

Mathematics Towards Foundation A

Chapter 2 — Number: practical situations — adding, taking away and sharing

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Responding to objects being added to and taken away from a collection

The teacher delivers everything in this subtopic. The student does not need to read, write or speak. The student responds in their own way — by looking, reaching, moving, vocalising, gesturing, signing, or using a communication board or device. The teacher watches, responds back, and records what the student does.

respond to practical situations involving addition and subtraction of collections with physical and virtual materials — VC2MFAN04

About this subtopic

In this subtopic, the student experiences objects being added to a collection and taken away from a collection. The teacher does the adding and the taking away, with real objects and with things on a screen. The student's job is to respond.

The words *addition* and *subtraction* are used here in the sense given by the content description above: addition is objects going **into** the collection; subtraction is objects coming **out** of it. A *collection* is simply a group of things together — pencils in a cup, cards in a box, items on a plate. *Practical situations* are the real doings of the day: eating, packing up, buying, giving out.

The mathematics is in the student's response. More came. Some went. All went. Something changed, and the student shows that they noticed.

This subtopic does not:

- ask *how many* — no number range is taught at Level A, and no quantity is named or asked for
- use number sentences or maths symbols — no plus, take-away or equals signs, and no written sums
- teach counting, comparing or sharing — those belong to subtopics 1C and 2B
- ask for any reading, writing or speech

The phrases

The adult's words carry the idea. In VC2MFAN04.E01, VCAA names the exact adult phrases:

- 'all gone'
- 'no more left'
- 'another one'
- 'give me more'
- 'finished'

Say the same phrase every time the same thing happens. Pair each phrase with the same gesture, sign or object cue each time, and use the student's own signs or symbols where they have them. These words describe the *situation* — they are not used here to name a quantity.

The elaborations for VC2MFAN04

The elaborations are VCAA's examples of what the content description can look like. The content description is the expectation; an elaboration is one way it might look. The elaboration ids link this subtopic to the question bank and the coverage register.

- VC2MFAN04.E01 — “responding to a familiar object being removed or added from a collection; for example, using gestures or vocalisations to indicate a change when the adult says ‘all gone’, ‘no more left’, ‘another one’, ‘give me more’ or ‘finished’”
- VC2MFAN04.E02 — “participating in objects or groups of objects being subtracted from a collection to make none; for example, putting away all the pencils to leave none or posting letters in a letterbox until there are none left”
- VC2MFAN04.E03 — “participating in objects or groups of objects being added to a collection; for example, adding 3 flowers to a vase with 2 flowers”

- VC2MFAN04.E04 — “assisting in adding or taking away one object from a collection; for example, touching or gesturing at the object that will be removed”
- VC2MFAN04.E05 — “participating in situations that involve simple money transactions; for example, using a group of one-dollar coins or notes to ‘pay’ for physical items”

Communication and response

Every activity here works without speech. An item that only works if the student talks is a failed item. For each practice opportunity, the student can respond in at least three ways:

1. **Objects or pictures** — the student touches, holds, reaches for, pushes, or looks at a real object or a photo.
2. **Gesture, eye gaze, switch or AAC** — the student points, looks at, presses a switch, or selects on a board or device. AAC (alternative and augmentative communication) is the board, device or app that speaks or shows words for the student.
3. **Speech or sign** — the student says a word, vocalises, or signs, where they can and want to.

Use the student’s own communication system — the one they use all day, every day — and name it in your notes.

If you ask a yes/no question, give the yes/no method first, and give both sides: for example, a green YES card and a red NO card, the student’s own YES and NO symbols on their device, or two objects of reference (real things that stand for the two answers). Never assume a nod or a head shake means yes or no.

Materials

At Level A, real objects come first, then photos, then drawings. The object is the page.

For adding: a cup, box or bowl; objects that fit it and that the student likes — pencils, pegs, blocks, shells, bottle tops; a vase with flowers (real or fabric).

For taking away to none: a letterbox, a slot box or a bag; cards or letters to post; the student’s own things to put away.

For money: real \$1 coins and a real place to ‘pay’ — the canteen or the school shop. Whole dollars only. Use \$1 coins; the \$1 note is not in circulation, so none is depicted in this book. No cents and no change. (VC2MFAN04.E05 also mentions notes; this book uses the \$1 coin.)

Virtual materials: the content description includes physical *and* virtual materials. Use a switch-accessible or touch-screen app or web page where one press makes one object appear on the screen, and where the screen can be cleared. The tool must accept a switch or a touch. Use the student’s own switch where they have one.

Teaching sequence

One sequence, delivered across many short sessions, on many days. Repeat each step many times before moving on. Follow the student’s attention, and stop when they are done. The script below is in the teacher’s words.

Step 1 — Build the adding routine.

Get a box and some objects the student likes. Put the box where the student can see it.

Hold up one object. Say:

‘Look — another one!’

Put it into the box so the student can see it go in.

