, respond to, observe, experience* — as follows:

Mark	Meaning
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the object, person or event, but no response to the mathematical prompt is observed
2	Responds to the prompt with full support — hand-over-hand, co-active movement or full modelling — on at least one occasion
3	Responds to the prompt with partial support — partial physical prompt, or gesture, symbol, eye-gaze or switch prompt — on more than one occasion, or responds without support on one occasion only
4	Responds to the prompt in the way the CD's achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings, with or without support

The top band does not require independence, and that is the standard, not a softening of it. Level A's verbs are *participate in* and *respond to*; the level's achievement standard never names independence. What separates 4 from 3 is not the absence of support but the sustainability of the response — across occasions, materials and settings.

Rules that bind the judgement:

- Evidence is gathered across **at least three separate occasions**. A single sitting is not evidence at Level A: response varies with fatigue, seizure activity, medication, sensory load, pain, and whether the student's communication system is to hand.
- The recorded mark is the student's **best sustained** response across the occasions — not an average, and not the most recent occasion.
- **Assisted and partial responses are scored, never zeroed.** Hand-over-hand, co-active movement, partial physical prompts, eye-gaze and aided communication are legitimate observed responses at Level A. A response given with full support on at least one occasion scores at least 2.
- Nothing is timed. Fatigue and sensory load are reasons to observe again, never reasons to mark down.

Record 1 — VC2MFAN01 · number names and numeral forms · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “respond to number names and representations of number.”

Achievement standard extract carried against this CD (quoted verbatim): “students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.” This record scores the responding-to-number-names part of that sentence.

Both ideas must be evidenced and are scored as one mark out of 4: number names (the words the adult says, signs or symbols for numbers — *one, two, three*), and representations of number (the numeral forms the student attends to: numeral cards, tactile numerals, and dot cards named and counted by the adult). The student never counts and is never asked “how many?”.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
Response to number names — the heard counting; what the student responded to, and how				
Response to numeral forms — numeral cards, tactile numerals, dot cards; what the student responded to, and how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes — including the communication system to hand, and its state				

Mark descriptors for VC2MFAN01:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the counting voice, the numeral cards or the dot cards, but no response to the number-name or numeral prompt is observed
2	Responds to the prompt with full support — attends to a number name only with full modelling, or traces a tactile numeral hand-over-hand — on at least one occasion
3	Responds to number names or numeral forms with partial support — partial physical prompt, or gesture, symbol, eye-gaze or switch prompt — on more than one occasion, or responds without support on one occasion only
4	Responds to number names and representations of number in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings — for example, the heard counting on one occasion and tactile numerals or dot cards on another — with or without support

Best sustained mark for VC2MFAN01: ____ / 4

Record 2 — VC2MFAN02 · collections that change · 4 marks

Content description (quoted verbatim from maths_AD.json): “respond to changing collections of objects.”

Achievement standard extract carried against this CD (quoted verbatim): “students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.” This record scores the responding-to-changing- collections part of that sentence.

The evidence: a collection is put where the student can see or touch it, and the student responds when it changes — the group moves, objects appear, objects go away, or a clear difference is presented. The adult uses ‘all gone’ and ‘no more’ as the situation is described; they are situation language, not quantities. The student never counts and is never asked “how many?”.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
What changed — group moved / item appeared / items went away / clear difference				
The student’s response to the change — what was shown, and in which channel				

	Occasion 1	Occasion 2	Occasion 3	Further
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFAN02:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the tray, the objects or the adult, but no response to the change in the collection is observed
2	Responds to the prompt with full support — reaches towards the appearing item only hand-over-hand, or responds to ‘all gone’ only with full modelling — on at least one occasion
3	Responds to a changing collection with partial support — partial physical prompt, or gesture, symbol, eye-gaze or switch prompt — on more than one occasion, or responds without support on one occasion only
4	Responds to changing collections of objects in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings — for example, preferred items on the tray on one occasion and a familiar person leaving and returning on another — with or without support

Best sustained mark for VC2MFAN02: ___ / 4

Record 3 — VC2MFAN03 · counting, comparing and labelling, modelled by the adult · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*respond to counting, comparing and labelling of collections.*”

Achievement standard extract carried against this CD (quoted verbatim): “*students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.*” This record scores the counting part of that sentence; sharing, adding and taking away are scored in Checkpoint 2.

All three ideas must be evidenced, and they are scored as one mark out of 4: counting (the adult counts — in routines, in songs and chants, and with one word for each thing — and the student joins in), comparing (the adult puts two collections side by side and gives each its own attention, and the student responds to the two groups), and labelling (the adult counts a collection and says its count word for the whole group — “*one, two, three — three cups!*” — and the student responds to the label). The comparing and the labelling are the adult’s; the student responds. No comparison words are asked of the student, and nothing here asks “how many?”.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				

Communication
modality used

Response to
counting — joining
in as the adult
counts; what was
shown, and how

Response to
comparing — two
groups side by side;
what was shown,
and how

Response to
labelling — the
count word for the
whole group; what
was shown, and how

Support given
(none / partial /
hand-over-hand or
full modelling)

Notes

Mark descriptors for VC2MFAN03:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the objects, the counting voice or the adult, but no response to the counting, comparing or labelling is observed
2	Responds to the prompt with full support — counts along hand-over-hand, or responds to the two groups or the count word only with full modelling — on at least one occasion
3	Responds to the adult's counting, comparing or labelling with partial support — partial physical prompt, or gesture, symbol, eye-gaze or switch prompt — on more than one occasion, or responds without support on one occasion only
4	Responds to counting, comparing and labelling of collections in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings — for example, block counting at pack-away on one occasion and a counting song or countdown on another, with the two-group comparison and the count-word label evidenced across the occasions — with or without support

Best sustained mark for VC2MFAN03: ____ / 4

Checkpoint 1 summary

Content description	Section	Best sustained mark
VC2MFAN01 — respond to number names and representations of number	1A	___ / 4
VC2MFAN02 — respond to changing collections of objects	1B	___ / 4
VC2MFAN03 — respond to counting, comparing and labelling of collections	1C	___ / 4
Checkpoint 1 total		___ / 12

Each of these content descriptions is assessed again, worth 2 marks, in the Level A review before reporting against the achievement standard.

Recorded by: _____ **Date:** _____