

Mathematics Towards Foundation A

Level A review — cumulative review of all 9 content descriptions

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Level A review (LR) — cumulative review of all nine content descriptions

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Not an exam. A set of short observed tasks run across several sessions at the end of the student's work at Level A. Every task re-uses material already taught in Chapters 1–5 — no new content. The teacher reads, signs or symbol-supports everything on these pages. The student reads nothing, writes nothing and is never required to speak.

Instrument information

Instrument	Level A review (LR) — cumulative review across the whole book
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.
Coverage	The whole book: Chapters 1–5, sections 1A–5B — cumulative, no new content, and no content description assessed here that was not already assessed in its chapter checkpoint
Content descriptions assessed	All 9 Level A CDs: VC2MFAN01, VC2MFAN02, VC2MFAN03 (Ch 1); VC2MFAN04, VC2MFAN05 (Ch 2); VC2MFAA01 (Ch 3); VC2MFAM01 (Ch 4); VC2MFASP01, VC2MFASP02 (Ch 5) — each scored once, out of 2
Marks	18 — 2 marks per content description × 9
Structure	9 short review tasks, one per content description, each a compact re-run of its checkpoint task with already-taught materials
Timing	Untimed. A guidance duration for planning is 3–5 minutes per task per occasion. This is never a limit on the student.
Occasions	The review runs across several sessions — at least three . Each content description is re-observed at least once during the review period. The review is cumulative: the judgement may draw on evidence observed anywhere in the student's work at Level A, including the checkpoints, provided the CD is freshly observed during the review period. The recorded mark is the student's best sustained response.
Permitted materials	The same real objects, tactile numerals, numeral cards, dot cards, ten-frame, \$1 coins, switch toys, instruments, 'first-then' boards and shapes already used at each chapter checkpoint, and the student's own communication system. No worksheets, no written responses — none are needed or used.
Recording	Record every occasion on the LR recording sheet: <code>_MathsADA_LR_Rubric.md</code> . The recording space for this review 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. An item that could only be answered with speech is void and its marks do not count. 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.
 - **Money is whole dollars only.** Where the review re-runs the \$1 transaction, the only money is the Australian \$1 coin — a coin, never a note: the \$1 coin was first introduced on 14 May 1984 and replaced the paper \$1 note. No cents, no change. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-27.
 - **This is a school-designed assessment instrument.** It is written by the school for its own students against the Victorian Curriculum F–10 Mathematics Version 2.0 content descriptions named above. It is not a VCAA instrument and has not been reviewed or endorsed by VCAA.
 - Whole pages may be removed from the printed booklet for distribution, provided only whole pages are removed.
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Teacher guidance — before you begin (Level A)

What the review is for. The level review exists so the teacher can report against the Level A achievement standard, and so the Level B planning starts from evidence. Together, the five chapter checkpoints (4 marks per owned CD) and this review (2 marks per CD) give **6 marks per CD in total, everywhere, with no exceptions** — 54 marks across the book.

The 0–2 review scale, quoted from this book's assessment plan. Review items are scored 0–2 per CD, applying the 0–4 scale's band logic to a two-point judgement:

Review mark	Meaning
0	No response on the review occasions
1	A response with more support than the checkpoint evidence, or on one review occasion only
2	A response sustained across more than one review occasion and setting, consistent with the student's best checkpoint evidence

A supported response is scored, never zeroed — a response given with support earns 1 here exactly as it earns 2 or more on the checkpoint scale. The top review band does not require independence; what separates 2 from 1 is sustainability across occasions and settings, and consistency with the student's best checkpoint evidence. Because the review is cumulative, the occasions supporting a mark of 2 may include evidence observed anywhere in the student's work at Level A, provided the CD is freshly observed during the review period.

No new content. Every review task is a compact re-run of its checkpoint task, with the materials and words the student already knows from the chapter. If the student meets something for the first time in the review, the task has drifted — bring it back to the taught material.