Wait. Watch for a response: a look at the object or the box, a reach, a vocalisation, a change in the face or body. Any response that shows noticing counts. Say what you saw: ‘You saw it go in!’

Do it again with the next object. Same words, same gesture, every time.

Step 2 — Build the taking-away routine.

Start with objects in the box. Take one out and put it away. Say:

‘All gone!’

Pair the words with the same gesture each time — an open hand, ‘gone’, or the sign the student uses.

Take the next one out. ‘All gone!’ Keep going until the box is empty. For the last one, say:

‘No more left. All gone. Finished.’

Step 3 — Give the student a part.

Hold out your hand and say:

‘Give me more!’

Help the student put an object into the box — hand under hand if they accept it, or a touch on the elbow, or just a wait and a look. When the object goes in: ‘Another one!’

Do the same for taking away. Before you take an object out, wait for the student to touch it, look at it, or gesture to it. Then take it: ‘All gone!’

Step 4 — Mix adding and taking away in one routine.

Put some in, take some out, one at a time, with the matching phrase each time. Watch for the student knowing what comes next: eyes on your hand before the object moves, a reach before the drop, a vocalisation before the phrase. That is the mathematics.

Step 5 — Take it to a real situation.

Use the same phrases inside the real doings of the day: the canteen, the classroom tidy-up, a purchase at the school shop with a \$1 coin, a switch game on the screen. Same words, same gestures — new places and new objects.

Worked examples

The teacher models these with real objects. The student watches, then takes part. Nothing here is written for the student to read.

Worked example 1 — Flowers into a vase (adding)

Materials: a vase; some flowers (real or fabric); a table at the student’s level.

The teacher does	Watch for
Put the empty vase in front of the student. Hold up a flower. Say ‘Another one!’ and put it in.	A look at the flower or the vase. A stilling, a reach, a change in the face.
Hold up the next flower. Say ‘Another one!’ and put it in.	A vocalisation or gesture as the flower goes in.
Hold a flower near the student’s hand. Say ‘Give me more!’ Wait.	The student touches, holds or releases the flower — alone or with help.
When the flowers are in, look at the vase together. Say ‘Finished!’	The student looks at the vase, or back at your face.

Worked example 2 — Post the cards (taking away to none)

Materials: a letterbox or slot box; some cards or letters the student knows.

The teacher does	Watch for
Show the cards in a pile. Post one. Say ‘All gone!’ with the set gesture.	Eyes following the card into the slot.
Post the next one. ‘All gone!’	A reach for the next card, or a vocalisation as it drops.

The teacher does	Watch for
Hold the last card. Wait for the student to touch it or look at it, then post it together.	The student touches, looks at, or gestures to the card before it goes.
Turn the box and look inside. Say ‘No more left. All gone. Finished.’	The student looks into the box, or shows by face, body or voice that the posting is done.

Practice opportunities

Four practice opportunities, each with support that starts full and fades as the student responds. Give the student time — responses can be slow and they can be small. Accept any response in any of the three ways below.

Practice 1 — Add one, together

The student adds one object to a box, with hand-under-hand help (co-active movement — you and the student move together) if they accept it. Say ‘Another one!’ as the object drops.

The student can respond by:

1. holding the object, or letting their hand carry it into the box;
2. pressing a switch that makes the drop happen, or looking at the next object to keep the routine going;
3. vocalising, saying or signing as the object drops.

Practice 2 — Post them all away

Cards go into the letterbox one at a time until none are left. The student posts with help, then alone. ‘All gone!’ for each card; ‘No more left. Finished.’ at the end.

The student can respond by:

1. holding and pushing each card into the slot;
2. pressing a switch, or looking at or pointing to the next card;
3. vocalising, saying or signing ‘gone’ or ‘more’ (or their own word for it).

Practice 3 — Choose what goes in

Offer two objects (or two photos of the student’s own objects). Say ‘Which one? Another one!’ The student’s choice is the one that goes into the vase or box. Whatever they choose, it goes in, with ‘Another one!’

The student can respond by:

1. touching, taking or pushing one of the two real objects;
2. looking at one object or photo, pressing a switch for one side, or selecting on their AAC;
3. saying or signing which one.

Practice 4 — Show me what comes out

A box holds some familiar objects. Say ‘Which one comes out?’ The student shows which object will be taken away; then it is taken away. ‘All gone!’

The student can respond by:

1. touching or taking the object from the box;
2. looking at the object, pointing to it, or selecting its photo on a board or device;
3. saying, vocalising towards, or signing the object’s name.

More practice in other settings

Change the setting and the materials; keep the same phrases and the same gestures.

- **The canteen or snack time.** Food goes onto the plate (‘another one’), and gets eaten (‘all gone’). Cups are collected at the end — ‘no more left. Finished.’

- **The school shop.** The student ‘buys’ one item and pays with a \$1 coin — the coin goes over, the item comes back. Whole dollars only; \$1 coins only; no cents and no change. When the coins are spent: ‘All gone.’
- **The classroom tidy-up.** Pencils, blocks or craft things go into the tub one at a time until none are left on the table. ‘All gone! Finished.’
- **The screen.** A switch-accessible or touch-screen app where one press adds one object to the screen. Press, press, press — ‘another one!’ Then clear the screen together: ‘All gone. No more left.’

