

Mathematics Towards Foundation A

Chapter 4 — Measurement: the shape of the school day

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Contents

Section	Page
Responding to routine and non-routine events in the school day	2
Checkpoint 4 (CP4) — Chapter 4: Measurement — the shape of the school day	10
Checkpoint 4 (CP4) — Rubric and recording sheet	16
Checkpoint 4 summary	19

Responding to routine and non-routine events in the school day

Subtopic 4A · Strand: Measurement · Owns VC2MFAM01 · Elaboration ids carried: .E01 .E02 .E03 · 48
MCQs keyed to this CD (digital and teacher-facing layer; none are printed here)

The teacher reads, says and does everything here. The student does not need to read, write or speak. The student responds in their own way — with a look, a change of the body or the face, a sound, a gesture, a switch press or a selection on their communication tool. Every response counts.

respond to routine and non-routine events during the school day — VC2MFAM01

Achievement standard extract for this content description:

“Students participate in and respond to measurement activities through structured routine and non-routine activities and events during the school day.”

What this subtopic is about

The school day has a shape. Some things happen at the same time and in the same way every day. These are **routine events**: arriving, eating, recess, going home. On some days something changes. These are **non-routine events**: a wet-weather timetable, an incursion, a changed place to eat.

The mathematics here is the shape of the day — what happens, what comes next, what stays the same and what changes. The student experiences that shape and responds to it. The response is the evidence: a change in body language, a change in facial expression, a vocalisation, a gesture, a look towards the right thing, a switch press, or a selection on a communication tool.

This subtopic is **not about size**. Comparing ‘big’ and ‘little’ is not part of it. There are **no units** here — not informal units, not metric units — and **no estimation**. There is **no clock anywhere in this subtopic**. If a clock appears incidentally in a photograph, it is not read and it is not labelled.

This subtopic hinges on the non-routine event. A student who only ever rehearses the ordinary day has met half the content description. The teaching sequence below always includes a planned change to the day.

Choose objects, photographs and symbols that suit this student, whoever they are.

Communication access

Every CD in this book is evidenced by the student’s *response*, so the response channel has to be in place before the mathematics can be seen. VC2 English at these same levels requires students to “use their **preferred communication modality**” (VC2EFALY01). In this subtopic, communication access is content, not an add-on.

Every activity below ships with a response set that works in at least three modalities:

1. **Object or photograph choice** — the student touches, holds or looks at a real object or a photograph.
2. **Gesture, eye-gaze, switch or AAC selection** — the student points, looks, presses a switch or makes a selection on their communication tool.
3. **Speech or sign** — the student speaks or signs, where that is their way.

No item requires speech. A response in any modality is a response.

Where an activity asks a yes/no question, the method is supplied: hold up the yes symbol or object and the no symbol or object, or set up two switches, one for yes and one for no. The book never assumes a head nod or a head shake.

Where a material here is digital — for example, a ‘first-then’ board on a tablet — it is one that accepts touch or switch input, and this subtopic says so when it names one.

Teaching sequence — full script

This sequence is written for the teacher to deliver. Words after **Teacher says:** are read aloud exactly as written. Short words, a slow pace, and time to wait after each one.

Run the sequence across several days and in several settings. One run is not the teaching, and one response is not yet evidence.

Materials — choose what fits this student’s school day:

- real objects that belong to the student’s big daily events — a lunchbox, a drink bottle, a hat, a bag, a swimming towel — whatever fits the day
- matching photographs or symbols for the same events
- a **‘first-then’ board** — a board with two places on it: FIRST one thing happens, THEN the next thing happens
- the objects, photographs or symbols for one planned change to the day

Part 1 — The signals for the day (*many short sessions*)

The student learns that the day’s events carry signals — a real object, a photograph or symbol, and a word — and that the signal says what is coming.

Take one event per session. Pair it the same way every time: the object, then the symbol, then the word.

For the mealtime event:

The teacher holds up the lunchbox where the student can see and touch it.

Teacher says: *“It is time for lunch. Here is your lunchbox. Lunch.”*

The teacher puts the lunch symbol next to the lunchbox and points to the symbol.

Teacher says: *“Lunch. We eat lunch.”*

The teacher waits. The teacher watches the student.

Repeat with the other big events of this student’s day, one at a time, across days.

What to watch for: any change when the object appears — a look towards the lunchbox, a change in body language or facial expression, a vocalisation. That change is a response (VC2MFAM01.E01, .E02).

