

Mathematics Towards Foundation A

Chapter 5 — Space: shapes and objects, and where things are

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Responding to shapes and objects in the environment

This section is written for the teacher. The teacher sets up the objects, says the words and writes down what the student does. The student does not need to read, write or speak. The student responds in their own way — by looking, touching, reaching, moving, making a sound, signing, using symbols, or pressing a switch. Every activity here works without speech.

respond to shapes and objects in their environment — VC2MFASP01

Strand: Space · **Content description:** VC2MFASP01

About this section

This section covers one content description: VC2MFASP01. The student observes and experiences shapes and objects. The student responds to the sorting and naming of them.

The achievement standard for this section reads:

Students observe and experience shapes and objects and respond to the sorting and naming of them. — achievement standard, VC2MFASP01

This section is for Level A of the Towards Foundation continuum. Level A is a step towards the Foundation level of the curriculum. It is not a year level, and it does not point to an age. A student working at Level A may be any age. Nothing in this section implies an age.

What this section is:

- Shapes are felt, touched and explored. Shape learning here is by touch as much as by sight.
- The teacher says shape names. The student responds in their own way.
- The student helps with sorting. Sorting is by one attribute at a time — colour, or shape.
- Objects from the student's own day say what happens next, and the student responds to them.

What this section is not:

- It does not ask *how many*? There is no number range here.
- It does not ask the student to make shapes, or to say shape names alone.
- It does not ask the student to sort by many attributes at once.
- It needs no reading, writing or speech.

Movement, position and where things are belong to section 5B, not here.

The content description is the expectation. The four elaborations below are VCAA's illustrations of what the content description can look like. They are carried for coverage and question linkage. They are not a lesson order.

- **VC2MFASP01.E01** — *participating in exploring shapes and objects; for example, feeling the curved edge of a circle compared to the straight edges of a rectangle, tracing the outline of the shapes*
- **VC2MFASP01.E02** — *responding to the naming of different two-dimensional shapes; for example, looking at the corresponding object or picture symbol when it is named*
- **VC2MFASP01.E03** — *assisting in sorting shapes and objects by a single attribute; for example, gazing or gesturing when objects are sorted by colour or shape*
- **VC2MFASP01.E04** — *responding to objects that indicate routine activities; for example, vocalising when presented with a hat to be worn outside for playtime*

Setting up

Set these up before the first session.

Communication comes first. Every task in this section is shown by the student's response. If the student has no way to respond, the mathematics cannot be seen. So:

- Have the student's communication system close at hand. This may be signs, gestures, picture symbols, a switch, or an AAC device. An AAC device is a communication aid that speaks or shows words when the student touches a symbol. A switch is a button that works a toy, a screen or a device when it is pressed.
- Set up *yes* and *no* before you start. For example: a green card for *yes* and a red card for *no*; one switch for *yes* and one switch for *no*; or the student's own sign, sound or word. Use the same *yes* and *no* every session. Never assume a head shake.
- Give every task three ways to respond:
 1. **Objects or photos** — the student touches, takes or points to a real object or a photo.
 2. **Gesture, eye gaze, switch or AAC** — the student looks at, points to, switches on, or selects a symbol for their answer.
 3. **Speech or sign** — the student says or signs their answer.

No way is better than another. The student uses the way that works for them.

Materials. Real objects come first. Photos come next. Line drawings come last. At Level A, the object is the page. Gather:

- circle cards and rectangle cards — big, and cut from things with different feels: smooth cardboard, rough sandpaper, soft fabric, bumpy foam
- real objects: a round lid, plate or coaster; a rectangular book, box or tray
- photos or picture symbols of a circle and a rectangle
- a bag or box that shapes can live in
- two baskets, and a pile of objects in two colours (for example, blue blocks and yellow blocks)
- objects from the student's own routine (for example, a hat for outdoor time, a spoon for lunch, a towel for swimming, a bag for home time)
- if you use a screen: an app or program that accepts switch or touch input

The space. Keep the space calm and ready. Cut down noise, bright light and busy movement if they distract the student. Sit so the student can see and reach the objects. Give the student time — wait after each word, and wait for the response.

Teaching sequence

One sequence in four parts. The words in quotes are the teacher's script — say them aloud. Move at the student's pace. Wait after each word or question. Waiting gives the student time to respond.

Part 1 — Feel the shapes

Observe and experience shapes and objects.

1. Place the circle card and the rectangle card on the table or tray, in the student's sight and reach. Say: "Shapes. Here is a circle."
2. Pick up the circle card. Say: "Circle. The circle goes round and round." Trace the curved edge with one finger as you say it.
3. Offer the card to the student's hand. Say: "Feel the circle." If the student accepts touch, guide the student's finger around the curved edge. Move the student's hand with your hand. This is called hand-over-hand.
4. Watch for the response: the student touches, holds or looks at the card, moves a finger along the edge, makes a sound, or changes face or body.
5. Now the rectangle. Say: "Rectangle. The rectangle has straight edges." Trace one straight edge with one finger. Offer the card. Say: "Feel the rectangle."
6. Feel the two edges again, one after the other. Say: "The circle is curved. Round and round. The rectangle is straight."

Part 2 — Hear the names

Respond to the naming of shapes.

1. Hold the circle card and the rectangle card, one in each hand, where the student can see them.

2. Say one name. “Circle.” Wait.
3. Watch for the response: the student looks at the circle, reaches for it, touches it, makes a sound, gestures, or changes face or body.
4. Respond to any response. Say: “Yes — circle!” Lift the circle card or move it a little.
5. Do the same with “rectangle”.
6. Try it with picture symbols too. Put the circle symbol and the rectangle symbol in front of the student. Say: “Circle.” Watch for the student looking at the matching symbol.
7. Swap the cards over and do it again. The student responds to the name, not to where the card sits.