The referents can change to fit the student and their setting — swap the objects, keep the mathematics.

Recording sheet — observations across at least three occasions

At Level A, one observation is not evidence. Responses vary with tiredness, health, sensory load, and whether the student’s communication system is to hand. Record the student’s response on **at least three separate occasions**. The judgement is the student’s **best sustained** response across the occasions — not an average, and not the most recent one.

Assisted and partial responses are scored, not zeroed. Hand-over-hand, partial physical help, co-active movement, and eye gaze are real responses at this level.

The achievement standard for the Number content descriptions at Foundation Level A reads:

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

This subtopic is scored against the **adding and taking away** part of that sentence. (Counting is scored in subtopic 1C and sharing in subtopic 2B.)

Record for each occasion:

Occasion	Date and setting	Materials and activity	Support given	What the student did	Communication used
1					
2					
3					
more if needed					

What to look for:

- Notices an object being added or taken away — a look, a stilling, a change in face or body.
- Responds to the phrases — ‘all gone’, ‘no more left’, ‘another one’, ‘give me more’, ‘finished’ — in their own way.
- Takes part in adding or taking away: with full physical help, with partial help, or without touch help — by looking, gesturing, pressing a switch, or using their communication system.
- Shows they know what comes next: eyes on the hand before the move, a reach before the drop, a vocalisation before the phrase.

Judgement (from the best sustained response across the occasions):

- responds to adding and taking away with full physical support
- responds to adding and taking away with partial physical support
- responds to adding and taking away without touch support — by gaze, gesture, switch or communication system

Notes on what drew the strongest responses (objects, phrases, gestures, settings):

Responding to objects and collections being shared equally

Chapter 2 — Number: practical situations — adding, taking away and sharing

This section is written for the teacher. The teacher does the sharing and says the words that go with it. 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 sharing objects or a collection equally, in practical situations — VC2MFAN05, Victorian Curriculum Mathematics, Towards Foundation Level A

Strand	Number
Content description	VC2MFAN05
Elaboration ids carried for linkage	VC2MFAN05.E01, VC2MFAN05.E02, VC2MFAN05.E03

What this subtopic is about

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

A **collection** is a group of things: a group of crackers, a group of pencils, a group of classmates.

What ‘shared equally’ means here. The curriculum says *shared equally* and does not define the phrase at this level. In this subtopic it is treated as: everyone in the group gets a share — *one each, two for everyone*. The adult makes the shares and says the words. The student is not working out whether the shares match; the student responds to the sharing as it happens.

This subtopic covers three things that happen with sharing, and the student’s part in each:

- **Sharing equally.** The adult shares things out and says the modelled phrases: *one each, two for everyone, one for you and one for me*. The student responds as each share lands — looking, reaching, taking, making a sound.
- **Handing out.** The adult and the student hand things out to others in everyday situations. The student assists in whatever way they can — holding the container, pushing it on, giving with support.
- **Splitting a group.** The adult splits one collection into smaller groups so it can be shared, and says the words for what is happening. The student responds to the groups.

Three terms used in this section:

- A **modelled phrase** is a saying the adult says while doing. Here, the sharing sayings: *one each, two for everyone, one for you and one for me*.
- **Partitioning** means splitting one collection into smaller groups.
- A **ten-frame** is a card or tray with ten squares in two rows. Counters sit one to a square.

Why this subtopic matters. *One for you and one for me* is the earliest seed of proportional reasoning — thinking about what each person gets. It is also some of the most functional mathematics in this book: sharing food, handing out materials, sharing equipment are things this student can do every day, at any age.

What this subtopic is not. It is not about objects being added to and taken away from a collection (that is 2A). It is not about noticing collections change (that is 1B). It is not about counting, comparing and labelling (that is 1C). This subtopic asks no *how many?* question and teaches no number range — no Level A content description names any quantity. No comparison words (such as ‘more’ or ‘less’) are taught here; they belong to later levels of the Towards Foundation continuum. There are no number sentences, no symbols and no algorithms. The student is not checking that the shares match: the adult makes the shares and the student responds to the sharing.

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 sharing

One sequence, written for the teacher to deliver. Run it inside moments of the school day when things really get shared: snack time, handing out materials, cooking, packing away. 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 share from the day itself — pieces of snack, writing implements, counters, balls. At Level A the real object comes first, the photograph second, the drawing last. The object is the page.
- Something for the shares to land on — plates, cups, a mat, hands.
- A container to hold and pass the things — a basket, a box, a bag.
- A ten-frame and counters for Step 4. A **ten-frame** is a card or tray with ten squares in two rows; counters sit one to a square.
- The student's communication system, placed where the student can reach it.