Part 2 — Living the routine events

The student participates in everyday events and their associated visual, equipment and sensory elements (VC2MFAM01.E02).

Give the signal for the event — object, symbol, word — just before it happens. Then live the event all the way through: go to the place, use the equipment, feel the sensory elements — the sounds of the playground, the sun or the rain, the taste of the food, the feel of the seat.

For the recess event:

The teacher shows the morning tea and its symbol.

Teacher says: *“It is recess. Here is your morning tea.”*

The teacher and the student go to the recess place. They eat. They stay for the event: the sounds, the space, the movement around them.

What to watch for: participation in the elements of the event — looking around, holding the equipment, responding to the sounds and textures; a gesture or a vocalisation that shows a preference for a known activity.

Part 3 — Words for the day

The student responds to teacher statements about what happens in the day, with the ‘first-then’ board as support (VC2MFAM01.E03).

The teacher points to the FIRST place on the board, then to the THEN place, placing the object or symbol for each part while saying it.

Teacher says: *“Today is Monday. First we work. Then lunch.”*

Use the student’s real events. Keep the same two-part shape: *First* one event, *Then* the next. Just before the second event, point to the THEN item again.

Teacher says: *“First work is done. Now lunch.”*

What to watch for: a look at the ‘then’ item on the ‘first-then’ board; a gesture or a vocalisation in response to the teacher statement.

Part 4 — The changed day

This part is the hinge of the subtopic. The student responds to a non-routine event — a planned change to the day (VC2MFAM01.E01).

Pick a real change that is coming: a wet-weather timetable, an incursion, a different room, a changed place to eat. Announce the change with its signal.

For a wet-weather change:

The teacher shows the object or photograph for the indoor activity and puts it on the THEN place of the ‘first-then’ board.

Teacher says: *“Today is different. It is raining. We are staying inside.”*

The teacher lives the changed event with the student, and gives time before, during and after.

What to watch for: the response to the change — a change in body language, in facial expression or in vocalisation when the change is shown and when it happens. A response to a change can be big or small. Both are responses. Repeat changed days across the term so the change stays a supported experience, not a surprise.

Worked examples

The teacher models these with real objects. They are not written for the student to read. The student watches, joins in and responds.

Worked example 1 — The lunchbox: a routine event with its signals

Materials: the student’s lunchbox; the lunch symbol or photograph; the place where the student eats.

What the teacher does	What the teacher says	What to watch for
Holds the lunchbox where the student can see and touch it	<i>“It is time for lunch. Here is your lunchbox.”</i>	A look towards the lunchbox; a change in body, face or voice
Puts the lunch symbol next to the lunchbox and points to it	<i>“Lunch. We eat lunch.”</i>	The gaze moving between the lunchbox and the symbol
Goes to the eating place with the lunchbox and eats	<i>“We eat lunch here.”</i>	Participation: holding, opening, eating, feeling the place

The pairing — object, symbol, word — is the model. Do it the same way every day. The repeated pairing is what the student responds to.

Worked example 2 — The changed plan: a non-routine event

Materials: the ‘first-then’ board; the photograph or symbol for outdoor play; the object, photograph or symbol for the wet-weather activity (for example, an indoor ball).

What the teacher does	What the teacher says	What to watch for
Shows the outdoor-play symbol on the THEN place, as usual	<i>“Every day we play outside.”</i>	A look at the familiar symbol
Swaps the THEN item for the indoor object or photograph	<i>“Today is different. It is raining. We are playing inside.”</i>	The response to the change: body, face, voice
Does the indoor activity with the student	<i>“Inside play. Here is the ball.”</i>	Participation in the changed event

The change is the point. Whatever the student does in response to it — a look, a startle, a sound, a stillness — is the response to observe.

Practice opportunities

Scaffold every practice the same way: model it first, then assist — hand-over-hand, co-active movement or a partial physical prompt — then pause and wait. Assisted and partial responses are real responses, and they are recorded as such.

Practice 1 — The day starts: arriving and settling

Respond to the routine event that opens the day.

Materials: the student’s bag, hat or another arrival object; its matching symbol or photograph; the settling place.

The teacher greets the student and pairs the arrival object with its symbol and its word, then does the settling routine the same way every day.

Teacher says: *“You are here. Your bag goes here.”*

Response set:

- *Object or photograph choice:* the student touches or looks at the bag or hat, or its photograph, when it is shown.
- *Gesture, eye-gaze, switch or AAC selection:* the student looks towards the settling place, or presses the switch or selects the arrival symbol on their tool.
- *Speech or sign:* a greeting, or a word or sign for the event, where that is the student’s way.