Part 3 — Sort together

Respond to the sorting of shapes and objects.

1. Put the two baskets side by side. Put the pile of objects in front of the student. Say: “Let’s sort. Blue things go here.” Touch the first basket as you say it.
2. Sort one object at a time, slowly, where the student can see. Say: “This one is blue. In it goes.”
3. Offer each next object to the student. Help as needed: hand-over-hand, a touch guide, or no help.
4. Watch for the response: the student watches the sorting, looks at the basket as objects go in, reaches, gestures, places an object, or makes a sound.
5. Finish the sort. Say: “All the blue things are here. All the yellow things are there. We sorted them.”
6. On another day, sort by shape: circles in one basket, rectangles in the other. Sort by one attribute at a time. An attribute is one thing about an object — here, its colour or its shape.

Sorting here is putting objects into groups by one attribute. It is not data work, and it never asks how many.

Part 4 — Objects that say what comes next

Respond to objects in the environment.

Objects from the student’s own day can say what happens next. A hat says: we go outside. A spoon says: we eat.

1. Before a routine activity, bring the object close, in the student’s sight and reach. Say: “Look — the hat. It is time to go outside.”
2. Wait. Watch for the response: the student looks at the object, reaches for it, touches it, makes a sound, moves their body, or changes face.
3. Respond to any response. Say: “Yes — outside!” Then do the activity.
4. Do this every day, with the objects of the student’s own routine. Keep each object matched to one activity.

Choose objects that fit the student. Choose real things from the student’s own day, and choose things that respect the student’s age. The same content works with a hat, a swimming towel, a bus pass or a bag for home time. The teacher chooses the object. The student’s response is the point.

Worked examples

The teacher shows these with real objects. They are modelled for the teacher. They are not written for the student to read.

Worked example 1 — Feeling and naming: the circle and the rectangle

Materials: a round lid or plate (a circle), a book or box (a rectangle), the circle card and the rectangle card.

The teacher does and says	Watch for
Put the lid and the book on the tray, in the student’s sight and reach. Say: “Shapes.”	The student looks at the tray, reaches, or changes body.
Give the lid to the student’s hand. Say: “Circle. The circle goes round and round.” Trace the round edge with one finger.	The student holds the lid, touches it, moves a finger along the edge, or watches your finger.
Hold up the book. Say: “Rectangle. The rectangle has	The student looks at, touches or holds the book.

The teacher does and says	Watch for
straight edges.” Trace one straight edge.	
Put the lid and the book side by side. Touch the lid. Say: “Circle.” Wait.	The student looks at, touches or reaches for the lid.
Say: “Yes — circle!” Lift the lid.	The student responds: a look, a touch, a reach, a sound, a gesture, or a change in face or body.

What is modelled: the student explores two shapes by touch and hears their names. At Level A, every response that can be seen counts — with help or without.

Worked example 2 — Sorting by colour, with help

Materials: two baskets, a pile of blue blocks and a pile of yellow blocks.

The teacher does and says	Watch for
Put the two baskets side by side. Put the blocks in front of the student. Say: “Let’s sort the blocks. Blue things go here.” Touch the first basket.	The student looks at the baskets or the blocks.
Hold up a blue block. Say: “Blue. In it goes.” Put it in the basket slowly, where the student can see.	The student follows the block with their eyes.
Offer the next block to the student. Say: “Your turn.” Help as needed: hand-over-hand, a touch guide, or no help.	The student takes the block, looks at a basket, reaches, gestures, or makes a sound.
Say each colour as the blocks go in. “Blue. In it goes.” “Yellow. In it goes.”	The student watches, and responds with a look, a reach, a gesture or a sound.
Finish. Say: “All the blue blocks are here. All the yellow blocks are there. We sorted them.”	The student looks at the baskets, makes a sound, smiles, or changes body.

What is modelled: sorting by one attribute — colour. The student helps. Assisted and partial responses count as responses.

Practice opportunities

Four practice activities. Each gives the student three ways to respond: objects or photos; gesture, eye gaze, switch or AAC; speech or sign. No way is better than another.

Practice 1 — The shape bag

Put the circle card and the rectangle card in the bag. Let the student feel the bag. Say: “Shapes in the bag.” Then say: “Find the circle.”

- **Objects or photos.** The student reaches in and touches or pulls out the circle card. Or the student picks up the circle’s photo from two photos.
- **Gesture, eye gaze, switch or AAC.** Lift the two cards. The student looks at or points to the circle. Or the student presses a switch to choose the circle on the screen. Or the student touches the circle symbol on the AAC device.
- **Speech or sign.** The student says or signs “circle”. Or the student answers “yes” or “no” to “Is this the circle?” — using the student’s own yes and no method.

Practice 2 — Where is the rectangle?

Put the circle card and the rectangle card on the tray. Put their picture symbols next to them. Say: “Where is the rectangle?”

- **Objects or photos.** The student touches, takes or pushes forward the rectangle card or its photo.
- **Gesture, eye gaze, switch or AAC.** The student looks at or points to the rectangle. Or the student selects the rectangle symbol on the AAC device.

- **Speech or sign.** The student says or signs “rectangle”. Or the student answers “yes” or “no” to “Is this the rectangle?” — using the student’s own yes and no method.

Swap the cards over and play again. The student responds to the name, not to the spot.

Practice 3 — Sorting shapes

Put the two baskets out. Put the pile of circle cards and rectangle cards in front of the student. Say: “Sort the shapes. Circles go here.” Touch the first basket.