The dual-idea CDs keep all of their ideas named. Exactly as at their checkpoints: VC2MFAN03 evidences counting, comparing **and** labelling; VC2MFAN04 evidences both adding **and** taking away; VC2MFAM01 evidences response to both routine **and** non-routine events; VC2MFASP01 evidences observing and experiencing shapes and objects **and** responding to their sorting and naming. Each is still scored as one mark — here, out of 2.

Support ladder. Wait first. Then gesture towards the materials. Then a partial physical prompt. Then hand-over-hand, co-active movement, or full modelling. Record which step the response came at.

Chapter 1 — Number: number names, collections and counting

Review task 1 — Number names and numeral forms · VC2MFAN01 · 2 marks

Re-run from: Checkpoint 1, Task 1 (section 1A). No new content.

Count slowly and clearly through the familiar song, count-in or countdown, tapping the drum with each number name, and watch for the response. Trace the tactile numerals and name each; name the numeral cards; touch and count the raised dots on a dot card. The adult counts; the student responds. Evidence is required for both number names and numeral forms.

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

Record on Record 1 of the LR sheet: response to number names, response to numeral forms, support given.

Review task 2 — Collections that change · VC2MFAN02 · 2 marks

Re-run from: Checkpoint 1, Task 2 (section 1B). No new content.

With the student’s preferred items on the tray: slide the tray slowly across and back — “The cars are moving.” Hide one item and reveal it — “Here it is!” Cover the items or put them away one by one — “All gone. No more.” Present the tray with a large group against the tray with a single item. Watch for the response to each change.

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

Record on Record 2: what changed, the student’s response to the change, support given. No counting; no “how many?”.

Review task 3 — Counting, comparing and labelling · VC2MFAN03 · 2 marks

Re-run from: Checkpoint 1, Task 3 (section 1C). No new content.

Count objects in an everyday routine, one object one word, pausing for the student to join in; count through the taught song or chant, or through repeated actions with the countdown. Put two small collections side by side and give each its own attention; finish each count with the count word for the whole group — “*one, two, three — three cups!*” All three ideas — counting, comparing and labelling — stay named; all three are the adult’s, and the student responds.

- **Object or photograph choice:** touch the objects as they are counted; choose the next object from two offered to go in the line; touch the YES or NO symbol for ‘Count again?’.

- **Gesture, eye-gaze, switch or AAC:** look along the line of things as they are counted; look from one group to the other; press the switch that plays the next number word with the teacher, or that says ‘again’; select yes or no on the device.
- **Speech or sign:** join a number word, a sound or a sign at the pause; vocalise at the count word for the group; sign or say ‘again’.

Record on Record 3: evidence for counting, for comparing and for labelling; support given. No comparison words asked of the student; nothing asks “how many?”.

Chapter 2 — Number: practical situations

Review task 4 — Objects added and taken away · VC2MFAN04 · 2 marks

Re-run from: Checkpoint 2, Task 1 (section 2A). No new content.

Add objects to the box one at a time — “Look — another one!” Take them out to none — “All gone! No more left. Finished.” Give the student a part — “Give me more!” Re-run the \$1 transaction at the canteen or the school shop: pay for one real item with one Australian \$1 coin — whole dollars only, no cents, no change; the \$1 coin is a coin, never a note (introduced 14 May 1984, replacing the \$1 note). Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-27. Where the screen variation is re-run, the tool accepts **switch or touch input**; name the input the student uses. Evidence is required for both adding and taking away.

- **Object or photograph choice:** hold, push or release an object into the box; touch or take the object that comes out; hold and release the \$1 coin; choose which object goes in next from two offered.
- **Gesture, eye-gaze, switch or AAC:** look at the object as it goes in or comes out; look at or point to the object that will be taken away; press the switch that makes the drop happen or the screen object appear; select ‘more’, ‘gone’ or the item on the AAC page.
- **Speech or sign:** vocalise as the object drops; say or sign ‘gone’, ‘more’ or ‘finished’ (or the student’s own word for it).

Record on Record 4: response to adding, response to taking away, the phrases used, support given. No counting, no number sentences.

Review task 5 — Sharing equally · VC2MFAN05 · 2 marks

Re-run from: Checkpoint 2, Task 2 (section 2B). No new content.