Practice 2 — Mealtime: the lunchbox again

Participate in the mealtime event and its elements.

Materials: the lunchbox, the drink bottle, the eating place, the matching symbols or photographs, the yes and no symbols or objects (or two switches).

The teacher gives the signal for the event, goes to the eating place and eats. Then the teacher asks one yes/no question, and supplies the yes/no method: the yes symbol or object and the no symbol or object are held up, or the two switches are set, one for yes and one for no.

Teacher says: *“Do you want to eat?”*

The student answers by touching or looking at one symbol or object, or by pressing one switch.

Response set:

- *Object or photograph choice:* the student touches or looks at the yes or no object or photograph.
- *Gesture, eye-gaze, switch or AAC selection:* the student gazes at one symbol, presses one switch, or selects yes or no on their tool.
- *Speech or sign:* where that is the student’s way.

Practice 3 — Two parts of the day: first, then

Respond to a teacher statement about two parts of the day, with the ‘first-then’ board.

Materials: the ‘first-then’ board; the objects, photographs or symbols for two real events in this student’s day.

The teacher says the two-part statement, pointing at each place on the board while saying it, then lives both events. Before the second event, the teacher points to the THEN item again and asks:

Teacher says: *“First work. Then lunch. ... What comes next?”*

Response set:

- *Object or photograph choice:* the student touches or looks at the object or photograph on the THEN place.
- *Gesture, eye-gaze, switch or AAC selection:* the student gazes at the THEN place, or presses the switch or selects the ‘then’ item on their tool.
- *Speech or sign:* where that is the student’s way.

Practice 4 — The planned change: a non-routine event

Respond to a change that is planned for the day.

Materials: the planned change itself — a wet-weather stay inside, an incursion, a changed room; the object, photograph or symbol for the changed event; the ‘first-then’ board.

The teacher announces the change with its signal, puts the changed event on the board, and lives it. Time is given before, during and after.

Teacher says: *“Today is different. We have a visitor.”*

Response set:

- *Object or photograph choice:* the student touches or looks at the signal for the changed event.
- *Gesture, eye-gaze, switch or AAC selection:* the student gazes at, reaches for or selects the changed item on the board or tool.
- *Speech or sign:* where that is the student’s way.

The key responses here are the changes in body language, facial expression and vocalisation when the change is shown and when it happens.

Further opportunities — vary the setting and the materials

1. **A whole-school assembly** — a move to the hall or the assembly area, with its sensory elements: sound, many people, a different seat. Watch for the response to the changed place and to the sensory elements.
 2. **A lesson in another room** — art, music or the library. The room’s own equipment is the material. Watch for participation in the visual, equipment and sensory elements of the room.
 3. **A wet-weather recess** — eating or playing inside; the plan for the day changes. Watch for the response to the changed event.
 4. **An incursion or an excursion** — a visitor or an outing: a planned non-routine event. Prepare for it with the object, photograph or symbol for the event and the ‘first-then’ board. Watch for the response to the new people, the new place and the new equipment. Announce the event with its signal.
-

What to judge — the rubric

The rubric for this subtopic uses the achievement standard extract of its owning CD, quoted verbatim:

“Students participate in and respond to measurement activities through structured routine and non-routine activities and events during the school day.”

Judge two things separately:

Evidence

Routine events

the student participates in and responds to structured routine activities and events during the school day — arriving, mealtime, recess, home time

Non-routine events

the student participates in and responds to structured non-routine activities and events during the school day — a wet-weather timetable, an incursion, a changed place

Evidence of *responds to* includes: a change in body language, a change in facial expression, a vocalisation, a gesture, a look towards the event or its signal, a switch press, a selection on an AAC tool, speech, or sign.

Three rules bind the judgement:

1. **At least three occasions.** A single observation is not evidence at this level. Response varies with fatigue, seizure activity, medication, sensory load, pain, and whether the student's communication system is to hand.
2. **The best sustained response.** The recorded judgement is the student's best sustained response across the occasions — not an average and not the most recent.
3. **Assisted and partial responses are scored, not zeroed.** Hand-over-hand, partial physical prompt, co-active movement and eye-gaze are legitimate observed responses. A rubric that scores only independent performance has failed the achievement standard, which reads “students *participate in and respond to*” — not “does alone”.