- **Objects or photos.** The student puts each card in a basket — hand-over-hand, with a touch guide, or alone.
- **Gesture, eye gaze, switch or AAC.** Hold up each card. The student looks at or points to the right basket. Or the student selects the basket on the AAC device.
- **Speech or sign.** The student says or signs the shape as it is sorted: “circle”, “rectangle”.

On another day, sort objects by colour instead. One attribute at a time.

Practice 4 — The object says what comes next

Pick the object for the next routine activity — a hat for outdoor time, a spoon for lunch, a towel for swimming, a bag for home time. Bring it close, in the student’s sight and reach. Say: “Look — the spoon. It is time to eat.” Wait.

- **Objects or photos.** The student reaches for, touches or holds the object. The student may move towards the activity.
- **Gesture, eye gaze, switch or AAC.** The student looks at the object or gestures. Or the student selects the matching symbol on the AAC device — for example, the symbol for “eat”.
- **Speech or sign.** The student makes a sound, or says or signs the activity: “eat”, “outside”.

Respond to any response, and do the activity straight away. This keeps the object’s meaning strong.

Further opportunities

Four more ways to practise, in different places with different materials.

1. Shape hunt. Go around the room or the school. Look for circles and rectangles — doors, windows, tiles, plates, signs. The teacher touches and names each shape found: “The window. Rectangle.” The student responds by looking, touching, pointing or making a sound.

2. Shape rubbing and tracing. Put a piece of paper over a bumpy shape card. Rub a crayon over the paper — hand-over-hand if the student likes — so the shape comes out. Say the shape’s name as it comes out. Or trace the shape’s outline with one finger, in a tray of sand or foam.

3. Shape prints. Press shape blocks into soft clay or dough. Lift the block out. Say: “Look — a circle!” Feel the print’s edge together.

4. Switch and screen time. Use an app or program that accepts switch or touch input. Each press shows one big shape. The teacher names each shape: “Circle! A big circle.” Watch for the student pressing again, looking, reaching or making a sound.

Observing and recording

The rules for evidence at Level A

- A single observation is not evidence. Responses change with tiredness, pain, medicine, seizure activity, noise, light and busy rooms — and with whether the student’s communication system is at hand.
- Observe across at least three separate sessions.
- Record the student’s best sustained response: the best response across the sessions, not the last one and not an average.
- Assisted and partial responses count. Hand-over-hand, a partial touch guide, co-active movement (moving together), and eye gaze are all real responses. A response with help is still a response.

- If the student does not respond one day, record the day and try again another day.

Recording sheet

Use one row per session. Keep at least three rows.

Session	Date	Activity	What the teacher did	What the student did	Support given	Communication used
1						
2						
3						
more if needed						

For **support given**, write: no help · touch guide · hand-over-hand · co-active. For **communication used**, write the student's way: for example, eye gaze, gesture, switch, AAC, sign, sound or word.

Judgement

The achievement standard for this section reads:

Students observe and experience shapes and objects and respond to the sorting and naming of them. — achievement standard, VC2MFASP01

Using the observations across at least three sessions, record the student's best sustained response for each part.

Part of the achievement standard	What responding can look like	Best response observed
Observe and experience shapes and objects	The student looks at shapes, touches them, holds them, or explores their edges by touch.	
Respond to the sorting of them	The student watches objects being sorted, gazes or gestures as objects are grouped, or helps with the sorting.	
Respond to the naming of them	The student looks at the object or picture symbol when a shape is named, or reaches, vocalises, gestures, signs or selects the named shape.	

Overall judgement — record one:

- **Observed:** the student shows these responses across at least three sessions.
- **Not yet observed:** keep offering the experiences, and keep recording.

Responding to movement of objects, people and self in a familiar space

Subtopic 5B · Strand: Space · Owns VC2MFASP02 · Elaboration ids carried: .E01 .E02 .E03 .E04 · 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 turn of the head, a reach, 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 movement of objects, people or self within a familiar space — VC2MFASP02

Achievement standard extract for this content description:

“Students respond when the position of their body changes, and when they move to a different environment.”

What this subtopic is about

Things move. People move. The student’s own body moves. This subtopic is about where things are, where they go, and where the student’s body is while it all happens — in a space the student knows.

The mathematics here is space: position and movement. The student experiences it and responds to it. The response is the evidence: a look that follows a moving thing, a reach, a turn of the head, a change in body position, a sound, a gesture, a switch press, or a selection on a communication tool.

The position words are the content: **in** and **out**, **up** and **down**, **here** and **there**, **towards** and **away**, **gone** and **back**. The teacher says the word at the moment it happens, every time, the same way.

The hiding-and-finding games in this subtopic are the start of knowing that a thing is still there when it cannot be seen — the start of what is called *object permanence*. A student who follows a moved thing with their eyes, or reaches for a hidden preferred item, is thinking about where things are. That is the space reasoning of this level.

This subtopic is **not about shape** — the feeling, naming and sorting of shapes and objects belongs to subtopic 5A. There are **no maps, no grids, no coordinates, no left or right route instructions, and no two-dimensional representations of a space** here. There is **no counting and no ‘how many’** — the things in this subtopic move; they are not counted. The directions used here are single words about the body and about now — ‘Arms up’ — not instructions for a way from one place to another. Giving and following directions to move people and objects is Level 1 (VC2M1SP02); plans and grids are Level 2 (VC2M2SP02). Neither is in this subtopic.

Choose objects and places 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. AAC is a communication tool — a device, board or app — that speaks or shows words for the student.
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.