Step 1 — 'One each': sharing with the modelled phrases (VC2MFAN05.E01)

participating in objects being equally distributed and shared; for example, assisting to distribute objects while an adult uses modelled phrases such as 'one each', 'two for everyone' or 'one for you and one for me' — VC2MFAN05.E01

SAY: *It's time to share. One each.*

DO: Take the things to share. Put one in front of each person, one at a time. Start with the person next to the student. Leave the student's share last.

SAY the modelled phrase as each share lands: *One each.*

WAIT: Before the student's share lands, stop. Hold the share where the student can see it. Look at the student. Give time.

WATCH FOR: the student looks at their place, reaches, opens their hand, makes a sound, smiles. Any of these is joining in. Respond to it, then give the share.

SAY: *One each. All done.*

When everyone gets two, the phrase changes and the routine stays the same: *Two for everyone*. Two things in front of each person, one person at a time.

Step 2 — 'One for you and one for me' (VC2MFAN05.E01)

DO: Sit with a small collection of things between you and the student — crackers, spoons, counters.

SAY: *One for you and one for me.*

DO: Put one thing in front of the student. Then put one thing in front of yourself. Go slowly, one pair at a time.

WAIT: Hold the next thing where the student can see it. Look at the student. Give time.

WATCH FOR: the student watches the things go back and forth, reaches for their share, pushes a thing toward you when it is your turn, makes a sound, stills. Any of these is joining in.

DO: Go on until the collection is shared out. SAY: *All done.*

This back-and-forth — *one for you and one for me* — is the seed of the whole subtopic. The student experiences two shares growing side by side, one thing at a time.

Step 3 — Handing out to everyone (VC2MFAN05.E02)

assisting in distributing objects to or sharing objects with others in everyday situations; for example, handing out a writing implement to each student from a collection of writing implements or sharing muffins with each class member after a cooking lesson — VC2MFAN05.E02

DO: Choose an everyday moment — handing out writing implements at the table, or sharing food after a cooking activity.

DO: Give the student a job in the handing out. The job can be small:

- The student holds the container while you take one thing for each person.
- Hand-over-hand, the student's hand and yours give one thing to each person.
- The student pushes the container toward the next person.

SAY: *One each. One for everyone.*

WATCH FOR: the student holds the container, pushes it on, lets go of a thing, watches each person receive. Any of these is assisting. The student does not need to know how many people there are; the routine carries the sharing.

Step 4 — Splitting a group to share it (VC2MFAN05.E03)

participating in the modelled partitioning or combining of collections of objects; for example, vocalising or gesturing as the teacher partitions counters using a ten-frame while saying 'We have 6 counters altogether: there are 4 in this group and 2 in that group' — VC2MFAN05.E03

DO: Put some counters on the ten-frame. Slide them into two groups.

SAY the modelled words: *We have 6 counters altogether: there are 4 in this group and 2 in that group.*

DO: Touch each group as you name it. A group can now go to one person and a group to another — this is how a collection gets split so it can be shared.

WAIT: Look at the student. Give time.

WATCH FOR: the student vocalises or gestures as the counters move — the participation named in the elaboration. Watching the groups, reaching for a group, making a sound: all of these are joining in.

DO: The groups can also come back together. Slide the counters back into one group. SAY: *Back together.*

The number words here are the adult's words. Nothing in this step asks the student to count or to say how many.

Step 5 — Finish

Finish while the student is still with the activity. SAY: *We shared! 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 sharing: looking at the share as it lands, 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 — One each at snack time

You need: the snack table, a plate for each person, a group of crackers, the student.

What the teacher does	What the teacher says
Bring the crackers to the table in their basket. Put a plate in front of each person.	<i>It's time to share. One each.</i>
Take one cracker. Put it on the plate of the person next to the student.	<i>One each.</i>
Go on, one person at a time, one cracker for each plate. Leave the student's plate last.	<i>One each.</i>
Hold the last cracker where the student can see it. Look at the student. Give time for any sign of joining in.	<i>(wait)</i> then <i>One each.</i>
Celebrate the response the student gave, in whatever way they gave it. Then let the eating begin.	<i>All done.</i>

Watch for: the student watches the crackers land on the plates, reaches as their own share comes close, opens their hand, vocalises at the pause. Each of these is participation in objects being equally distributed and shared, with the adult's modelled phrases (VC2MFAN05.E01).

Worked example 2 — Handing out the pencils

You need: a box of writing implements, the class at their places, the student.

What the teacher does	What the teacher says
Bring the box to the student. Put the student's hands on the box, or hold it where they can touch it.	<i>Let's hand out the pencils. One each.</i>
Hand-over-hand, take one pencil with the student and give it to the person next to them.	<i>One for you.</i>
Go back to the box. Wait for the student to hold the box, push it on, or watch for the next pencil to go.	<i>(wait)</i>
Whatever the student does — holds, pushes, watches, vocalises — take it as assisting, and give the next pencil.	<i>One for you.</i>
Finish when everyone has one.	<i>One each. All done.</i>

Watch for: the student holds the box, lets go of a pencil with or without support, pushes the box toward the next person, watches each person receive. Each of these is assisting in distributing objects to others in an everyday situation (VC2MFAN05.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 — Receiving a share

The teacher shares things out at the table as in Step 1, and pauses before each share lands. Support is high: the share is placed right in front of the student.