Share things out at the table, one in front of each person, the student’s share last, pausing before it lands — “It’s time to share. One each.” Share back and forth — “One for you and one for me.” Give the student a job handing out — holding the container, giving hand-over-hand, pushing the container toward the next person. Slide counters on the ten-frame into two groups to share — “We have 6 counters altogether: there are 4 in this group and 2 in that group.”

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

Record on Record 5: response to the sharing, joining in with the phrases, assisting to hand out, response to the ten-frame split; support given.

Chapter 3 — Algebra: cause and effect

Review task 6 — Actions that have an effect · VC2MFAA01 · 2 marks

Re-run from: Checkpoint 3, Task 1 (section 3A). No new content.

Press the switch and the lamp comes on — “The light is on!” Tap the drum — tap, tap, tap — the same way each time, and pause for anticipation. Touch the touch-sensitive light; squeeze the crinkly paper; move a hand along the bumpy mat — bump, bump, bump. Make a mark and show it — “A mark!” The effect is named on each occasion; the repeating pattern is the adult’s and the material’s, never made by the student.

- **Object or photograph choice:** touch the object wanted, or its photograph; touch the GO or STOP pair; press, tap, squeeze or mark with help or alone; turn away or pull back from an unwanted effect.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the object, the effect or the pause; press the switch that turns the light, fan or music on and off; press the switch that makes the mark; give yes or no by the fixed pair.
- **Speech or sign:** vocalise at the effect; say or sign which object, go or stop, or again.

Record on Record 6: the action and the effect named on each occasion, the student’s response to the effect, support given. Turning away is a response — record it.

Chapter 4 — Measurement: the shape of the school day

Review task 7 — Routine and non-routine events · VC2MFAM01 · 2 marks

Re-run from: Checkpoint 4, Task 1 (section 4A). No new content.

Pair a routine event the same way as always — the object, then the symbol, then the word — and live the event all the way through. Carry what comes next on the ‘first-then’ board — “First work is done. Now lunch.” And re-run one planned change to the day: announce the change with its signal — “Today is different. We have a visitor.” — put the changed event on the THEN place, and live it with time before, during and after. Evidence is required for both a routine event and a non-routine event across the review sessions.

- **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.
- **Speech or sign:** a greeting, or a word or sign for the event, where that is the student’s way.

Record on Record 7: each session as routine or non-routine, what happened and was said, the response observed, support given. No size words, no units, no clock.

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

Review task 8 — Shapes and objects in the environment · VC2MFASP01 · 2 marks

Re-run from: Checkpoint 5, Task 1 (section 5A). No new content.

Feel the circle and the rectangle on the cards in their different feels, the real lid and book, and the inset puzzle pieces. Name one shape at a time and watch for the response, swapping the cards so the student responds to the name, not the spot. Sort blocks into two baskets by one attribute — colour or shape. Bring the routine object close before its activity — “Look — the hat. It is time to go outside.” Evidence is required for both observing and experiencing shapes and objects, and responding to their sorting and naming.

- **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.
- **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 Record 8: observing and experiencing shapes and objects; response to the sorting; response to the naming; support given.

Review task 9 — Where things are, and how they move · VC2MEASP02 · 2 marks

Re-run from: Checkpoint 5, Task 2 (section 5B). No new content.

Say the position word at the moment of the change — “Arms up. Up. ... Arms down. Down.”; put the ball in the bag and out again, and go out the door and back in. Roll the ball across the space; move the student's bag to a new place — “I am moving your bag. The bag goes here.” Move to a different environment — the hall, the pool, the yard. Hide the preferred item behind the cloth — “Where did it go? ... There it is! Back.” Evidence is required for both the body-position change and the move to a different environment or the look for the hidden item.

- **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; 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 Record 9: what changed — body position, place, or objects and people moving; the response observed; support given.

Optional extended task — a shared morning tea (teacher-marked, outside the 54 assessed marks)

This task is INCLUDED per the book's ratified assessment decisions. It is optional, teacher-marked and outside the 54 assessed marks; it is bound by every rule of the assessment plan — observed, multi-occasion, three-modality, untimed. It re-uses only taught content: no new content.