The materials named in this subtopic are real objects and real places — the student’s own things, the door, the hall, the pool, a ball, a cloth. Nothing here needs a screen. Where a digital tool is used with a student for any part of this work, it is one that accepts touch or switch input.

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 places. One run is not the teaching, and one response is not yet evidence.

Materials — choose what fits this student:

- the student’s own things that move with them in the day — a bag, a drink bottle, a towel
- a ball or another thing that rolls or moves
- a cloth, scarf or box — to put things behind or under
- a preferred item — the thing this student most wants to look at, hold or hear
- the real places of the day — the room, the hall, the door, the pool, the yard
- the student’s switch or communication tool, where they use one

Part 1 — The body moves (*short sessions, many times*)

The student responds to changes in their own body position. The teacher says the position word just before and just as the change happens, and supports the movement where needed.

Teacher says: “*Arms up.*”

The teacher waits, then helps the arms up if needed — hand-over-hand or a light touch, as this student needs.

Teacher says: “*Arms up. Up.*”

Then down again, the same way.

Teacher says: “*Arms down. Down.*”

Move one thing at a time: arms up, arms down; head to the side; lean forward; in the seat, out of the seat. One word pair per session is enough.

What to watch for: any response as the body’s position changes — a change in the body or the face, a sound, a look, a move with the change or towards it (VC2MFASP02.E02, .E03).

Part 2 — In and out

The student explores ‘inside’ and ‘outside’ in structured activities (VC2MFASP02.E01). One word pair — **in** and **out** — is lived with the body and with real things, in a real place.

With a thing and a container:

The teacher holds the ball over the bag.

Teacher says: “*In the bag. In.*”

The teacher puts the ball in the bag. Then takes it out.

Teacher says: “*Out of the bag. Out. There it is.*”

With the body and a place:

The teacher and the student go to the door.

Teacher says: “*We are going out. Out the door.*”

They go through. The teacher waits on the other side.

Teacher says: *“Out. We are outside.”*

Then back in, the same way. The word lands at the moment of the change, every time.

What to watch for: a response at the moment of the change of position — the look, the sound, the change in the body as the thing or the body goes in, or comes out.

Part 3 — Things move, people move, we move

The student responds to changes of location — of objects, of people, of themselves (VC2MFASP02.E03).

An object moves:

The teacher rolls the ball slowly, across the space in front of the student.

Teacher says: *“The ball is moving. Look.”*

A familiar person moves:

A familiar person walks across the space, and goes to the door.

Teacher says: *“[Name] is going. There — at the door.”*

The student’s things move:

The teacher shows the student their bag, then moves it to a new place.

Teacher says: *“I am moving your bag. The bag goes here.”*

The student moves to a different place:

The teacher says the place before the move, then they go — however the student moves: walking, with support, or in a chair. Arrive. Stay.

Teacher says: *“We are going to the pool. Here is the pool.”*

What to watch for: the eyes following the moving thing or person; a look to the new place of the bag; the response when the student arrives in the different environment — a look around, a change in the body, a sound.

Part 4 — Where did it go?

This part is the hinge of the subtopic. The student responds to a desired object that moves out of sight, and looks for it, reaches for it or gestures at it (VC2MFASP02.E04).

Start so the student can still see a little of the item — the corner of it past the edge of the cloth.

The teacher shows the preferred item.

Teacher says: *“Here it is. Look.”*

The teacher moves it slowly behind the cloth.

Teacher says: *“Where did it go?”*

The teacher waits. Time. No help at first.

If the student does not yet look or reach, the teacher moves the cloth a little so the item can be seen again, and says it:

Teacher says: *“There it is!”*

Across days, the hiding gets a little more — the item more hidden, the wait a little longer.

What to watch for: the look or the reach for the hidden item; the head or body moving for a better view; the response when the item comes back into view. A student who looks for the thing is telling you: *it is still there, and I know where* (VC2MFASP02.E03, .E04).

Worked examples

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

Worked example 1 — In the bag, out of the bag

Materials: the student's bag; their drink bottle.

What the teacher does	What the teacher says	What to watch for
Holds the bottle over the bag, where the student can see it	<i>"In the bag. In."</i>	A look at the bottle and the bag; a change in body, face or voice
Puts the bottle in the bag; waits	<i>"It is in the bag."</i>	A look at the bag; a reach towards it
Takes the bottle out; holds it up	<i>"Out. There it is."</i>	The eyes following the bottle; a gesture or a sound

One word pair — in, out — with the same action, the same way, every time. The repeated pairing of the word and the movement is what the student responds to.

Worked example 2 — Where did the ball go?

Materials: a ball; a cloth or a low box; the student's seat.

What the teacher does	What the teacher says	What to watch for
Rolls the ball slowly, across the student's view	<i>"The ball is moving. Look."</i>	The eyes following the ball; the head turning
Rolls the ball behind the cloth, out of sight	<i>"Where did it go?"</i>	A look, a reach, the head or body moving for a better view
Brings the ball back into view	<i>"There it is! Back."</i>	The response to its return — face, body, voice

The ball is still there when it cannot be seen. The looking, the reaching and the moving for a better view are the response to observe.

Practice opportunities

Scaffold every practice the same way: model it first, then assist — hand-over-hand (the teacher's hands guide the student's), co-active movement (moving together) or a partial physical prompt — then pause and wait. Assisted and partial responses are real responses, and they are recorded as such.

Practice 1 — Arms up, arms down

Respond to a change of body position.

Materials: none needed — the student's body; the 'up' and 'down' symbols or photographs, where the student uses them.

The teacher says the direction, waits, and supports the movement where needed. One change at a time, the same words every time.