- **Object or photograph choice:** The student chooses what gets shared by touching one of two real things held out — a cracker or a cup. The chosen thing is then shared, one each.
- **Gesture, eye-gaze, switch or AAC:** The student reaches, looks at their place, or presses a switch when their share is offered. The switch plays the phrase *one for me* or signals that the student is ready. The switch takes switch or touch input.
- **Speech or sign:** The student uses a sound, a word or a sign when the share is offered.

Practice 2 — Assisting to hand out, hand-over-hand

The teacher runs Step 3. The student's hand and the teacher's hand give one thing to each person together.

- **Object or photograph choice:** The student chooses the container that holds the things to hand out — a basket or a box — by touching one of the two.
- **Gesture, eye-gaze, switch or AAC:** The student stays with the handing out, lets go of each thing with support, or presses the switch that plays *one for you* as each thing is given. The switch takes switch or touch input.
- **Speech or sign:** The student says or signs along with the sharing words, in whole words, parts of words, or sounds.

Practice 3 — Pushing the container on

The same handing out as Practice 2, with the support stepped back. The teacher waits for the student to push the container toward the next person, then takes one thing out for that person. The adult still does the sharing words.

- **Object or photograph choice:** At the end, the student chooses again — share the crackers or share the pencils — by touching one of the two real containers.
- **Gesture, eye-gaze, switch or AAC:** The student pushes the container on, points to the next person, or looks at them. If a yes/no question is used — *Hand out 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 handing out to go on, in whatever words they use.

Practice 4 — The student signals the next share

The teacher holds the next share and waits. The student signals who gets it — by looking at a person, by touching a person, or by choosing between two photographs of classmates. The teacher says the words as the share lands: *One for you*. The student also responds to the ten-frame split from Step 4 — any vocalisation or gesture as the counters move into groups is the participation named in VC2MFAN05.E03.

- **Object or photograph choice:** The student chooses the next person to receive by touching one of two photographs, or one of two people, held out to them.
- **Gesture, eye-gaze, switch or AAC:** The student looks at, reaches for, or switch-selects the next person. A switch can also play *one for you* as the share lands. The switch takes switch or touch input.
- **Speech or sign:** The student names or signs the next person, 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 shares, splits and says the sharing words; the student joins in and responds. The settings here belong to no age; the teacher chooses the referents that fit this student.

1. **Sharing muffins after a cooking lesson.** The muffins are cut into pieces and shared with each class member, one each. The student assists in whatever way they can — holding the plate, giving a piece hand-over-hand, watching each person receive. The smell and the texture make the sharing worth staying for (VC2MFAN05.E02).
2. **Sharing equipment in the gym.** Balls or beanbags are shared at physical education — one each, into a hoop or a basket for each person. The student helps by pushing the basket on, or watches each person receive and responds (VC2MFAN05.E01).
3. **Sharing at the lunch table.** Napkins, cups and pieces of fruit are shared at lunch — *one each, one for everyone*. The table is a real setting for all ages, and the phrases stay the same from day to day (VC2MFAN05.E01).
4. **Sharing materials at the art table.** Glue sticks, crayons or pieces of paper are handed out from a box — one each. The student assists with the box as in Step 3, with whatever support they need (VC2MFAN05.E02).

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, VC2MFAN05, against the sentence's sharing verb: the student *participates in* and *responds to* sharing done with them and around them, in practical situations. Counting belongs to 1C; adding and taking away belong to 2A, and are scored there.

Recording sheet — VC2MFAN05

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 things are shared out equally (looks, stills, reaches, takes their share)				
Joins in with the modelled sharing phrases — ‘one each’, ‘two for everyone’, ‘one for you and one for me’				
Assists in handing things out to others (holds or pushes the container, gives a thing with or without support)				
Responds when a collection is split into groups to be shared (watches the groups, vocalises, gestures)				
Signals that the sharing is wanted again (reaches for the container, pushes				

Behaviour observed	Occasion 1 — date, setting, modality	Occasion 2 — date, setting, modality	Occasion 3 — date, setting, modality	Further occasions
it toward someone)				

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 objects and collections being shared equally, in practical situations, across occasions, with the support noted.
- ☐ The student participates in and responds to objects and collections being shared equally 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 2 (CP2) — Chapter 2: Number — practical situations

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Observation checkpoint — one-to-one, with real objects and real moments of the day. 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 adding, the taking away and the sharing; the student's mathematics is their response.