Over a morning tea the class really shares, run the whole routine as one observed experience, across at least three occasions: the signal for the meal comes first — the object, the symbol and the word (Chapter 4); things go onto plates — ‘another one’ — and get eaten — ‘all gone’ (Chapter 2); the food is shared out — ‘one each’, ‘one for you and one for me’ — and the student helps hand out in whatever way they can (Chapter 2). The teacher records participation as a qualitative note on the LR sheet's extended-task space — what the student responded to, in which channel, with what support. No mark from this task enters the 18, and none enters the 54.

Response set: the same three-modality set as Review task 5 — object or photograph choice; gesture, eye-gaze, switch or AAC selection; speech or sign. The yes/no method is supplied before any yes/no question; a head-shake is never assumed.

After the review sessions

Transfer the recorded mark for each content description from the LR sheet to its summary: nine CDs $\times$ 2 marks = review total /18. The review scale and the recording space are on `_MathsADA_LR_Rubric.md`.

With the checkpoints (36) and the review (18), every content description now carries **6 marks in total, everywhere, with no exceptions** — 54 marks across the book. The teacher reports against the Level A achievement standard from this evidence, and the Level B planning starts from it.

Level A review (LR) — Rubric and recording sheet

Mathematics Towards Foundation A · ClassBasics workbook · Foundation Level A

Cumulative review of all nine Level A content descriptions — 2 marks each, 18 marks in total. 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	Level A review (LR) — 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	All 9 Level A CDs — VC2MFAN01–VC2MFAN03 (Ch 1), VC2MFAN04–VC2MFAN05 (Ch 2), VC2MFAA01 (Ch 3), VC2MFAM01 (Ch 4), VC2MFASP01–VC2MFASP02 (Ch 5) — each scored once, out of 2
Marks	18
Conditions	Observed, one-to-one, untimed; short tasks run across several sessions — at least three; cumulative, no new content. School-designed assessment instrument, not a VCAA instrument; not reviewed or endorsed by VCAA.

Student: _____ Communication system used: _____

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

Each content description is scored **once, out of 2**. This book's assessment plan defines the review scale directly, applying the 0–4 scale's band logic to a two-point judgement. Quoted from the assessment plan:

Review mark	Meaning
0	No response on the review occasions
1	A response with more support than the checkpoint evidence, or on one review occasion only
2	A response sustained across more than one review occasion and setting, consistent with the student's best checkpoint evidence

Rules that bind the judgement:

- The review runs across **several sessions — at least three**. Each content description is re-observed at least once during the review period. The recorded mark is the student's **best sustained** response — not an average, and not the most recent occasion.
- The review is **cumulative**: the occasions supporting a mark of 2 may include evidence observed anywhere in the student's work at Level A, including the checkpoints, provided the CD is freshly observed during the review period.
- **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. The top review band does not require independence; what separates 2 from 1 is sustainability across occasions and settings, and consistency with the student's best checkpoint evidence.
- **No new content**. Every review task re-uses material already taught in Chapters 1–5. No CD is assessed here that was not already assessed in its chapter checkpoint.

- The dual-idea CDs keep all of their ideas named, scored as one mark out of 2: VC2MFAN03 — counting, comparing *and* labelling; VC2MFAN04 — both adding *and* taking away; VC2MFAM01 — response to both routine *and* non-routine events; VC2MFASP01 — observing and experiencing shapes and objects *and* responding to their sorting and naming.
- Fatigue, seizure activity, medication and sensory load are expected to affect performance; that is precisely why the judgement is made across occasions. Nothing is timed.

Record 1 — VC2MFAN01 · number names and numeral forms · 2 marks

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

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

Evidence — both ideas: number names (the heard counting — the song, the count-in, the countdown) and numeral forms (the numeral cards, the tactile numerals, the dot cards).