Teacher says: *"Arms up."* ... *"Arms down."*

Response set:

- *Object or photograph choice:* the student touches or looks at the ‘up’ or the ‘down’ symbol when the two are held up.
- *Gesture, eye-gaze, switch or AAC selection:* the student moves the arms, however little, looks up or down, or presses the switch.
- *Speech or sign:* a word or a sign for up or down, where that is the student’s way.

Practice 2 — In and out at the door

Explore ‘inside’ and ‘outside’ with the body, at a real door.

Materials: the door of the room or the hall; the yes and no symbols or objects (or two switches).

The teacher says the word at the moment of the change, going out and coming in. Then the teacher asks one yes/no question and supplies the yes/no method: the yes and no symbols or objects are held up, or the two switches are set, one for yes and one for no.

Teacher says: “*Out the door. We are outside.*” ... “*In the room. We are inside.*” ... “*Do you want to go out again?*”

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 symbol or object.
- *Gesture, eye-gaze, switch or AAC selection:* the student looks at the door or 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 — I am moving your bag

Respond to a thing that belongs to the student, moving to a new place.

Materials: the student’s bag or another of their things; the new place for it.

The teacher shows the thing, says what will happen, moves it slowly, and says where it is now. Time to look and to find.

Teacher says: “*I am moving your bag. The bag goes here.*”

Response set:

- *Object or photograph choice:* the student touches or looks at the bag in its new place, or at its photograph.
- *Gesture, eye-gaze, switch or AAC selection:* the student looks to the new place, reaches towards the bag, or presses the switch or selects the bag symbol on their tool.
- *Speech or sign:* where that is the student’s way.

Practice 4 — Where did it go?

Look for, reach for or gesture at a preferred item that moves out of sight.

Materials: the preferred item; a cloth or a box; the yes and no symbols or objects (or two switches).

The teacher shows the item, moves it behind the cloth — still a little in view at first — and asks the question. Time to wait. If needed, the cloth moves a little so the item can be seen again. Then one yes/no question, with the yes/no method supplied.

Teacher says: “*Where did it go?*” ... “*Is it under the cloth?*”

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 symbol or object, or reaches towards the cloth.
- *Gesture, eye-gaze, switch or AAC selection*: the student looks at the cloth, reaches, moves the head or body for a better view, or presses one switch.
- *Speech or sign*: where that is the student's way.

Further opportunities — vary the setting and the materials

1. **The pool** — in the water and out of the water; the big change of body position as the student goes into the water with support. Watch for the response to the change of place and of body position.
2. **The yard** — a big space with things moving: people walking, a ball rolling, leaves falling. Watch for the eyes following the movement, and the head or body turning for a better view.
3. **A lesson in another room** — the move is the point: through the door, down the hall, into the new room. Watch for the response to the different environment — the look around, the change in the body.
4. **People come and go** — a familiar person walks to the door, goes, and comes back. Watch for the response as they leave and as they return: the look, the sound, the reach.

What to judge — the rubric

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

“Students respond when the position of their body changes, and when they move to a different environment.”

Judge two things separately:

	Evidence
When the position of the body changes	the student responds as their body position changes — arms up or down, the head tilting, in or out of the seat, moving towards or away from a thing
When they move, and when things move	the student responds when they move to a different environment, and when objects and people move around them — the eyes following the movement, the look to a new place, the reach or the look for a thing that moved or is hidden

Evidence of *responds* includes: a change in body language, a change in facial expression, a vocalisation, a gesture, a look towards the moving thing or the new place, a reach, 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 *respond* when the position of their body changes” — not “does alone”.

Recorded separately for body position and for movement in a familiar space:

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

Band	What it means
Responding	assistance 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	What changed — body position, place, or objects and people moving	What happened, and what was said	The response observed	Assistance given	Communicati on used	Notes
1						
2						
3						

- **The response observed** — change in body language, change in facial expression, vocalisation, gesture, gaze, reach, 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:

- When the position of the body changes: _____ (band, and the evidence for it)
- When they move, and when things move: _____ (band, and the evidence for it)

Curriculum links — coverage and item linkage

Content description — VC2MFASP02 (verbatim): *respond to movement of objects, people or self within a familiar space*

Achievement standard extract (verbatim): *Students respond when the position of their body changes, and when they move to a different environment.*

Elaboration ids carried by this subtopic — VC2MFASP02.E01, VC2MFASP02.E02, VC2MFASP02.E03, VC2MFASP02.E04. 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.

- VC2MFASP02.E01 — “participating in activities where there is a change of location or position; for example, exploring the concepts of ‘inside’ and ‘outside’ during structured activities”
- VC2MFASP02.E02 — “responding when participating in activities where there is a change of movement or body position; for example, vocalising when they move towards or away from an object”
- VC2MFASP02.E03 — “responding when participating in changes of location of objects or their body position; for example, responding to directions, statements or questions from familiar people (‘Arms up’, ‘I am moving your bag’, ‘Where did it go?’) or when they move from one place to another”

- VC2MFASP02.E04 — “*gesturing at, reaching for or looking for a desired object by moving their head or body for a better view; for example, tilting their head towards a preferred object*”

Boundary notes — what is not in this subtopic: no feeling, naming or sorting of shapes — that belongs to subtopic 5A (VC2MFASP01); no maps, no grids, no coordinates, no left or right route instructions and no two-dimensional representations of a space; no counting and no ‘how many’ — quantity belongs to Chapters 1 and 2; and no giving or following directions to move people and objects — that is Level 1 (VC2M1SP02), with plans and grids at Level 2 (VC2M2SP02).