Instrument information

Instrument	Checkpoint 2 (CP2) — Chapter 2 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 2 — Number: practical situations — adding, taking away and sharing (sections 2A–2B)
Content descriptions assessed	VC2MFAN04 (2A), VC2MFAN05 (2B) — each scored once, out of 4
Marks	8 — 4 marks per owned content description, on the Level A 0–4 scale
Structure	2 observed tasks: Task 1 — objects added and taken away, including a \$1-coin transaction and a screen variation (4 marks); Task 2 — modelled equal sharing with a ten-frame (4 marks)
Format	Observed role-play with physical and virtual materials: objects added and taken away ('all gone', 'no more left'), a \$1-coin transaction, modelled equal sharing with a ten-frame, 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 CP2 recording sheet: <code>_MathsADA_CP2_Rubric.md</code> . 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.
 - **Money is whole dollars only.** The only money in this checkpoint is the Australian \$1 coin — a coin, never a note: the \$1 coin was first introduced on 14 May 1984 and replaced the paper \$1 note. No cents, no change, no other coin or note appears anywhere in this checkpoint. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-27.
 - **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.
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Teacher guidance — before you begin (Level A)

CP2 gathers the evidence Chapter 2 has been building: the student responding to objects going **into** a collection and coming **out** of it (2A), and responding to sharing done with them and around them (2B).

The tasks below are the same shape as the section teaching sequences. Run them inside the real doings of the day — snack time, the canteen, the school shop, the classroom tidy-up, the art table — 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 CP2 never asks. No “how many?”, no number range, no comparison words, no number sentences, no plus, take-away or equals signs, no written response. No Level A content description names any quantity. The adult does the adding, the taking away and the sharing, and says the words that go with it; the student responds.

The phrases carry the ideas. Say the same phrase every time the same thing happens, paired with the same gesture, sign or object cue, and use the student's own signs or symbols where they have them. For adding and taking away: ‘*all gone*’, ‘*no more left*’, ‘*another one*’, ‘*give me more*’, ‘*finished*’ (VC2MFAN04.E01). For sharing: ‘*one each*’, ‘*two for everyone*’, ‘*one for you and one for me*’ (VC2MFAN05.E01). These words describe the situation — they are not used to name a quantity.

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 — Objects added and taken away (Level A)

Assessed content description: VC2MFAN04 — *respond to practical situations involving addition and subtraction of collections with physical and virtual materials* (quoted verbatim from maths_AD.json). **Section:** 2A. **Marks:** 4.

Both ideas must be evidenced, and they are scored as one mark out of 4: adding (objects going **into** a collection — ‘another one’, ‘give me more’) and taking away (objects coming **out** of it, to none if the routine allows — ‘all gone’, ‘no more left’, ‘finished’). Gather evidence for both across the occasions. The CD also names physical **and** virtual materials: the box-and-objects routine is the physical side; the screen variation in Part D is the virtual side, and a switch-accessible or touch screen counts as one setting.

Materials

- A cup, box or bowl; objects that fit it and that the student likes — pencils, pegs, blocks, shells, bottle tops
- A vase with flowers (real or fabric); a letterbox, slot box or bag with cards or letters to post
- Real **\$1 coins** (a small group — 4 is enough) and a real place to ‘pay’ — the canteen or the school shop — and one real item to ‘buy’ from the student’s day. Every coin is a \$1 coin — a coin, never a note; the \$1 coin was first introduced on 14 May 1984 and replaced the paper \$1 note. No cents, no change, no other coin or note appears. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-27.
- A switch-accessible or touch-screen app or web page where one press makes one object appear on the screen and the screen can be cleared — the tool accepts **switch or touch input**; name the input the student uses; use the student’s own switch where they have one. Real objects come first; the screen is one variation.
- The student’s communication system, to hand

Script

Part A — adding: ‘another one’. Put the box where the student can see it. Hold up one object: “Look — another one!” Put it into the box so the student sees it go in. Wait. Watch for a response: a look at the object or the box, a reach, a vocalisation, a change in the face or body. Say what you saw: “You saw it go in!” Do it again with the next object — same words, same gesture, every time. Then give the student a part: hold out your hand — “Give me more!” — and help the student put an object in: hand under hand if they accept it, a touch on the elbow, or just a wait and a look. When the object goes in: “Another one!”

Part B — taking away to none: ‘all gone’. Start with objects in the box. Take one out and put it away: “All gone!” — paired with the same gesture each time: an open hand, ‘gone’, or the sign the student uses. Take the next one out: “All gone!” Keep going until the box is empty; for the last one: “No more left. All gone. Finished.” Before you take an object out, wait for the student to touch it, look at it or gesture to it — then take it. Posting works the same way: cards go into the letterbox one at a time until none are left, the student posts with help and then alone, and you turn the box together at the end: “No more left. All gone. Finished.”

Part C — the \$1 transaction. At the canteen or the school shop, the student ‘buys’ one real item and pays with one Australian \$1 coin: the coin goes over, the item comes back. The student’s part can be small — holding the coin, releasing it into the seller’s hand with or without support, pushing it across the counter, watching it go and reaching for the item. Say the phrases as the transaction happens: the coin goes — “All gone!”; the item comes — “Here it is!”; when the coins are spent — “All gone. No more left.” Whole dollars only; \$1 coins only; no cents and no change. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-27.