Recorded separately for routine and for non-routine events:

Band	What it means
Not yet observed	no response observed on the occasions so far
Emerging	a response observed on one or two occasions, with full assistance
Responding	responses observed across the occasions, with partial assistance
Sustained	responses observed on at least three occasions, with partial or no assistance

Recording sheet — observations across at least three occasions

Record at least three occasions. Add rows where more occasions are needed.

Occasion — date and session	Event — routine or non-routine	What happened, and what was said	The response observed	Assistance given	Communication used	Notes
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1
2
3

- **The response observed** — change in body language, change in facial expression, vocalisation, gesture, gaze, switch press, AAC selection, speech, sign.
- **Assistance given** — hand-over-hand, partial physical prompt, co-active movement, or none.
- **Communication used** — object or photograph; gesture, eye-gaze, switch or AAC; speech or sign. Where a yes/no question was asked, record the yes/no method that was supplied.

Judgement — the best sustained response, across at least three occasions:

- Routine events: _____ (band, and the evidence for it)
- Non-routine events: _____ (band, and the evidence for it)

Curriculum links — coverage and item linkage

Content description — VC2MFAM01 (verbatim): *respond to routine and non-routine events during the school day*

Achievement standard extract (verbatim): *Students participate in and respond to measurement activities through structured routine and non-routine activities and events during the school day.*

Elaboration ids carried by this subtopic — VC2MFAM01.E01, VC2MFAM01.E02, VC2MFAM01.E03. The elaborations are VCAA’s illustrations — one way the content description might look — and they are **not** a teaching sequence to walk through. Coverage here is judged against the content description text and the achievement standard extract, never against a tally of elaborations touched. The ids are carried for MCQ, short-answer and coverage linkage only.

- VC2MFAM01.E01 — “*responding to a routine or non-routine event by demonstrating a change in body language or facial expression or through vocalisation; for example, looking towards their lunchbox when brought out during mealtime, or responding to a change or disruption to a daily routine or event such as a wet-weather timetable or an incursion*”
- VC2MFAM01.E02 — “*participating in everyday events and their associated visual, equipment and sensory elements; for example, indicating a preference for a known activity through vocalisation or gesture, or looking towards a lunchbox when paired with a symbol, object and single word in response to the teacher saying ‘lunchtime’*”
- VC2MFAM01.E03 — “*responding to routine school events; for example, gesturing or vocalising in response to teacher statements such as ‘Today is Monday. We have swimming after lunch’ or ‘It is recess. Get your morning tea’, or looking at the ‘then’ item on a ‘first-then’ board*”

Boundary notes — what is not in this subtopic: no comparing of size (‘big’, ‘little’); no units of any kind and no estimation; no clock — if one appears incidentally in a photograph it is not read and not labelled; and the non-routine event is not optional — it is half of the content description.

Checkpoint 4 (CP4) — Chapter 4: Measurement — the shape of the school day

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Observation checkpoint — gathered across the school day itself. The teacher reads, signs or symbol-supports everything on these pages. The student reads nothing, writes nothing and is never required to speak. The mathematics is the shape of the day — what happens, what comes next, what stays the same and what changes — and the student's response to it.

Instrument information

Instrument	Checkpoint 4 (CP4) — Chapter 4 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 4 — Measurement: the shape of the school day (section 4A)
Content descriptions assessed	VC2MFAM01 (4A) — scored once, out of 4
Marks	4 — 4 marks for the owned content description, on the Level A 0–4 scale
Structure	1 observed task across the school day: response to routine events (Parts A–C) and to a non-routine event (Part D). Both must be evidenced; one mark out of 4.
Format	Observed across the school day: response to routine and non-routine events, with objects of reference, symbols and ‘first-then’ boards
Timing	Untimed. The observations sit inside the day itself — arriving, mealtime, recess, home time, and one planned change. This is never a limit on the student.
Occasions	Evidence is gathered across at least three separate occasions , and at least one of them includes a non-routine event. The recorded mark is the student's best sustained response — not an average and not the most recent occasion.
Permitted materials	The materials list below, and the student's own communication system. No worksheets, no written responses — none are needed or used.
Recording	Record every occasion on the CP4 recording sheet: <u>_MathsADA_CP4_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. The 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 checkpoint has no size comparison, no units and no estimation — and no clock.** If a clock appears incidentally in a photograph, it is not read and not labelled. The measurement here is the shape of the day.
 - **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 description 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)

CP4 gathers the evidence Chapter 4 has been building: the student responding to routine events — arriving, mealtime, recess, home time — and to a non-routine event: a planned change to the day.