Checkpoint 5 (CP5) — Chapter 5: Space — shapes and objects, and where things are

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Observation checkpoint — one-to-one, with shapes, objects and real places. The teacher reads, signs or symbol-supports everything on these pages. The student reads nothing, writes nothing and is never required to speak. Shapes are felt as much as seen; the position words are said at the moment the change happens; the student's mathematics is their response.

Instrument information

Instrument	Checkpoint 5 (CP5) — Chapter 5 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 5 — Space: shapes and objects, and where things are (sections 5A–5B)
Content descriptions assessed	VC2MFASP01 (5A), VC2MFASP02 (5B) — 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 — tactile shape exploration, naming, assisted sorting by a single attribute, and objects that say what comes next (4 marks); Task 2 — response to positional language and movement in a familiar space, including hiding and finding (4 marks)
Format	Observed: tactile shape exploration and assisted sorting by a single attribute; response to positional language and movement in a familiar space; shapes, inset puzzles, real objects
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 — none are needed or used.
Recording	Record every occasion on the CP5 recording sheet: <u>MathsADA_CP5_Rubric</u> .md. The recording space for this checkpoint is that sheet.

Conditions

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

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

- **Yes/no questions name the yes/no method.** The YES symbol and NO symbol, the yes object and no object, or the yes-switch and no-switch are placed in front of the student before the question is asked. A head-shake or head-nod is never assumed.
 - **Assisted and partial responses are scored, never zeroed.** Hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate responses at Level A.
 - **The student's communication system is to hand and in reach** on every occasion. If it is not, note that on the recording sheet — it is part of the evidence, not a detail.
 - **The boundaries of this checkpoint:** no “how many?” and no counting; no making shapes and no sorting by many attributes at once; no maps, grids, coordinates or left/right route instructions; the directions used are single words about the body and about now — ‘Arms up’ — not instructions for a way from one place to another.
 - **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)

CP5 gathers the evidence Chapter 5 has been building: the student observing and experiencing shapes and objects, and responding to their sorting and naming (5A); and responding when the position of their body changes, when things move, and when they move to a different environment (5B).

Run the tasks one-to-one, when the student is rested, and in the real places of the day where the movement happens — the room, the door, the hall, the pool, the yard. 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 CP5 never asks. No shape-making from the student, no shape names said alone as a test, no sorting by more than one attribute, no counting, no maps or grids. The teacher says the shape names and the position words; the student responds. Shape learning here is by touch as much as by sight.

The position words are the content of Task 2: in and out, up and down, here and there, towards and away, gone and back. Say the word at the moment the change happens, every time, the same way. One word pair per session is enough.

What counts as a response. A look that follows a moving thing, a touch, a hold, a finger moving along an edge, a reach, a turn of the head, a change in body position or face, a sound, a gesture, a switch press, an AAC selection, 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 materials. Then a partial physical prompt or a touch guide. Then hand-over-hand: your hand on the student's hand, moving together. Record which step the response came at.

Symbols on these pages. Where a symbol is named (the YES and NO pair, the shape symbols, the ‘up’ and ‘down’ symbols), 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, 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 — Shapes and objects in the environment (Level A)

Assessed content description: VC2MFASP01 — *respond to shapes and objects in their environment* (quoted verbatim from `maths_AD.json`). **Section:** 5A. **Marks:** 4.

Both ideas must be evidenced, and they are scored as one mark out of 4: observing and experiencing shapes and objects — felt, touched and explored — **and** responding to their sorting and naming. The two shapes of this book are the circle — curved, round and round — and the rectangle — straight edges. Sorting is by one attribute at a time: colour, or shape.

Materials

- Circle cards and rectangle cards — big, and cut from things with different feels: smooth cardboard, rough sandpaper, soft fabric, bumpy foam
- Real objects: a round lid, plate or coaster; a rectangular book, box or tray
- An **inset puzzle** with circle and rectangle pieces — a board with shaped holes and the matching pieces to lift, place and feel; real and tactile
- Photographs or picture symbols of a circle and a rectangle
- A bag or box that shapes can live in
- Two baskets, and a pile of objects in two colours — for example, blue blocks and yellow blocks
- Objects from the student's own routine — a hat for outdoor time, a spoon for lunch, a towel for swimming, a bag for home time; choose real things that respect the student's age
- Optional: an app or program that accepts **switch or touch input** where each press shows one big shape; name the input the student uses. Real objects come first; the screen is one variation
- The student's communication system, to hand; the yes/no pair ready if a yes/no question is asked

Script

Part A — feel the shapes. Place the circle card and the rectangle card in the student's sight and reach: "Shapes. Here is a circle." Pick up the circle card: "Circle. The circle goes round and round" — tracing the curved edge with one finger. Offer the card: "Feel the circle." If the student accepts touch, guide a finger around the curved edge — hand-over-hand. Watch for: the student touches, holds or looks at the card, moves a finger along the edge, makes a sound, or changes face or body. Then the rectangle: "Rectangle. The rectangle has straight edges" — tracing one straight edge; offer the card: "Feel the rectangle." Feel the two edges again, one after the other: "The circle is curved. Round and round. The rectangle is straight." Run the same exploration with the real objects — the lid and the book — and with the inset puzzle: lift a piece, feel its edge, and place it back in its shaped hole, with help or alone.

Part B — hear the names. Hold the circle card and the rectangle card, one in each hand, where the student can see them. Say one name: "Circle." Wait. Watch for: the student looks at the circle, reaches for it, touches it, makes a sound, gestures, or changes face or body. Respond to any response: "Yes — circle!" and lift the circle card or move it a little. Do the same with "rectangle". Try it with picture symbols too: put the circle symbol and the rectangle symbol in front of the student; say "Circle" and watch for the student looking at the matching symbol. Swap the cards over and do it again — the student responds to the name, not to where the card sits. The shape bag works the same way: "Shapes in the bag. ... Find the circle." — the answer can be a touch, a pull from the bag, a look, a gaze, a switch selection or a word. If you ask "Is this the circle?", use the student's own yes and no method, supplied first.