Part D — the screen: adding and clearing. On the switch-accessible or touch-screen app, one press makes one object appear: press, press, press — “Another one!” The student presses the switch, touches the screen, or watches and signals the next press. Then clear the screen together: “All gone. No more left.” Name the input the student uses on the recording sheet — switch or touch. The screen is one variation of the same mathematics; real objects come first.

Part E — mix it in one routine. Put some in, take some out, one at a time, with the matching phrase each time. Watch for the student knowing what comes next: eyes on your hand before the object moves, a reach before the drop, a vocalisation before the phrase. That is the mathematics. Use the same phrases inside the real doings of the day — snack time (‘another one’ on the plate, ‘all gone’ as it is eaten), the classroom tidy-up (pencils into the tub until none are left: ‘All gone! Finished.’). Same words, same gestures — new places and new objects.

Response set — how the student can answer

- **Object or photograph choice:** hold, push or release an object into the box; touch or take the object that comes out; hold and release the \$1 coin; choose which object goes in next from two offered; choose the item to ‘buy’.

- **Gesture, eye-gaze, switch or AAC:** look at the object as it goes in or comes out; look at or point to the object that will be taken away; press the switch that makes the drop happen or the screen object appear; select ‘more’, ‘gone’ or the item on the AAC page; push the coin across the counter.
- **Speech or sign:** vocalise as the object drops; say or sign ‘gone’, ‘more’ or ‘finished’ (or the student’s own word for it).

Record

On the CP2 recording sheet, for each occasion: evidence for adding and evidence for taking away — what was added, what was taken, the phrase used, the student’s response and the support given; note the setting (table, canteen, school shop, screen) and the input used on the screen (switch or touch).

Task 2 — Sharing equally (Level A)

Assessed content description: VC2MFAN05 — *respond to sharing objects or a collection equally, in practical situations* (quoted verbatim from `maths_AD.json`). **Section:** 2B. **Marks:** 4.

The whole of this task. The adult does the sharing and says the words that go with it; the student takes part while the sharing happens around them and with them. ‘Shared equally’ here means everyone in the group gets a share — *one each, two for everyone*. The student is not working out whether the shares match; the student responds to the sharing as it happens — and assists in handing out in whatever way they can. The ten-frame split shows how a collection is divided so it can be shared.

Materials

- Real things to share from the day itself — pieces of snack, crackers, writing implements, counters, balls; the real object comes first, the photograph second
- Something for the shares to land on — plates, cups, a mat, hands
- A container to hold and pass the things — a basket, a box, a bag
- A **ten-frame** — a card or tray with ten squares in two rows; counters sit one to a square — and some counters
- The student’s communication system, to hand; the YES and NO pair ready if “Share again?” is asked

Script

Part A — ‘one each’. Bring the things to share in their container. Put a place for each person. Say: “It’s time to share. One each.” Put one thing in front of each person, one at a time, starting with the person next to the student; leave the student’s share last. Say *One each* as each share lands. Before the student’s share lands, stop. Hold the share where the student can see it. Look at the student. Give time. Watch for: the student looks at their place, reaches, opens their hand, makes a sound, smiles. Any of these is joining in. Respond to it, then give the share: “One each. All done.” When everyone gets two, the phrase changes and the routine stays the same: *Two for everyone*.

Part B — ‘one for you and one for me’. Sit with a small collection between you and the student — crackers, spoons, counters. Say: “One for you and one for me.” Put one thing in front of the student; then one thing in front of yourself. Go slowly, one pair at a time. Hold the next thing where the student can see it. Give time. Watch for: the student watches the things go back and forth, reaches for their share, pushes a thing toward you when it is your turn, makes a sound, stills. Go on until the collection is shared out: “All done.”

Part C — handing out to everyone. Choose an everyday moment — handing out writing implements at the table, or sharing food after a cooking activity. Give the student a job in the handing out: hold the container while you take one thing for each person; hand-over-hand, the student’s hand and yours give one thing to each person; the student pushes the container toward the next person. Say: “One each. One for everyone.” Watch for: the student holds the container, pushes it on, lets go of a thing, watches each person receive. The student does not need to know how many people there are; the routine carries the sharing.

Part D — splitting a group on the ten-frame. Put some counters on the ten-frame, one to a square. Slide them into two groups. Say the modelled words: “We have 6 counters altogether: there are 4 in this group and 2 in that group.” Touch each group as you name it; a group can now go to one person and a group to another — this is how a collection

gets split so it can be shared. Look at the student. Give time. Watch for: the student vocalises or gestures as the counters move — watching the groups, reaching for a group, making a sound. The groups can also come back together: slide the counters back into one group — “Back together.” The number words here are the adult’s words; nothing in this part asks the student to count or say how many.

Part E — share again? If you ask “Share again?”, place the YES and NO pair in front of the student first; take the answer in whatever channel it comes — a touch, a gaze, a switch press, a sign, a word — and act on it. A reach for the container or a push of it toward someone is also an answer.