The non-routine event is the hinge of this checkpoint. A student who only ever rehearses the ordinary day has met half the content description. At least one of the three occasions must include a planned change — a wet-weather timetable, an incursion, a changed room or a changed place to eat. The change is planned and announced with its signal, so it stays a supported experience, not a surprise. Repeat changed days across the term.

The signal pairing is the method. Each event carries a signal — a real object, a matching photograph or symbol, and a word — paired the same way every time. The repeated pairing is what the student responds to.

Run the observations across several days and in several settings of the real day. What the student does on one day is noted, not judged; the judgement is the best sustained response across the occasions.

What CP4 never asks. No size words, no units, no estimation, no reading of any clock. No “what time?”. The day’s shape is carried by objects, symbols and the two-part ‘first-then’ board.

What counts as a response. A change in body language, a change in facial expression, a vocalisation, a gesture, a look towards the event or its signal, a switch press, a selection on the communication tool, a sign, a word. Assisted and partial responses count. 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 signal. Then a partial physical prompt. Then hand-over-hand or full modelling. Record which step the response came at.

Symbols on these pages. The event symbols and the ‘first-then’ board use 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, or use the matching objects of reference, or switch keys. The student’s own communication system may replace these at any time — use what the student uses all day.

Task 1 — The shape of the school day (Level A)

Assessed content description: VC2MFAM01 — *respond to routine and non-routine events during the school day* (quoted verbatim from `maths_AD.json`). **Section:** 4A. **Marks:** 4.

Both ideas must be evidenced, and they are scored as one mark out of 4: response to **routine** events — structured things that happen at the same time and in the same way every day (arriving, eating, recess, going home) — and response to a **non-routine** event — a planned change to the day. Gather evidence for both across the occasions.

Materials

- Real objects that belong to the student's big daily events — a lunchbox, a drink bottle, a hat, a bag, a swimming towel — whatever fits the day; the real object comes first, the photograph second
- Matching photographs or symbols for the same events
- A **'first-then' board** — a board with two places on it: FIRST one thing happens, THEN the next thing happens. A tablet version is one variation; it accepts **touch or switch input**, and the student's access way is set up beforehand and named on the recording sheet
- The objects, photographs or symbols for one planned change to the day
- The yes/no pair — the YES and NO symbols, the yes and no objects, or two switches — ready if a yes/no question is asked

Script

Part A — the signals for the day (routine). Take one event per session. Pair it the same way every time: the object, then the symbol, then the word. For mealtime: hold the lunchbox where the student can see and touch it — “It is time for lunch. Here is your lunchbox. Lunch.” Put the lunch symbol next to the lunchbox and point to it — “Lunch. We eat lunch.” Wait. Watch the student. Repeat with the other big events of this student's day — arriving, recess, home time — one at a time, across days. Watch for any change when the object appears: a look towards the lunchbox, a change in body language or facial expression, a vocalisation. That change is a response.

Part B — living the routine events. Give the signal for the event — object, symbol, word — just before it happens. Then live the event all the way through: go to the place, use the equipment, feel the sensory elements — the sounds of the playground, the sun or the rain, the taste of the food, the feel of the seat. For recess: show the morning tea and its symbol — “It is recess. Here is your morning tea.” Go to the recess place; eat; stay for the event. Watch for participation in the elements of the event — looking around, holding the equipment, responding to the sounds and textures; a gesture or a vocalisation that shows a preference for a known activity. If you ask “Do you want to eat?”, hold up the yes/no pair first and take the answer in whatever channel it comes.

Part C — words for the day: first, then. Point to the FIRST place on the board, then to the THEN place, placing the object or symbol for each part while saying it: “Today is Monday. First we work. Then lunch.” Use the student's real events; keep the same two-part shape. Just before the second event, point to the THEN item again: “First work is done. Now lunch.” Watch for: a look at the ‘then’ item on the ‘first-then’ board; a gesture or a vocalisation in response to the statement. Then ask: “First work. Then lunch. ... What comes next?” — the answer can be a touch, a gaze or a switch selection of the item on the THEN place.

Part D — the changed day (non-routine). Pick a real change that is coming: a wet-weather timetable, an incursion, a different room, a changed place to eat. Announce the change with its signal. For a wet-weather change: show the object or photograph for the indoor activity and put it on the THEN place of the ‘first-then’ board — “Today is different. It is raining. We are staying inside.” Live the changed event with the student, and give time before, during and after. Watch for the response to the change — a change in body language, in facial expression or in vocalisation when the change is shown and when it happens. A response to a change can be big or small. Both are responses. An incursion or excursion works the same way: prepare with the object, photograph or symbol for the event and the ‘first-then’ board; watch for the response to the new people, the new place and the new equipment.