Part C — sort together. Put the two baskets side by side and the pile of objects in front of the student: "Let's sort. Blue things go here" — touching the first basket. Sort one object at a time, slowly, where the student can see: "This one is blue. In it goes." Offer each next object to the student; help as needed — hand-over-hand, a touch guide, or no help. Watch for: the student watches the sorting, looks at the basket as objects go in, reaches, gestures, places an object, or makes a sound. Finish the sort: "All the blue things are here. All the yellow things are there. We sorted them." On another day, sort by shape: circles in one basket, rectangles in the other — one attribute at a time. Sorting here is putting objects into groups by one attribute; it is not data work, and it never asks how many.

Part D — objects that say what comes next. Before a routine activity, bring its object close, in the student's sight and reach: "Look — the hat. It is time to go outside." Wait. Watch for: the student looks at the object, reaches for it, touches it, makes a sound, moves their body, or changes face. Respond to any response — "Yes — outside!" — then do the activity straight away. Do this with the objects of the student's own routine, each object matched to one activity: a spoon for lunch, a towel for swimming, a bag for home time.

Response set — how the student can answer

- **Object or photograph choice:** touch, hold or pull out the shape card or inset-puzzle piece; touch the real object or its photograph when named; place an object in a basket with help or alone; reach for the routine object.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the named shape or symbol; gaze at the matching basket; press the switch to choose a shape on the screen; select the shape or the basket on the communication tool; give yes or no by the supplied pair.
- **Speech or sign:** say or sign the shape's name along with the adult, or a sound or word at the sort, the name or the routine object.

Record

On the CP5 recording sheet, for each occasion: evidence for observing and experiencing shapes and objects — felt, touched, explored — and evidence for responding to their sorting and naming — what was shown, how, in which channel, and what support was given.

Task 2 — Where things are, and how they move (Level A)

Assessed content description: VC2MFASP02 — *respond to movement of objects, people or self within a familiar space* (quoted verbatim from `maths_AD.json`). **Section:** 5B. **Marks:** 4.

The whole of this task. Things move. People move. The student's own body moves. The student responds to changes of position — of their body, of objects, of people — and to moving to a different environment, in a space they know. The hiding-and-finding game is the start of knowing that a thing is still there when it cannot be seen. The position words — in and out, up and down, here and there, towards and away, gone and back — are said at the moment the change happens, every time, the same way.

Materials

- The student's own things that move with them in the day — a bag, a drink bottle, a towel
- A ball or another thing that rolls or moves
- A cloth, scarf or box — to put things behind or under
- A **preferred item** — the thing this student most wants to look at, hold or hear
- The real places of the day — the room, the hall, the door, the pool, the yard
- The 'up' and 'down' symbols or photographs, where the student uses them; the yes/no pair ready if a yes/no question is asked
- The student's communication system, to hand

Script

Part A — the body moves. Say the position word just before and just as the change happens, and support the movement where needed. "Arms up." Wait, then help the arms up if needed — hand-over-hand or a light touch, as this student needs. "Arms up. Up." Then down again the same way: "Arms down. Down." Move one thing at a time: arms up, arms down; head to the side; lean forward; in the seat, out of the seat. One word pair per session is enough. Watch for any response as the body's position changes — a change in the body or the face, a sound, a look, a move with the change or towards it.

Part B — in and out. With a thing and a container: hold the ball over the bag — "In the bag. In." Put the ball in the bag; then take it out — "Out of the bag. Out. There it is." With the body and a place: go to the door — "We are going out. Out the door." Go through; wait on the other side — "Out. We are outside." Then back in the same way. The word lands at the moment of the change, every time. Watch for a response at the moment of the change — the look, the sound, the change in the body as the thing or the body goes in, or comes out. If you ask "Do you want to go out again?", hold up the yes/no pair first and take the answer in whatever channel it comes.

Part C — things move, people move, we move. Roll the ball slowly across the space in front of the student: "The ball is moving. Look." A familiar person walks across the space and goes to the door: "[Name] is going. There — at

the door.” Show the student their bag, then move it to a new place: “I am moving your bag. The bag goes here.” And the student moves to a different place — say the place before the move, then go, however the student moves: walking, with support, or in a chair. Arrive. Stay. “We are going to the pool. Here is the pool.” Watch for: the eyes following the moving thing or person; a look to the new place of the bag; the response when the student arrives in the different environment — a look around, a change in the body, a sound.

Part D — where did it go? The hinge of the task. Show the preferred item: “Here it is. Look.” Move it slowly behind the cloth — start so the student can still see a little of it, the corner past the edge of the cloth: “Where did it go?” Wait. Time. No help at first. Watch for the look or the reach for the hidden item; the head or body moving for a better view. If the student does not yet look or reach, move the cloth a little so the item can be seen again: “There it is!” Then bring it back into view: “There it is! Back.” Watch for the response to its return — face, body, voice. Across occasions, the hiding gets a little more — the item more hidden, the wait a little longer. If you ask “Is it under the cloth?”, use the supplied yes/no pair.

Response set — how the student can answer

- **Object or photograph choice:** touch or look at the ‘up’ or ‘down’ symbol when the two are held up; touch the bag or bottle in its new place; reach towards the cloth or the hidden item; touch the yes or no symbol or object.
- **Gesture, eye-gaze, switch or AAC:** move the arms however little; look up or down; follow the moving thing with eyes or head; look to the new place; reach for the hidden item; move the head or body for a better view; press the switch; select yes or no on the communication tool.
- **Speech or sign:** a word or a sign for up, down, in, out, gone or back, where that is the student’s way; a vocalisation at the change or the reveal.