Response set — how the student can answer

- **Object or photograph choice:** touch one of two real things to choose what gets shared; hold or push the container; receive a share — reach, open the hand, take it; choose the next person to receive by touching one of two photographs; touch the YES or NO symbol for “Share again?”.
- **Gesture, eye-gaze, switch or AAC:** look at the share as it lands; look at their place before the share arrives; press the switch that plays *one for me* or *one for you* as each share lands (the switch takes switch or touch input); select yes or no on the device.
- **Speech or sign:** vocalise at the pause before their share; say or sign along with the sharing words, in whole words, parts of words or sounds.

Record

On the CP2 recording sheet, for each occasion: evidence that the student responds when things are shared out equally; joins in with the modelled sharing phrases; assists in handing out; responds when a collection is split into groups on the ten-frame — what was shown, how, in which channel, 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: VC2MFAN04 /4, VC2MFAN05 /4 — checkpoint total /8. The rubric and the scale are on MathsADA_CP2_Rubric.md. Each content description then appears again in the Level A review, worth 2 marks, before reporting against the achievement standard.

Checkpoint 2 (CP2) — Rubric and recording sheet

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Chapter 2 — Number: practical situations — adding, taking away and sharing. 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 2 (CP2) — 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	VC2MFAN04, VC2MFAN05 — each scored once, out of 4
Marks	8
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 — VC2MFAN04 · objects added and taken away · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “respond to practical situations involving addition and subtraction of collections with physical and virtual materials.”

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 **adding and taking away** part of that sentence; counting is scored in CP1 and sharing in Record 2 below.

Both ideas must be evidenced, and they are scored as one mark out of 4: adding (objects going into a collection — ‘another one’, ‘give me more’) and taking away (objects coming out of it — ‘all gone’, ‘no more left’, ‘finished’). The CD also names physical and virtual materials: the screen variation, accepting **switch or touch input**, counts as one setting. Money is whole dollars only: the Australian \$1 coin — a coin, never a note. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-27.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials (table / canteen / school shop / screen; input: switch or touch)				
Communication modality used				
Response to adding — objects going in; what was shown, and how				
Response to taking away — objects coming out; what was shown, and how				
Response to the phrases — ‘all gone’, ‘no more left’, ‘another one’, ‘give me more’, ‘finished’				
The \$1 transaction — coin goes over, item comes back; what the student did				

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

Mark descriptors for VC2MFAN04:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the box, the objects or the adult, but no response to the adding or taking away is observed
2	Responds to the prompt with full support — adds or takes away hand-over-hand or co-actively, or responds to ‘all gone’ or ‘another one’ only with full modelling — on at least one occasion
3	Responds to objects being added or taken away 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 practical situations involving addition and subtraction of collections in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings — both adding and taking away evidenced, for example the box routine on one occasion, the canteen or the \$1 transaction on another and the switch- or touch-accessible screen as one variation — with or without support

Best sustained mark for VC2MFAN04: ____ / 4

Record 2 — VC2MFAN05 · sharing equally · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “respond to sharing objects or a collection equally, in practical situations.”

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 **sharing** part of that sentence; counting is scored in CP1 and adding and taking away in Record 1 above.

The evidence: the adult does the sharing and says the modelled phrases — ‘one each’, ‘two for everyone’, ‘one for you and one for me’ — and the student participates in and responds to the sharing as it happens: responding when things are shared out equally, joining in with the phrases, assisting in handing things out to others, and responding when a collection is split into groups on the ten-frame so it can be shared. The student is not checking that the shares match.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				

	Occasion 1	Occasion 2	Occasion 3	Further
Setting and materials (snack table / handing out / ten- frame)				
Communication modality used				
Responds when things are shared out equally — looks, stills, reaches, takes their share				
Joins in with the modelled phrases — ‘one each’, ‘two for everyone’, ‘one for you and one for me’				
Assists in handing out — holds or pushes the container, gives a thing with or without support				
Responds to the ten- frame split — watches the groups, vocalises, gestures				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFAN05:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the table, the container or the adult, but no response to the sharing is observed
2	Responds to the prompt with full support — receives a share or hands out hand-over-hand or co-actively, or responds to the sharing phrases only with full modelling — on at least one occasion
3	Responds to objects or a collection being shared equally 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 sharing objects or a collection equally, in practical situations, in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or

Mark

What you see

settings — for example, snack-time sharing on one occasion, handing out writing implements on another and the ten-frame split as one variation — with or without support

Best sustained mark for VC2MFAN05: ____ / 4

Checkpoint 2 summary

Content description	Section	Best sustained mark
VC2MFAN04 — respond to practical situations involving addition and subtraction of collections with physical and virtual materials	2A	___ / 4
VC2MFAN05 — respond to sharing objects or a collection equally, in practical situations	2B	___ / 4
Checkpoint 2 total		___ / 8

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:** _____