Response set — how the student can answer

- **Object or photograph choice:** touch or look at the object of reference or its photograph when it is shown; touch the object or photograph on the THEN place; touch the signal for the changed event; touch the yes or no symbol or object.
- **Gesture, eye-gaze, switch or AAC:** look towards the event, the place or the signal; gaze at the ‘then’ item on the board; reach for the changed item; press the switch or select the event symbol on the communication tool; press the yes-switch or no-switch.
- **Speech or sign:** a greeting, or a word or sign for the event, where that is the student's way.

Record

On the CP4 recording sheet, for each occasion: whether the event was routine or non-routine; what happened and what was said; the response observed; the assistance given; the communication used — including the yes/no method if a yes/no question was asked. At least one occasion records a non-routine event.

After the third occasion

Transfer the best sustained mark from the recording sheet to the summary on that sheet: VC2MFAM01 /4 — checkpoint total /4. The rubric and the scale are on `_MathsADA_CP4_Rubric.md`. The content description then appears again in the Level A review, worth 2 marks, before reporting against the achievement standard.

Checkpoint 4 (CP4) — Rubric and recording sheet

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Chapter 4 — Measurement: the shape of the school day. 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 4 (CP4) — 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	VC2MFAM01 — scored once, out of 4
Marks	4
Conditions	Observed across the school day, untimed; evidence across at least three separate occasions, at least one of them a non-routine event; 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)

The 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**, and **at least one occasion must include a non-routine event**: a checkpoint that only rehearses the ordinary day has covered half its CD. 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 — VC2MFAM01 · the shape of the school day · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “respond to routine and non-routine events during the school day.”

Achievement standard extract carried against this CD (quoted verbatim): “Students participate in and respond to measurement activities through structured routine and non-routine activities and events during the school day.” This record is scored against that sentence — and it names **both** halves: the student's response to structured **routine** activities and events, and to structured **non-routine** activities and events, during the school day.

Both ideas must be evidenced, and they are scored as one mark out of 4:

- **Routine events** — the student participates in and responds to structured routine activities and events during the school day: arriving, mealtime, recess, home time — signalled by the object, the symbol and the word, paired the same way every time, with the ‘first-then’ board carrying what comes next.
- **Non-routine events** — the student participates in and responds to structured non-routine activities and events during the school day: a wet-weather timetable, an incursion, a changed room or a changed place to eat — announced with its signal and lived with time before, during and after.

Evidence of *responds to* includes: a change in body language, a change in facial expression, a vocalisation, a gesture, a look towards the event or its signal, a switch press, a selection on an AAC tool, speech, or sign. This checkpoint has no size comparison, no units, no estimation and no clock — the measurement is the shape of the day.

	Occasion 1	Occasion 2	Occasion 3	Further
Date and session				
Event — routine or non-routine (name it)				
What happened, and what was said				
The response observed — body, face, voice, gaze, gesture, switch, AAC, sign				
Assistance given (none / partial / hand-over-hand or full modelling)				
Communication used — including the yes/no method if a yes/no question was				

asked

Notes — sensory
load, fatigue,
communication
system to hand

At least one occasion above records a **non-routine** event. If none has yet been observed, observe again before recording the mark.

Mark descriptors for VC2MFAM01:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the objects, the people and the places of the day, but no response to the events or their signals is observed
2	Responds to the prompt with full support — responds to an event's signal or to the 'first-then' board only with full modelling, or participates in an event only hand-over-hand or co-actively — on at least one occasion
3	Responds to routine or non-routine events 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	Participates in and responds to measurement activities through structured routine and non-routine activities and events during the school day, in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings — with both a routine event (arriving, mealtime, recess or home time) and a non-routine event (a planned change such as a wet-weather timetable, an incursion or a changed place) evidenced — with or without support

Best sustained mark for VC2MFAM01: ____ / 4

Checkpoint 4 summary

Content description	Section	Best sustained mark
VC2MFAM01 — respond to routine and non-routine events during the school day	4A	___ / 4
Checkpoint 4 total		___ / 4

This content description is assessed again, worth 2 marks, in the Level A review before reporting against the achievement standard.

Recorded by: _____ **Date:** _____