Record

On the CP5 recording sheet, for each occasion: what changed — body position, place, or objects and people moving; 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.

After the third occasion

Transfer the best sustained mark for each content description from the recording sheet to the summary on that sheet: VC2MFASP01 /4, VC2MFASP02 /4 — checkpoint total /8. The rubric and the scale are on _MathsADA_CP5_Rubric.md. Each content description then appears again in the Level A review, worth 2 marks, before reporting against the achievement standard.

Checkpoint 5 (CP5) — Rubric and recording sheet

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Chapter 5 — Space: shapes and objects, and where things are. 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 5 (CP5) — 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	VC2MFASP01, VC2MFASP02 — 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, respond to, observe* and *experience*; 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 — VCAA's own elaborations say *assisting* (VC2MFASP01.E03) and *participating* (VC2MFASP02.E01). 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 — VC2MFASP01 · shapes and objects in the environment · 4 marks

Content description (quoted verbatim from `maths_AD.json`): *“respond to shapes and objects in their environment.”*

Achievement standard extract carried against this CD (quoted verbatim): *“Students observe and experience shapes and objects and respond to the sorting and naming of them.”* This record is scored against that sentence — and it names **both** halves: observing and experiencing shapes and objects, **and** responding to their sorting and naming.

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

- **Observing and experiencing shapes and objects** — the student looks at, touches, holds or explores shapes and objects by touch as much as by sight: the curved edge of a circle, the straight edges of a rectangle, the cards in their different feels, the real lid and book, the inset puzzle pieces.
- **Responding to the sorting and naming of them** — the student responds when shapes and objects are sorted by a single attribute, colour or shape (watches the sorting, gazes or gestures as objects are grouped, helps with the sorting), and when they are named (looks at the object or picture symbol when a shape is named; reaches, vocalises, gestures, signs or selects the named shape). The objects of the student's own routine that say what comes next are part of the same response.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials (cards / real objects / inset puzzle / sorting / routine objects)				
Communication modality used				
Observing and experiencing shapes and objects — what was felt, touched, explored; what was shown, and how				
Response to the sorting — one attribute at a time; what was shown, and how				
Response to the naming — shape names and routine objects; what was				

shown, and how

Support given

(none / partial /

hand-over-hand or

full modelling)

Notes

Mark descriptors for VC2MFASP01:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the shapes, the objects or the adult, but no response to the shapes, the sorting or the naming is observed
2	Responds to the prompt with full support — explores a shape only hand-over-hand, or responds to the sorting or the naming only with full modelling — on at least one occasion
3	Responds to shapes and objects 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	Observes and experiences shapes and objects and responds to the sorting and naming of them, in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings — with both the observing and experiencing (the cards, the real objects or the inset puzzle) and the response to sorting and naming evidenced — with or without support

Best sustained mark for VC2MFASP01: ____ / 4

Record 2 — VC2MFASP02 · where things are, and how they move · 4 marks

Content description (quoted verbatim from maths_AD.json): “respond to movement of objects, people or self within a familiar space.”

Achievement standard extract carried against this CD (quoted verbatim): “Students respond when the position of their body changes, and when they move to a different environment.” This record is scored against that sentence — and it names **both** halves: the response when the position of the body changes, and the response to moving to a different environment; the movement of objects and people around the student is gathered under the same judgement.

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

- **When the position of the body changes** — the student responds as their body position changes: arms up or down, the head tilting, in or out of the seat, in or out through the door, moving towards or away from a thing.
- **When they move, and when things move** — the student responds when they move to a different environment — the room, the hall, the pool, the yard — and when objects and people move around them: the eyes following the movement, the look to a new place, and the look, reach or gesture for a thing that moved or is hidden — the start of knowing that a thing is still there when it cannot be seen.

Evidence of *responds* includes: a change in body language, a change in facial expression, a vocalisation, a gesture, a look towards the moving thing or the new place, a reach, a switch press, a selection on an AAC tool, speech, or sign.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials (room / door / hall / pool / yard; ball, cloth, bag, preferred item)				
Communication modality used				
What changed — body position, place, or objects and people moving				
Response when the position of the body changes — what was shown, and how				
Response when they move to a different environment, and when things move — including the look, reach or gesture for the hidden item				
Support given (none / partial / hand-over-hand or full modelling)				
Notes — including the yes/no method if a yes/no question was asked				

Mark descriptors for VC2MFASP02:

Mark	What you see
0	No observable response on any of the three occasions
1	Participates in the experience: attends to the people, the things and the places, but no response to the movement or the change of position is observed
2	Responds to the prompt with full support — moves the arms or goes through the door only hand-over-hand or co-actively, or responds to the movement only with full modelling — on at least one occasion
3	Responds to movement of objects, people or self 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

Mark	What you see
4	Responds when the position of their body changes, and when they move to a different environment, in the way the achievement-standard extract describes, sustained across at least three occasions and across different materials, people or settings — with both the body-position change (arms up or down, in or out) and the move to a different environment or the look for the hidden item evidenced — with or without support

Best sustained mark for VC2MFASP02: ____ / 4

Checkpoint 5 summary

Content description	Section	Best sustained mark
VC2MFASP01 — respond to shapes and objects in their environment	5A	___ / 4
VC2MFASP02 — respond to movement of objects, people or self within a familiar space	5B	___ / 4
Checkpoint 5 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:** _____