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
Response to number names — what was shown, how				
Response to numeral forms — what was shown, how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				
Mark	What you see			
0	No response on the review occasions			
1	A response to number names or numeral forms with more support than the checkpoint evidence, or on one review occasion only			
2	A response to number names and representations of number sustained across more than one review occasion and setting, consistent with the student’s best checkpoint evidence			
Best sustained review mark for VC2MFAN01: ____ / 2				

Record 2 — VC2MFAN02 · collections that change · 2 marks

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

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

Evidence: the response when a collection changes — the group moves, objects appear (‘Here it is!’), objects go away (‘All gone. No more.’), or a clear difference is presented.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
What changed, and the student’s response to the change				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark	What you see
0	No response on the review occasions
1	A response to a changing collection with more support than the checkpoint evidence, or on one review occasion only
2	A response to changing collections of objects sustained across more than one review occasion and setting, consistent with the student’s best checkpoint evidence

Best sustained review mark for VC2MFAN02: ____ / 2

Record 3 — VC2MFAN03 · counting, comparing and labelling · 2 marks

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

Achievement standard extract carried against this CD (quoted verbatim): “*students participate in and respond to structured learning experiences, including counting, sharing, and adding and taking away from collections, in practical situations.*” This record scores the counting part of that sentence; sharing, adding and taking away are scored in Records 4 and 5 below.

Evidence — all three ideas, all the adult’s: the response to counting (joining in as the adult counts), to comparing (two groups side by side) and to labelling (the count word for the whole group). No comparison words and no counting are asked of the student.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				

Response to
counting — what
was shown, how

Response to
comparing — what
was shown, how

Response to
labelling — what
was shown, how

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

Notes

Mark	What you see
0	No response on the review occasions
1	A response to the adult's counting, comparing or labelling with more support than the checkpoint evidence, or on one review occasion only
2	A response to counting, comparing and labelling of collections sustained across more than one review occasion and setting, consistent with the student's best checkpoint evidence

Best sustained review mark for VC2MFAN03: ____ / 2

Record 4 — VC2MFAN04 · objects added and taken away · 2 marks

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

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

Evidence — both ideas: adding (‘another one’, ‘give me more’) **and** taking away (‘all gone’, ‘no more left’, ‘finished’), including the \$1 transaction and the switch- or touch-accessible screen where used. Money is whole dollars only: the Australian \$1 coin — a coin, never a note. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-27.

Date

Setting and materials

Communication
modality used

Response to adding
— what was shown,
how

Response to taking

away — what was
shown, how

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

Notes

Mark

What you see

0 No response on the review occasions

1 A response to adding or taking away with more support than the checkpoint evidence, or on one review occasion only

2 A response to practical situations involving addition and subtraction of collections — both adding and taking away evidenced — sustained across more than one review occasion and setting, consistent with the student's best checkpoint evidence

Best sustained review mark for VC2MFAN04: ____ / 2

Record 5 — VC2MFAN05 · sharing equally · 2 marks

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

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

Evidence: responding when things are shared out equally; joining in with the modelled phrases — ‘one each’, ‘two for everyone’, ‘one for you and one for me’; assisting in handing out; responding to the ten-frame split.

Date

Setting and materials

Communication
modality used

Response to the
sharing and the
phrases — what was
shown, how

Assisting to hand out
/ response to the ten-
frame split

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

Notes

Mark	What you see
0	No response on the review occasions
1	A response to sharing with more support than the checkpoint evidence, or on one review occasion only
2	A response to sharing objects or a collection equally, in practical situations, sustained across more than one review occasion and setting, consistent with the student's best checkpoint evidence

Best sustained review mark for VC2MFA05: ____ / 2

Record 6 — VC2MFA01 · actions that have an effect · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*respond to actions that have an effect.*”

Achievement standard extract carried against this CD (quoted verbatim): “*Students respond to cause-and-effect experiences.*” This record is scored against that sentence: the effect is named on each session — the light coming on, the sound happening, the mark appearing, the bumps repeating.

Evidence: staying with the effect; responding when the effect happens; showing that the effect is coming at the pause; acting to make the effect happen — pressing, tapping, squeezing, marking, with help or alone.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
The action and the effect — what was done, and what happened				
The student's response to the effect — what was shown, how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark	What you see
0	No response on the review occasions
1	A response to a cause-and-effect experience with more support than the checkpoint evidence, or on one review occasion only
2	A response to cause-and-effect experiences sustained across more than one review occasion and setting, consistent with the student's best checkpoint evidence

Record 7 — VC2MFAM01 · routine and non-routine events · 2 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: routine events **and** non-routine events. At least one review session records a non-routine event.

Evidence: the response to a routine event — arriving, mealtime, recess, home time — signalled by the object, the symbol and the word; and the response to a planned change — a wet-weather timetable, an incursion, a changed room or place to eat. No size words, no units, no clock.

	Review session 1	Review session 2	Review session 3	Further
Date and session				
Event — routine or non-routine (name it)				
What happened, and what was said				
The response observed — what was shown, how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark	What you see
0	No response on the review occasions
1	A response to a routine or non-routine event with more support than the checkpoint evidence, or on one review occasion only
2	A response to routine and non-routine events during the school day — both evidenced — sustained across more than one review occasion and setting, consistent with the student’s best checkpoint evidence

Record 8 — VC2MFASP01 · shapes and objects in the environment · 2 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.

Evidence: feeling, touching and exploring the circle and the rectangle — cards, real objects, inset puzzle; the response to sorting by one attribute; the response to the shape names and to the routine objects that say what comes next.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
Observing and experiencing shapes and objects — what was shown, how				
Response to the sorting / response to the naming				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark	What you see
0	No response on the review occasions
1	A response to shapes and objects with more support than the checkpoint evidence, or on one review occasion only
2	A response that observes and experiences shapes and objects and responds to the sorting and naming of them — both halves evidenced — sustained across more than one review occasion and setting, consistent with the student’s best checkpoint evidence

Best sustained review mark for VC2MFASP01: ____ / 2

Record 9 — VC2MFASP02 · where things are, and how they move · 2 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 body-position change, **and** the move to a different environment or the look for the hidden item.

Evidence: the response as the body position changes — arms up or down, in or out; the eyes following the moving thing or person; the look to the new place; the response on arriving in the different environment; the look, reach or gesture for the hidden item.

Date

Setting and materials

Communication
modality used

What changed —
body position, place,
or objects and people
moving

The response
observed — what
was shown, how

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

Notes

Mark	What you see
0	No response on the review occasions
1	A response to movement or a change of position with more support than the checkpoint evidence, or on one review occasion only
2	A response when the position of the body changes, and when they move to a different environment — both evidenced — sustained across more than one review occasion and setting, consistent with the student's best checkpoint evidence

Best sustained review mark for VC2MFASP02: ____ / 2

Extended task — qualitative note only, outside the 18 and outside the 54

Optional extended task — a shared morning tea. Observed, multi-occasion, three-modality, untimed. No mark from this space enters the review total.

	Session 1	Session 2	Session 3	Further
Date				
What the student responded to, in which channel, with what support				
Teacher's qualitative note				

Level A review summary

Content description	Chapter	Recorded mark
VC2MFAN01 — respond to number names and representations of number	1	___ / 2
VC2MFAN02 — respond to changing collections of objects	1	___ / 2
VC2MFAN03 — respond to counting, comparing and labelling of collections	1	___ / 2
VC2MFAN04 — respond to practical situations involving addition and subtraction of collections with physical and virtual materials	2	___ / 2
VC2MFAN05 — respond to sharing objects or a collection equally, in practical situations	2	___ / 2
VC2MFAA01 — respond to actions that have an effect	3	___ / 2
VC2MFAM01 — respond to routine and non-routine events during the school day	4	___ / 2
VC2MFASP01 — respond to shapes and objects in their environment	5	___ / 2
VC2MFASP02 — respond to movement of objects, people or self within a familiar space	5	___ / 2
Level A review total		___ / 18

With the checkpoints (36) and the review (18), every content description carries **6 marks in total, everywhere, with no exceptions** — 54 marks across the book. Report against the Level A achievement standard from this evidence; Level B planning starts from it.

Recorded by: _____ **Date:** _____